PEER REVIEW TEAM REPORT

Fullerton College
321 E. Chapman Ave.
Fullerton, CA 92832

This report represents the findings of the Peer Review Team that conducted a focused site visit to Fullerton College September 17, 2024. The Commission acted on the accredited status of the institution during its January 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Ronald P. Gerhard
Team Chair

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Fullerton College
Peer Review Team Roster
TEAM ISER REVIEW

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Chabot-Las Positas Community College District
Chancellor

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Los Angeles Mission College
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ACCJC STAFF LIAISON
Dr. Gohar Momjian
Vice President

*Persons who served as participants on the district review team should be noted with an asterisk.

Fullerton College
Peer Review Team Roster
FOCUSED SITE VISIT

*Mr. Ronald Gerhard, Team Chair
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Summary of Focused Site Visit

INSTITUTION: Fullerton College

DATES OF VISIT: September 17, 2024

TEAM CHAIR: Ronald P. Gerhard

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2024, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A three-member peer review team conducted a Focused Site Visit to Fullerton College on September 17, 2024 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on August 30, 2024 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 50 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held an open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.

Major Findings and Recommendations of the
Peer Review Team Report

Commendations

Commendation 1: The Team commends the college for their culture of collaboration across the institution, creating an atmosphere of shared responsibility that is embodied in the redesigned planning and resource allocation processes, as well as the mapping of programs, which clearly visualize pathways to degree and certificate completion for students. (I.B.4, IV.A.1)

Recommendations
Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

None

District Commendations:

None.

District Recommendations to Meet Standards:

None.

District Recommendations to Improve Quality:

None.

Introduction

Established in 1913, Fullerton College is one of the oldest community colleges in the western United States. Originally operating on the campus of Fullerton Union High School, the college has grown significantly since its inception, with the first class of 14 students graduating in 1915. Today, Fullerton College serves over 26,000 students per year and is recognized for its strong academic programs, commitment to equity, and dedication to student success.

Located at 321 E. Chapman Ave. in Fullerton, California, the college is part of the North Orange County Community College District (NOCCCD). Fullerton College is a designated Hispanic Serving Institution (HSI), with over 50% of its students identifying as Hispanic/Latinx. Additionally, the college is committed to fostering a diverse and inclusive environment, underscored by its status as an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). The campus covers 85 acres, featuring 54 buildings, some of which were constructed under the Works Progress Administration, preserving the historical character of the institution.

Fullerton College has developed an impressive process for program mapping, clearly visualizing the pathways to completion for students in a wide array of degree and certificate programs. This strategy ensures that students can easily navigate the requirements for their programs, leading to timely completion of degrees. The institution's scheduling strategy focuses on optimizing course offerings, aligning them with program maps to create seamless pathways for students. This effort has been strengthened by deliberate attention to various teaching modalities—including in-person, online, and hybrid options—ensuring that the scheduling of courses directly supports students' ability to complete their programs. These approaches have contributed significantly to increased student success and completion rates.

The college has also been recognized for its effective process in redesigning programs and courses to increase faculty and program buy-in across campus. This redesign process, guided by inclusive principles, has allowed for broad collaboration and input, resulting in a strong alignment between academic offerings and student success initiatives.

Throughout its history, Fullerton College has built a reputation for quality academic programs, high transfer rates, and robust student support services. The college consistently ranks as a top transfer institution to the California State University system, with nearly 7,400 students transferring between 2019 and 2023. Recent academic recognitions include being named a Champion for Excelling in Equitable Course Placement by the Campaign for College Opportunity in several categories: supporting 100% of students to enroll in transfer-level English, with equity designations for Latinx and Black students. Additionally, The Hornet, Fullerton College's award-winning student newspaper, celebrated its centennial in 2023.

In alignment with its commitment to Diversity, Equity, Inclusion, and Antiracism (DEIA), the college has implemented several successful programs to ensure equitable student success. Fullerton College has launched and expanded initiatives like Puente, Umoja, and The Veterans Grant Program, which focus on supporting traditionally underserved student populations. The college's mission prioritizes equity by eliminating barriers to student success and fostering an environment of belonging for all. In 2020, Fullerton College was named one of the top two-year colleges in the country by Hispanic Outlook on Education, ranking 9th for overall enrollment and 8th for degrees awarded to Hispanic/Latinx students.

Beyond its academic achievements, Fullerton College has taken significant strides in campus development. The campus has expanded from its original 14 acres to 85 acres, now housing state-of-the-art facilities, including the Sherbeck Field, a Humanities Division building, and the upcoming Veterans' Resource Center. Ongoing projects include the construction of a College Welcome Center and a Center for the Performing Arts, aimed at supporting both student learning and engagement in the community.

Fullerton College continues to lead with a forward-thinking vision of inclusive excellence, serving the evolving needs of its diverse student body and ensuring their success both academically and in their future careers.

The team appreciated the cross-discipline collaboration demonstrated through the creation of Fullerton College's instructional crime lab, developed in partnership with the Fullerton Police Department, along with their MESA Center, meditation and prayer space, and Basic Needs Center. These initiatives showcased the college's focused commitment to student success and improvement, underscoring the institution's effective use of participatory governance. Each of these collaborative efforts highlights how the college brings together different disciplines and community partnerships to meet the diverse needs of students and support their academic and personal development.

Eligibility Requirements

1. Authority

The team confirmed that Fullerton College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). Fullerton College is authorized by the State of California, the Board of Governors of the California Community College System, and the Board of Trustees of the North Orange County Community College District. This authority is published in the College catalog and on the College's accreditation website.

The College meets Eligibility Requirement 1.

2. Operational Status

The team confirmed that Fullerton College is operational, serving approximately 26,459 students. The College awarded 2,021 degrees and 1,752 certificates of 16 or more units, and transferred 1,556 students to a four-year college or university in 2021-22. The College offers a comprehensive array of associate degrees, transfer degrees, certificates, basic skill courses and career education programs to meet student needs.

The College meets Eligibility Requirement 2.

3. Degrees

Fullerton College offers 122 associate degree programs, of which more than 25 are California State University (CSU) Transfer Degrees, including 16 Associate of Arts – Transfer Degrees (AA-T) and 11 Associate of Science – Transfer Degrees (AS-T). The College offers more than 100 certificates. All degree programs are two academic years in length.

The College meets Eligibility Requirement 3.

4. Chief Executive Officer

The team confirmed that Fullerton College has, under authority of Board Policies 2430 and 7240, a chancellor and college president who serves as the Chief Executive Officer for the district and college. The chancellor is appointed and evaluated by the Board of Trustees in the performance of their duties as listed in Board Policy 2435 and their established annual goals.

The College meets Eligibility Requirement 4.

5. Financial Accountability

The team verified that the North Orange County Community College District undergoes an annual audit completed by an external licensed Certified Public Accounting Firm, in compliance with Education Code 84040 and Board Policy 6400. This audit is presented to the Board of Trustees prior to being issued to the State Chancellor's Office by December 31st. For the year end June 30, 2023 audit, NOCCCD did not receive any financial statement, state compliance, or federal compliance findings, recommendations, or questioned costs.

The College meets Eligibility Requirement 5.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Fullerton College posted a link to the third-party comment form maintained by ACCJC on its accreditation webpage. The Institutional Self Evaluation Report (ISER) was presented to all constituent groups prior to being reviewed and approved by the Board of Trustees. ACCJC did not receive any applicable third-party comments relevant to Eligibility Requirements, Accreditation Standards, or Commission Policies in advance of the site visit.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Fullerton College defined institution set standards and stretch goals for course completion, certificates awarded, transfers to four-year institutions, licensure examination pass rates, job placement rates, and career technical education degrees. These goals are annually reviewed and evaluated.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed policies and procedures to confirm that Fullerton College credit hour assignments and degree program lengths are consistent with good higher education practices. Tuition is consistent across programs as evident in the College catalog and schedule of classes. Fullerton College provides accurate and timely information to students and the public about its programs, locations, policies, and accreditation status.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team determined through review of the Fullerton College catalog and websites that policies are in place to inform the public regarding transfer policies and that they are appropriately disclosed to students and the public.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*.
X	The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative:

The team reviewed over 25 online courses and found Fullerton College demonstrates regular and substantive interactions between faculty and students, as well as evidence that comparable learning support and student support services are available for distance education students. Overall, the team found that the institution demonstrates compliance with the Commission Policy on Distance Education. Fullerton College does not offer Correspondence Education.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team verified that Fullerton College has policies and procedures included in the catalog and posted on its website articulating how the institution handles and addresses student complaints. Student complaint files are housed in the Office of the Vice President of Student Services or Vice President of Instruction. No issues of non-compliance were noted or identified. Further, names and associations of accreditation agencies are posted online, including contact information.

<u>Institutional Disclosure and Advertising and Recruitment Materials</u>
Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed all elements of this component and found that Fullerton College meets the Commission's policy requirements. The institution provides accurate and timely information to students and the public about its programs, locations, policies, and accreditation status.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV

	Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed evidence demonstrating that Fullerton College remains compliant with Federal Title IV regulations and the U.S. Department of Education requirements. Fullerton College has not received any federal compliance audit findings and the student loan default rate is within the acceptable range.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Fullerton College demonstrates its commitment to student learning and achievement through its mission, vision, and core values. Having a well-established culture of inquiry woven into shared governance structures, the college regularly analyzes qualitative and quantitative data for its many programs and services to continuously improve. The college regularly reviews its mission, vision and core values, which are approved by the Board of Trustees and communicated widely.

Findings and Evidence:

Fullerton College's mission statement describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The intended student audience includes students from their diverse communities who seek educational and career growth. It is mentioned that students come to the College for many reasons, but that they have a common desire to be successful learners. The types of degrees and credentials include certificates, associate degrees, and transfer. The commitment to student learning and student achievement includes a supportive and inclusive environment. The College demonstrates its commitment to student learning and achievement through its assessment of skills, knowledge and behaviors acquired by students. The College's mission, vision and core values are rooted in equity and demonstrate a commitment to its diverse students and their success. (I.A.1)

The College provides evidence of a culture of inquiry on campus, which continually assesses efforts for continuous improvement and is woven into the shared governance structures at the college. The college engages in a variety of efforts to utilize data; it publishes a yearly Institutional Effectiveness Report, engages in an Institution Set Standards Review, has completed a meta-analysis of surveys administered by the college Fullerton College Survey Inquiry Group, has established the Anti-Racism taskforce, and utilizes a well-established Program Review process for all programs on campus. The College teams use Tableau for planning and data analysis. The goal of this multi-pronged approach to data analysis allows for the regular review of programs and services to ensure that it is meeting the diverse educational needs of its students. The College uses a variety of institutional data, local service area data, and student outcome data to determine its effectiveness in accomplishing its mission. (I.A.2)

The College aligns its programs and services with the college mission, vision, and core values through its integrated planning process. In every Program Review self-study, all programs and offices align their efforts to the college's mission and develop strategic action plans to help fulfill its mission. The Integrated Planning Manual includes the goals and objectives, which are aligned with the mission and put into action with strategic action plans. The Program Review and Planning Committee identifies themes in the reports and connects those and resource requests to the college mission. These reports are taken to the President's Advisory Council. The College noted difficulties with the timelines of its planning processes and is working to change them so that they facilitate a more effective cycle of awarding and distributing resources. Revisions to improve the timeline so that more meaningful, transparent, and collaborative decisions can be made in a timely manner (I.A.3)

The institutional mission is periodically reviewed and updated as necessary by the campus community. The most recent revised mission and values were discussed at the February 14, 2023 Board of Trustees meeting. The values were approved by the Board of Trustees. The proposed mission was discussed at the November 23, 2023 Board of Trustees meeting. The mission, vision, and values are widely published. The mission is published on the About webpage, the College Catalog on the General Information page, and the schedule of classes alongside the President's greeting. It is included in publications including the annual Institutional Effectiveness Report, New Student Resources Guide, and Fullerton College Magazine (I.A.4).

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Fullerton College demonstrates its commitment to mission, academic quality and institutional effectiveness, and integrity through its well-developed planning and program review processes. The College clearly values evaluation and continuous improvement.

Findings and Evidence:

The team found that the College has well-developed and functioning shared governance and planning processes, which leads to sustained, substantive, and collegial dialog across several key committees about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College's Integrated Planning Manual clearly identifies college committees' responsibilities and timelines for planning and evaluation. Ultimately, all collegewide procedural change and initiatives are

discussed collegially at the President's Advisory Council (PAC) before being recommended for implementation by the President. (I.B.1)

The College defines and assesses student learning outcomes for all instructional programs and student and learning support services. Student learning outcomes for instructional programs are defined in the curriculum approval process and documented using CurricUNET. Course student learning outcomes (CSLOs) are assessed by the faculty every three years at a minimum and are tracked using the eLumen software system, which is used to disaggregate SLO performance by demographic categories. The Student Learning Outcome Assessment Committee (SLOAC) provides input on the quality of the CSLOs. Student and learning support services assess their outcomes through program review on a four-year cycle. A redesign of the PSLO process is currently underway to better align practices. (I.B.2)

The College first developed their Institutional Set Standards (ISS) in 2017. The Institutional Integrity Committee (IIC) annually assesses College performance compared to the ISS. For example, the College identified that the Cosmetology program was not meeting their standard and subsequently worked with the program coordinator to implement improvements that increased pass rates for the program. (I.B.3)

The team found that the College's Program Review and Planning Cycle provides a comprehensive means of ensuring that all instructional programs, academic support services an administrative units carry out their respective functions and services in alignment with the college mission. The culture of assessment and program review is utilized to support student learning and student achievement. This robust infrastructure is demonstrated through integrated planning manuals, reports produced by programs and departments, and an abundance of assessment data found in these documents. Data analysis is required as a part of the quadrennial program review and annual update process, which is used for long term planning and continuous improvement. (I.B.4)

The College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. The instructional program review template is comprehensive and requires programs to examine disaggregated data by student demographic groups and then write a brief Equity Action Plan to close gaps in student achievement within the next five years. The Program Review and Planning Committee regularly reflects on the program review process and makes improvements to the templates, rubrics, reader report templates and educational materials. (I.B.5)

The College effectively disaggregates and analyzes learning outcomes and achievement data to identify and address performance and equity gaps among subpopulations of students. As a part of the program review and outcome assessment process, student services programs receive relevant data disaggregated by student populations from the Office of Institutional Effectiveness. The eLumen software system helps instructional programs disaggregate student learning outcome data. The College primarily analyzes disaggregated student achievement data

through the program review process, the Institutional Effectiveness Report, and the Student Equity Plan. (I.B.6)

The Program Review and Planning Cycle provides a comprehensive means of ensuring that all instructional programs, academic support services and administrative units carry out their respective functions and services in alignment with the college mission. The Institutional Integrity Committee is tasked with regularly evaluating policies, processes, practices, procedures, and publications in order to ensure the integrity and effectiveness of the College's planning and decision-making process and its alignment with the mission. Additionally, in years 3 and 4 of the Program Review cycle, the Program Review and Planning Committee evaluates its own policies and practices and dedicates time to revise the self-study templates, timelines, rubrics, and reader reports. (I.B.7)

The College disseminates the results of evaluation and effectiveness measures through the Office of Institutional Effectiveness website and shared governance processes. The OIE produces customized reports for a variety of audiences on campus and for the larger community on numerous aspects of institutional performance and effectiveness.
For example, a Survey Inquiry Group was recently created to synthesize a wide range of data to provide the institution with comprehensive information. (I.B.8)

Program review is the foundation for the College's continuous, broad based, systemic evaluation and planning because it is situated at the center of budgeting and planning processes. The institution demonstrates its commitment to its mission through its ongoing, systematic evaluation, planning and allocation practices, that are well-documented and sustained. All instructional, student services, and administrative units participate in the four-year program review cycle. Within these reviews, programs request resources as needed, which the Program Review and Planning Committee endorses or not and then completes a summary report, which is used for future funding decisions. The program self-studies also address long-term needs for human, physical, technological, and financial resources. The College strategic plan formalizes long-range planning for educational programs and services. (I.B.9)

Conclusions:

The College meets the Standard.
Commendation 1: The Team commends the college for their culture of collaboration across the institution, creating an atmosphere of shared responsibility that is embodied in the redesigned planning and resource allocation processes, as well as the mapping of programs, which clearly visualize pathways to degree and certificate completion for students. (I.B.4, IV.A.1)

I.C. Institutional Integrity

General Observations:

Fullerton College demonstrates institutional integrity by providing clear and accurate information to students and the public in all required areas including accreditation status, Catalog Requirements, student learning and achievement information, expected learning outcomes, and total cost of education. The College ensures compliance with Accreditation Eligibility Requirements, Standards, and Commission Policies.

<u>Findings and Evidence:</u>

Fullerton College communicates accurate information extensively with the public, including prospective students, through its web site and the online catalog that is reviewed yearly. Fullerton College departments and programs regularly review websites for accuracy as part of program review, and support is provided by the Office of Campus Communications for programs and committees to maintain accurate and up-to-date information on the College website. (I.C.1)

The College provides an online catalog for students and prospective students. The information included is accurate and current. The catalog includes all facts, requirements, policies and procedures listed in the "Catalog Requirements." (I.C.2)

Fullerton College communicates matters of academic quality to all interested parties through reports generated by the Office of Institutional Effectiveness, the Student Learning Outcome Assessment Committee, and the Program Review and Planning Committee. The reports are available on the College website. (I.C.3)

The institution describes its certificate and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The accuracy of this information is ensured by the six-year review process let by the College Curriculum Committee and the publication review embedded in program review for instructional programs and Administrative/Operational areas such as division offices. (I.C.4)

The College reviews policies, procedures, and publications for accuracy in a variety of ways by several groups. The College's Program Review and Planning Committee, the Curriculum Committee, The Institutional Integrity Committee, division deans and classified staff, program managers and classified staff, and faculty engage in several processes that allow for continuous evaluation of policies, procedures, and publications for accuracy. (I.C.5)

The institution informs students of the total cost of education, tuition and other fees, textbooks and other required instructional materials in various ways. The College ensures that special populations of students such as undocumented students and veteran students receive accurate information. The College's Catalog, Schedule of Classes, program websites, and the College Bookstore all provide information to students about costs. (I.C.6)

The College uses and publishes governing board policies on academic freedom and responsibility to assure institutional and academic integrity. North Orange County Community

College District (NOCCCD) Board Policy 4030 Academic Freedom delineates the rights and responsibilities of members of the College community to contribute to and protect academic freedom. (I.C.7)

The College upholds the North Orange County Community College District policies regarding academic honesty for faculty, students and staff and make them available for all constituents to view. (I.C.8)

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively in accordance with official Course Outlines of Record. (I.C.9)

Standard I.C.10 does not apply to the College. (I.C.10)

Standard I.C.11 does not apply to the College. (I.C.11)

The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the College responds to meeting requirements within a period set by the Commission, and discloses information required by the Commission to carry out our accrediting responsibilities. (I.C.12)

The College demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The institution describes itself consistently to all its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (I.C.13)

Standard I.C.14 does not apply to the College. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Fullerton College has established a robust and sustainable set of practices that ensure high-quality courses and programs on an ongoing basis. The College has refined these practices to achieve greater efficiency in aligning program review and budget prioritization processes. These practices have resulted in a well-considered and developed set of program pathways that are mapped in a way that aligns program schedules and teaching modalities that provide optimal means of student completion and success. The College has developed an effective culture of evidence that has engaged faculty and programs across the campus and has achieved an impressive level of collaboration through the implementation of a coordinating committee, to better align the efforts and practices of stakeholders to achieve greater student success.

Findings and Evidence:

The College has well-established practices and mechanisms that ensure that new and existing courses and programs meet appropriate quality and rigor and align with the college mission. These include a six-year review of all courses and a four-year review of all programs. Career and Technical Education (CTE)courses and programs must include a recommendation from the appropriate Regional Consortium. The College's Mission, Vision, and Values are clearly defined and the College has implemented several processes, including curriculum updates and SLO assessments, into the integrated planned model, to ensure all instructional programs, regardless of location or means of delivery, are offered in fields consistent with the institution's mission. (II.A.1)

The College has institutionalized an ongoing set of practices that articulate learning outcomes for courses and programs, and guidelines for articulating and assessing outcomes for all courses and programs. A significant body of collected evidence indicates that these practices are sustained and ongoing. Instructional faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty develop curriculum and submit proposals via CurricUNET. Faculty review courses every six years and CTE courses and programs every two years. Part-time faculty are also actively engaged in the curriculum process. All faculty attend Division meetings and participate in shared governance. (II.A.2)

The College has institutionalized an ongoing set of practices that articulate learning outcomes for courses and programs, and guidelines for articulating and assessing outcomes for all courses

and programs. Evidence indicates that these practices are sustained and ongoing. The campus has developed a process for crafting, revising, and reviewing Program Student Learning Outcomes (PSLOs) to ensure they accurately reflect the breadth and depth of student learning that will culminate in a degree, certificate, or transfer program. Discipline faculty originate PSLOs, which are then sent to division curriculum representatives, division deans, and the Student Learning Outcomes Assessment Committee for approval before reaching the Curriculum Committee for discussion and approval. The College has institutionalized a PSLO design process for programs to develop new and review existing PSLOs to reflect the comprehensive expected outcomes students must achieve upon completion of a particular program, certificate, or degree. Course Outlines of Record shared in CurricUNET identify the specific, curriculum approved outcomes students must achieve upon completion of individual courses, and faculty are expected to clearly state CSLOs on each course outline and syllabus provided to students to make them aware of the course expectations. The SLOA committee clearly defines assessment guidelines and supports faculty throughout the assessment process. (II.A.3)

In alignment with changes in state law (AB705 & AB1705), the College has shifted away from offering pre-collegiate courses in Math, English and Reading. As of Fall 2022, Math no longer offers pre-collegiate level courses and has also developed enhanced versions of its existing transfer-level courses to offer students additional academic support. ESL and Disability Support Services (DSS) continue to schedule pre-collegiate level courses (the latter program using the COUN (Counseling) course designation for listing purposes) on a Pass/No-Pass basis, to support students' college success and language skills but indicate in the Fullerton College Schedule and in the catalog that these courses do not meet the requirements for transfer. (II.A.4)

The College has processes to continually review and ensure that its programs maintain the appropriate breadth, depth, rigor and time to completion consistent with Higher Education norms. In addition, all programs are reviewed regularly via Student Learning Outcomes Assessment (SLOA) (recommended every three years at minimum) and Program Review (every four years), which helps faculty determine, through analysis of SLO data and Program Review Strategic Action Plans, appropriate course rigor, and student learning outcomes. Through the program mapping and PSLO redesign processes, faculty actively engage in critically examining how students move through a particular program or certificate, identify potential barriers, and make recommendations to ensure students may achieve their educational goals promptly. Not only does this process make program navigation more visible to students, but in some cases, results in curriculum redesign. Other programs have completely redesigned PSLOs to better reflect the overall outcomes students must achieve upon completion of a certificate or program as opposed to a re-listing of SLOs from multiple individual courses. (II.A.5)

The College has established planning practices that ensure that course offerings meet the diverse needs of students in their efforts to complete degree and certificate programs in a timely manner. Classes are scheduled throughout the day from 7:00 AM until 9:45 PM and on weekends to accommodate various students' scheduling needs. Some disciplines offer short-term and late-start courses. CTE programs such as Cosmetology offer both morning and

evening cohorts to offer flexible options for students pursuing certificates. The College has many hybrid, synchronous, and asynchronous online courses, an option that was added at the start of the pandemic and continues to be offered. Programs strive to schedule course offerings in a sequence that would permit students to complete a degree within two years. The collaborative process of developing these program maps requires faculty to work with counselors and the campus articulation officer to review and potentially adjust curricular pathways and future course scheduling to better meet students' needs. (II.A.6)

The college has expanded its instructional modalities to meet the ever-diverse needs of its learners in support of success for all and has provided ongoing professional development (including for distance learning modalities) for instructors in service of this mission. They currently offer courses across disciplines in both synchronous and asynchronous online, hybrid, and in-person formats to provide students with opportunities to learn both on campus and via distance education according to students' scheduling and learning preferences. Continuing to offer multiple modalities also serves the diverse needs of community college students who attend both full- and part-time while working and/or caring for others. In terms of teaching methodologies, one of the key ways faculty engender a more equitable classroom is to diversify methods of instruction to account for students' various learning needs and styles. Course Outlines of Record (COR) housed in CurricUNET include a section on Instructional Methodologies wherein faculty list a variety of teaching strategies instructors may employ to deliver content equitably. The Distance Education and Online Teaching Certificate (OTC) teams provide training, equivalency, and recertification opportunities for faculty assigned to teach online courses to ensure the content and methods of instruction of each course offered in a Distance Education (DE) format meet state and federal DE guidelines. In addition, faculty must complete recertification every three years by completing an additional three hours of professional development to ensure DE courses offered by FC faculty maintain generally accepted academic and professional standards and expectations. (II.A.7)

The College does not require students to take placement exams prior to enrolling in transfer-level English and mathematics. All students use the Guided Self-Placement Process to determine appropriate ESL course placement. To determine chemistry placement, the College administers the standardized California Chemistry Diagnostic Test (CCDT). In accordance with BP 4235 and AP 4235, the College offers opportunities to "grant credit to any student who passes or completes an assessment approved by discipline faculty and other proper authorities". Processes are in place to reduce test bias and ensure reliability for these exams, including validation by internal and external sources. The college catalog clearly defines the divisions that permit credit by examination as well as the process required for students to petition for and earn credit via this method. (II.A.8)

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Every course, degree, and certificate include appropriate Student Learning Outcomes (SLOs), which appear in the college catalog. SLOs are present on all course syllabi and are written to reflect course objectives and are thus used as key metrics for success on core

course assignments and exams. Degrees and certificates are awarded to students who complete all required and elective courses specified on the degree or certificate template. The SLOA and Curriculum Committees have established processes that help programs develop and review proposed or revised SLOs. The curriculum review process ensures that the number of units assigned to a particular course accurately reflects the number of instructors contact hours and appropriate level of rigor, in accordance with higher education regulations. (II.A.9)

The College provides clearly stated transfer-of-credit policies to facilitate the mobility of students without penalty. The college catalog publishes the Acceptance of Transfer Credits policy in printed form and on the College's catalog website. The Graduation Requirements section of the course catalog provides additional information about this policy and details the institutional process that is in place to determine if courses completed at other colleges meet the Title 5 criteria for specific general education areas. Multiple policies and practices exist to ensure students may transition seamlessly from other institutions to Fullerton College and then to the higher educational institution of their choice. These policies and practices are communicated clearly in the college catalog as well as on multiple pages of the institution's website, including the Counseling and Transfer Center pages, as part of counseling support to guide students toward the achievement of their chosen educational pathway. (II.A.10.)

The College has completed a redesign and realignment of its ISLOs and PSLOs to improve the efficacy as well as the demonstrated student attainment of these outcomes, in accordance with the College's ongoing practice of refining and sustaining its processes of documenting learning effectiveness and success. Through the Guided Pathways-led campus PSLO redesign project, programs have engaged in the work of redesigning and realigning its PSLOs to map to these ISLOs and ensure students achieve all ISLOs across their educational experience at the College. Not only do all programs include both program-specific learning outcomes and GE learning outcomes that instruct students in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage in diverse perspectives, but the institution has demonstrated the ability to improve student attainment of these objectives using the SLOA process. (II.A.11)

The General Education Statement of Philosophy for the College, provided in the College Catalog highlights the general knowledge and skills of college-educated participants in society and should expect to demonstrate and explain that General Education courses are intentionally designed to be general, broad, and introductory in nature. The institution, relying on faculty expertise, uses the 13-step curriculum proposal and review process to determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The College Catalog explicitly states the GE requirements for degrees awarded by the institution and its statement of philosophy reflects how course SLOs intersect with the ISLOs to create a coherent, carefully considered pattern of General Education consistent with the norms of higher education. (II.A.12)

The College has aligned a clearly established process for identifying core learning expectations (Major requirements, Areas of Inquiry, Core skill competencies for CTE certificates, etc.), and aligning these expectations to Course and program level SLOs that are continually assessed and reviewed regularly. The College offers three different types of degrees: an Associate of Arts (AA), an Associate of Science (AS), or an Associate Degree for Transfer (ADT). All degrees require a major component, which consists of either a specific area of inquiry or an established interdisciplinary core. The curriculum proposal and review process ensure specialized courses required to earn a degree or certificate in a particular program are identified clearly before approval. Both CTE and non-CTE programs utilize the certificate narrative templates provided on the curriculum website when developing or revising certificates for curriculum adoption. The faculty-driven curriculum process ensures that key theories and practices within various fields remain current and the SLOA process helps determine that awarding of degrees is dependent upon mastery of core outcomes and competencies. (II.A.13)

The College ensures that all CTE Degrees and certificates align with labor market needs, the college mission, and maintain program quality standards, including faculty professional expertise. CTE degrees and certificates offer targeted instruction in specialized fields. To ensure graduates demonstrate competency for employment and are prepared for external licensure and certification, CTE advisory committees, such as the Paralegal Studies Program Advisory Committee, regularly meet to discuss updates to professional licensing requirements, curriculum, and potential changes to relevant program degrees and certificates. To teach courses in their field of expertise, the College CTE faculty must achieve the minimum level of education required to meet minimum qualifications in a particular field. Faculty must also maintain current industry certifications and licenses to accurately assess students and ensure graduates achieve the skills needed to meet employment standards. (II.A.14)

The North Orange County Community College District Board Policy BP4021 and Administrative Procedure AP4021 clearly defines the program elimination policy, detailing the steps taken that when programs are eliminated, students will be accommodated to a reasonable extent so they may complete the program in a timely manner. When programs are changed, students have the option to exert catalog rights and follow the catalog that was in place when they began their program of study or follow the new program requirements, as long as the student maintains continuous enrollment at the College. When a course substitution is deemed necessary to ensure students may continue their program uninterrupted, counseling faculty assist students with initiating the course substitution process by providing students with a form that must be approved by their program's division dean, and approval may be granted either before or following completion of the program. (II.A.15)

All instructional programs undergo systematic program review every four years to evaluate program quality, currency, and commitment to equitable practices. The Program Review Committee collects and reviews all program reviews before making recommendations, noting that program funding is not tied to this program review process, although program reviews may be utilized to prioritize funding needs. The thirteen-step Curriculum Review process also plays an important role in ensuring quality, currency, and meaningful improvement of all

instructional programs offered by the College. Multiple processes exist, such as SLO assessment, curriculum, planning and resource allocation to ensure the institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, regardless of delivery mode or location (II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Fullerton College offers library and learning support services aligned with its mission and conducted at levels of quality and rigor appropriate for higher education. These services are sufficient in quantity, depth, and variety to support a wide range of diverse educational programs, including distance education, as determined by a range of stakeholders. The faculty's expertise plays a crucial role in identifying educational materials, resources, and equipment that align with the college's mission. The library staff regularly evaluates the resources' adequacy across courses and programs to ensure their effectiveness in supporting student learning and achievement. Fullerton College engages in regular review and continuous improvement of these services through the governance process, particularly Program Review, to ensure that library and learning support services help the college meet its mission of achievement and success for its diverse students.

The library offers a vast collection of physical and electronic resources, which the librarians tailor to specific course needs and outcomes in collaboration with faculty. The provided services are comprehensive in both quantity and quality, offering students up-to-date, deep, and varied resources to excel academically. The library and learning support services collaborate with eight other information sources, including library consortiums, to expand access to resources that promote student success. These resources are available to all students, regardless of their location or mode of study. The College has an evaluation process in place to ensure that the resources meet the mission's requirements, making them relevant and reliable for students. Overall, the College is dedicated to supporting student learning and success by providing comprehensive library resources and learning support services.

Findings and Evidence:

The College supports student learning by providing library and other support services in multiple modalities. It has a robust and current library collection, with 30% of titles published since 2000, and offers access to 77 subscription databases with 80% of titles published since 2000. Librarians engage with faculty to provide information literacy instruction. The library offers a "hands-on help" option, and tutoring services are available in person and online. The

college also offers learning support through the Academic Support Center, which includes the Writing Center, Tutoring Center, Skills Center and Math Success center. The services are tailored to unique learning needs. The evidence reviewed to demonstrate this standard was a combination of policies and procedures, websites for each tutoring center. The Academic Support Center offers a diverse range of workshops and services, including one-on-one tutoring with flexibility to student needs. An example is how the Math Success program offers three modalities for tutoring, including "Above and Beyond" tutoring, which enables students to schedule a one-hour recurring weekly session with the same tutor for consistent support. Hornets Tutoring is an embedded tutoring program with 150 tutors in about 200 gateway courses. (II.B.1)

Through the governance process, the College relies on the expertise of faculty, including librarians and other learning support professionals, to select and maintain educational equipment and materials in order to fulfill its mission of student success and achievement. Faculty and staff make resource requests for educational equipment and technology through the program review process. Those requests are considered by the Planning and Budget Steering Committee and the President's Advisory Council, which then makes allocation decisions. (II.B.2)

The College regularly evaluates the library and other learning support services to ensure their adequacy of meeting students' needs and to use those results as the basis for continued improvement. The College has implemented a robust program review process to evaluate services and engage in a process of continuous improvement. Each program review includes an evaluation of student learning outcomes and service area outcome results, along with other information such as user rates. The assessment data have led to numerous improvements, including increased services available to students and documented improvements in student learning. The library and specific tutorial centers program reviews were used as evidence in this standard. (II.B.3)

The College relies on multiple collaborations to provide robust library access to students. It documents formal agreements with partner institutions, which are regularly reviewed for effectiveness. The College is responsible for and assures the security, maintenance, and reliability of services provided directly or through contractual arrangements. The College regularly evaluates these services to ensure their effectiveness. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Fullerton provides comprehensive student-centered services, student development and counseling services that provide scaffolded co-curricular activities for student success through student workshops, orientation, guided pathways, counseling classes, student life, and athletics. There are eight standards the college engaged to measure its self-evaluation.

<u>Findings and Evidence:</u>

The team reviewed the ISER and determined that through its robust assessment process of program reviews on a four-year cycle, annual program updates, and surveys, the college can receive feedback on the impact of its programs, services, counseling, and counseling classes both in person and virtual / online support. Through this evaluation process, each program in student support services can improve by making necessary adjustments for student success. Program reviews which are comprehensive and detailed and the annual program updates are abbreviated and current needs to meet student demand. (II.C.1)

An example of the program review is ostensible through the Veteran's Resource Center (VRC). VRC services improved because of its service area outcomes and student learning outcomes being fully assessed. The program review resulted in more STEM tutors being hired to support students in biology, chemistry, and physics courses. VRC also improved by providing mental health services, a dedicated study lounge with computers and printing capabilities and a partnership with CSU Fullerton's VRC to pathway students to transfer to the four-year institution. (II.C.1)

Distance Education is evaluated regularly by reviewing enrollments and outcomes and through internal reviews of the use of tools in the LMS to determine what resources may be under-utilized and engage strategies that provide more pedagogical support in specific areas. (II.C.1)

Additional evidence of assessing learning support outcomes is the Student Life and Leadership Program Review and the three short-term goals of increasing cultural / ethnic clubs and organizations and underrepresented student groups, especially Asian Pacific Islander American students. The assessment also improves equity outcomes for the college. (II.C.2)

The Transfer Center also completed a program review to increase the student transfer readiness by conducting a workshop. Prior to the workshop students only answered 23% of the questions correctly about how to transfer and after the workshop, 89% of the students received perfect scores in the questionnaire on transfer readiness. Categorical programs also hosted workshops. Program reviews have more useful in the assessment process when there are major changes that need to be made. One of those examples is in the Student Health Services, more student health education, and the need for a larger facility. (II.C.2)

Data from the program reviews and annual updates are disaggregated to identify possible student inequities in services. The Puente Program and Disability Support Services are noted programs that disaggregated their data for improved student engagement. (II.C.2)

The College provides equitable on campus and distance education access to services for all students. Students who are on campus have physical access to the array of student support services. Online students have access to the college's websites, remote services, and a call service so they can speak with a classified professional who can answer any questions the student may have. Basic needs need to be assessed in person. (II.C.3)

Co-curricular programs such as student life and athletic programs support student development and the colleges mission and support the persistence, retention, and completion of the student body. The colleges co-curricular programs are supported by board and administrative policies, membership in athletic associations, and adhering to Title IX standards. The intercollegiate athletics programming is a learning community to support the learning and completion of its students and is overseen by an Athletic Director. The athletics department has academic standards of at minimum of 2.0 GPA to participate in the sports program and receives academic counseling towards graduation. (II.C.4)

Counseling is an integral service supporting student success; it is guided by board and administrative policy and is aligned with the pillars of Guided Pathways to co-create and sustain a student-centered campus. The counseling departments provides classes and academic counseling in addition to career and personal counseling to support student educational goals. These services are provided via zoom and phone for remote access and on campus for in person services too. (II.C.5)

The Counseling Division supports the Puente Project, Re-Entry, and STEM Success Learning Communities to increase the retention and graduation of underrepresented student groups. It collaborates with various campus departments, academic programs, and community partners, such as Financial Aid, DSS, EOPS, and the Veterans Resource Center, to contribute to student success. Additionally, all new and returning students seeking priority registration must complete an online orientation, and articulation agreements that guide students to the CSU system and other colleges are available online via the ASSIST platform. (II.C.5)

Counselors stay professional developed and current in their discipline by attending conferences, helping implement new initiatives and in-service training through an active Canvas shell that includes important information, and resources, for full-time and adjunct faculty. (II.C.5)

The college participates in the North Orange County Promise Program and incorporates counseling services, case management as well as other services like the Transfer Center and Career Services. The Transfer Center is full-service and assists students with the transfer process and requirements. (II.C.5)

The College adheres to its admission policies guided by its district and is consistent with its mission and specifies the qualifications of ~~student~~students who are appropriate for its academic programming including concurrent enrollment and other young students. There is an

open enrollment period that is published in the institution's college catalog and on the Admissions & Records website. (II.C.6)

The College's Guided Pathway framework has a fully structured designed pathway for students to access the academic and career programming. Both faculty and counselors collaborate to develop program maps for student completion and transfer. The campus created the Program Mapping Advisory Taskforce to help guide the ongoing implementation of the PPM platform. The college is collaboration with the CSU Fullerton to create visual maps f through the BA or BS program from Fullerton College to CSU Fullerton. (II.C.6)

The College currently uses the AB 705 English/Math placement rules published by the state Chancellor's office and ESL/Chemistry placement instruments. The College is waiting for the state Chancellor's office to produce a validation manual for Chemistry. The Colleges institutional effectiveness completed the CCCCO AB705 Equitable Placement validation of practices for placement into English and math courses. This office also conducts disproportionate impact studies on a regular basis to minimize linguistic and cultural bias in the local application of AB705. (II.C.7)

Finally, the College adheres to its policies on Records Retention and Destruction. The Admissions and Records Office is primarily responsible for the admission and registration of students, implementation of all academic policies, and the maintenance of student records. Records are stored on multiple servesservers. The offline hard copy transcripts and microfilm are stored in a secure location inside the Admissions & Records Office. There is an ongoing project to convert microfilm and hard copy transcripts into electronic files that will be stored on multiple servers. (II.C.8)

Student records are not released without the consent of the student or in such cases where federal or state education officials or judicial, court orders, or subpoenas are issued by a judge. Appropriate campus employees have access to student records to complete their official duties of their professional positions. Finally, Fullerton College adheres to the policies guiding its Student Records, Directory Information, and Privacy. (II.C.8)

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

In its unwavering commitment to professionalism, Fullerton College and the North Orange County Community College District has established meticulous policies and procedures for personnel recruitment and hiring. These policies are not mere guidelines but strict adherence to standard practices for identifying appropriate qualifications for each faculty position recruited. These practices perfectly align with the established minimum qualifications of the CCC System. Similar processes also exist for administrators and other employees recruited and hired by the college. To realize its mission and engage in a cycle of continuous improvement of its academic quality, the College has institutional structures and practices in place to effectively utilize its human resources.

Findings and Evidence:

The institution takes pride in upholding its unwavering commitment to integrity and quality. It achieves this by employing administrators, faculty, and staff who are not only highly qualified with appropriate education, training, and experience, but also deeply dedicated to providing and supporting these programs and services. The criteria, qualifications, and procedures for selecting personnel are clearly and publicly stated, ensuring transparency and trust. Job descriptions are directly linked to the institutional mission and goals, and they accurately reflect position duties, responsibilities, and authority. The College's dedication to safeguarding the security and confidentiality of personnel records further emphasizes its commitment to excellence. (III. A. 1)

The qualifications of the faculty members are based on their knowledge of the subject matter and the necessary skills to perform the required services. Several factors determine qualification, such as relevant degrees, professional experience, expertise in the field, level of assignment, teaching abilities, scholarly activities, and potential to contribute to the institution's mission. The College shows evidence of a robust process for determining faculty qualifications. Curriculum development and learning assessment are listed as essential parts of faculty job descriptions in public facing documents and internal processes. The administrators and other employees responsible for educational programs and services must possess the necessary qualifications to perform their duties, maintaining institutional effectiveness and academic quality. Regarding degree recognition, the college has a clear policy. Fullerton College shows evidence of having a robust process for validating degrees held by faculty, administrators and staff. The College has an equivalency committee to determine degree equivalency. Faculty

members, administrators, and other employees must hold the required degrees from institutions accredited by recognized U.S. accrediting agencies. Evidence reviewed to demonstrate was an assortment of hiring policies & procedures, samples job postings, CBA, link to the minimum qualifications for all levels of employees including managers. (III. A. 2, III.A.3, III.A.4)

To ensure the optimal performance of its human resources, the institution conducts periodic evaluations of all personnel. The institution sets clear and concise criteria for evaluating personnel, which includes assessing their performance of assigned duties as well as their participation in institutional responsibilities and other activities relevant to their area of expertise. The institution's evaluation processes are designed to assess personnel effectiveness and encourage continuous improvement. The College regularly evaluates all employees, as defined by the multiple collective bargaining agreements (except managers) within the district. The institution takes formal, timely, and documented actions based on the evaluation results to support the growth and development of its personnel. Evidence reviewed consists of variety of CBA for constituency groups. (III.A.5)

III.A.6 is no longer applicable.

The College demonstrates evidence of maintaining enough qualified faculty to ensure quality educational programs and effectively fulfill their responsibilities. This is essential for maintaining the quality of educational programs and services, and to achieve the institution's mission, vision and core values. Evidence reviewed to demonstrate district budget, BP and AP hiring documents for tenure and part-time faculty hiring policies. (III.A.7)

The College employs adjunct faculty and has well-defined policies and practices in place to orient, oversee, evaluate, and develop them professionally. The institution also offers opportunities for these faculty members to be integrated into its life. Evidence reviewed to demonstrate district budget, BP and AP hiring documents for tenure and part-time faculty hiring policies, professional development fliers and agendas. (III. A. 8)

The College has sufficient staff members who have the necessary qualifications and expertise to effectively support the institution's educational, technological, physical, and administrative operations. The College utilizes the program review process to determine staffing needs across the college. Additionally, the institution ensures that it has enough administrators who possess the appropriate qualifications and expertise to provide continuous and effective administrative leadership and services that align with the institution's mission and objectives. The district chancellor and HR professionals monitor staffing trends to determine sufficient staffing levels. HR uses Tableau to monitor employee headcount. Evidence reviewed to demonstrate district budget, BP and AP and variety of hiring documents, functional HR maps, program review and EEO documents. (III.A.9, III.A.10)

The College has established written personnel policies that are fair and consistently applied. These policies are designed to support the institution's diverse personnel. Regular assessments

are done to ensure employment equity and diversity are maintained in accordance with the college's mission. The College provides evidence of strong EEO and diversity efforts, in this case in its HR department. Evidence reviewed to demonstrate this standard consists of BP, APps, websites and various committee minutes. (III.A.11 and III.A.12)

The College has established a written code of professional ethics for its staff, with consequences for violations. District policies and procedures which include the Code of Ethics, Whistleblower BPs and APs were reviewed as evidence. (III.A.13)

Through the governance process and specifically the college's Professional Learning Committee and the district-level Professional Development Committee, the college provides all staff members with relevant opportunities for continuous professional development that align with the institutional mission and are based on changing pedagogy, technology, and learning requirements. The institution conducts an ongoing evaluation of professional development programs and utilizes the feedback received to enhance these programs. Program process and professional development opportunities reviewed, committee minutes, and survey results were reviewed as evidence. (III.A.14)

The College ensures the confidentiality and security of personnel records, and employees can access their own records as authorized by law. Several policies and procedures were reviewed as evidence. (III.A.15)

Conclusion:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The College assures its facilities are safe and sufficient based on their construction plan and ongoing maintenance program. The construction and maintenance assure access, safety, and security of the physical spaces used. The work during the COVID-19 pandemic demonstrates the safety planning the College adheres to and the plans it has developed for such a thing. The District annually assesses space utilization to ensure campus buildings are in safe working order. Long-range capital planning, supporting the 5-year Capital Outlay Plan is integrated into the Facility Master Plan. The College analyzes its operational staffing levels to ensure that it can maintain a clean working and learning environment with the use of FUSION. Finally, the College uses its President's Advisory Council to ensure physical plant needs are a part of the program review process and ultimately apart of its resource allocation.

Findings and Evidence:

The College provides students and employees with buildings and facilities that are safe and accessible to teach, learn, and work. The Five-Year Capital Outlay Plan integrates accessibility into the plans for campus buildings and the emergency plans included as a part of the evidence, demonstrates safety of the physical resources. (III.B.1)

The annual five-year construction plan, the Capital Outlay Plan, along with the 2020 Facilities Master Plan builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets. Through the campus' Capital Projects Office and the Facilities and Maintenance & Operations Department new construction projects are overseen and the College's physical plant is maintained. The preventive maintenance schedule provides evidence of this planning.

Through the use of the Educational Master Plan and the Facilities Master Plan , the College demonstrates its commitment to ensuring the facilities provides physical resources to support its instructional programs and services. The five-year Capital Plan directly aligns with enrollment projections to ensure adequate space for program development and changes. Funding decisions are made by the President's Advisory Council (PAC) which is supported by data to support the decision. Therefore, the physical resources are directly tied to institutional needs both quantitatively and qualitatively with the use of PAC. Finally, individual division offices keep track of instructional equipment and identify needs through the program review process. (III.B.2, III.B.3)

Total Cost of Ownership (TCO) is considered as a part of the construction planning and purchasing process. TCO is also factored into smaller planning and equipment-purchase decisions, such as the funding allocations decided by the President's Advisory Council, many of which go through the program review and planning process. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Fullerton College effectively engages its multipronged technology resources to support instructional, academic, and business demands of students, faculty, staff, administrators, and community. The colleges technology sufficiently meets the needs of its multiple constituency groups and upgrades its technology periodically and recalibrated it definition of classroom technology from smart classrooms to the use of comprehensive classroom technology as a parochial standard. The college plans on creating a Technology Master Plan as a guiding pillar for the use and ongoing technology improvements to ensure the technology resources are adequate. The plan will be updated regularly. The college also plans to develop an institutional

rubric to determine the quantity and type, and refresh timeline of hardware, software, and support for a large college. The rubric will be benchmarked with higher education best practices. An assessment of these resources should be measured each year.

<u>Findings and Evidence:</u>

The College has a comprehensive technology infrastructure to address the evolving needs of the district and college. The district is responsible for curating the networks, platforms, and portals, i.e., Banner and MyGatewayPortal. The College curates the Academic Technology Services and operates FCNet, which provides each student and employee an email account and login credentials. Academic Computing Technologies (ACT) is also responsible for classroom, office and computer lab hardware and software. (III.C.1)

The College's technology evolution has re-named smart classrooms simply as parochial since the engagement of technology is a basic principle for student engagement and success. Every classroom apparatus has WIFI routers, ceiling-mounted projectors, AV touch panels, white boards, and an internet-connected workstation. ACT responds to service requests from instructors and classified professionals and regularly maintains all technology equipment, including providing online access points and active mobile WIFI hotspots for student use. ACT also curates VOIP, distance education support, and laptop distribution. (III.C.1)

The use of technology was adopted early at the College by all classes being in Canvas even if not all faculty engaged it prior to the COVID-19 shutdown. During the shutdown, any faculty who did not employ the LMS, could easily engage by simply pushing the "Publish" button so students could engage their classes via the asynchronous modality. (III.C.1)

Both district information systems and the colleges Academic Computing Technology adheres to their technology planning guidelines outlined in their shared Technology & Communication Standards & Design Guidelines. This document provides specifications om how to install various hardware. There is also a computer replacement plan that is developed and maintained by the District Technology Committee. (III.C.2)

Distance Education and Cybersecurity are shared by ACT and the district information services (IS). ACT supports the onboarding, Canvas support, and support for students and employees at offsite locations and the main campus; and district IS providing support via cybersecurity and risk management safeguards. ACT has a disaster recover plan and district IS regularly backs up data and information and has a multi-factor authentication to safeguard unauthorized access. (III.C.3)

The district and College provide appropriate instruction and support for faculty, staff, and students. More specifically, district IS providing overall training to IS staff on the network infrastructure, and the portals as well as software. They provide this training via online videos

and in person training. ACT provides support and training to employees and students via online manuals and tutorials. (III.C.4)

The Canvas infrastructure is maintained by a reassigned faculty member. This person is responsible for creating Canvas shells for faculty members, troubleshooting, and helping students navigate the LMS. This person also collaborates with A&R to assist students who are having a difficult time enrolling online. They also provide professional development to faculty on the best practices for engaging the LMS. (III.C.4)

Finally, the district has eleven board and administrative polices on the appropriate uses of technology for students and employees. The District Technology Committee (DTC) provides guidance to employees on telecommunication technology and with the participation of instructor, students, staff, and administrators co-creates guidelines with DTC for classroom technology, mobile computing, social media, websites, and emergency notifications. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Fullerton College's mission and goals are the guiding force behind the financial planning processes that are well documented in both Board policies and administrative procedures and planning documents. The annual budget planning process is transparent and widely communicated to stakeholders. The College and the District undergo an annual audit to ensure compliance with rules and regulations. Internal controls are in place and are tested annually through the audit process. The District has established more than appropriate reserves to maintain fiscal stability. Multi-year budget projections are compiled and used to guide long-term financial planning and decision making.

Findings and Evidence:

The District uses a Resource Allocation Model to distribute funds among the District's instructional units according to each unit's enrollments and other metrics in the State's Student- Centered Funding Formula. The district holds a much higher than the 5% threshold set by the Budget Allocation Handbook and the District has not come close to spending more money than it gets. The team noted and suggests that when the hold harmless ends for the college in 2025 the college should clearly identify how their integrated planning will factor into this reserve standing. (III.D.1)

The College follows district wide policies and procedures that are updated and reviewed routinely with the Educational Master Plan, the Facilities Master Plan, and the Five-Year Capital Outlay plan being the main planning documents. The Planning and Budget Steering Committee made up of different constituencies along with Council on Budget and Facilities Committee ensures information is disseminated to the campus members at large so that integration of concerns and questions can find there way up for planning purposes. (III.D.2)

The College has a robust budget allocation that is facilitated through their program review and planning process which allows faculty members, classified professionals, and managers to make funding requests. These requests work their way up the organizational structure from the Program Review and Planning Committee to the Planning and Budget Steering Committee to the President's Advisory Committee (PAC), which is the highest college governance body. Funding is approved by PAC with the use of data analysis and demonstrated support of the College's mission and goals. (III.D.3)

The College has kept a close eye on the State Chancellor's Student Center Funding Formula and communicates updates and nuances to different constituency groups regularly. The college has taken steps to ensure financial stability by being proactive in making a Fiscal Crisis Management Assistance Team in response to enrollment as it pertains to COVID. In addition, the College has been proactive in dealing with a decline in enrollment by creating a Strategic Enrollment Management and Retention Committee. This committee ensures the trends of its new students are met so that they are fiscally responsive to those needs. (III.D.4)

The College and the District continue to adhere to Board Policy 6400 that confirms annual financial audits. The College nor the district received any audit findings or material weaknesses over the last several years. (III.D.5 and III.D.7) Moreover, the Fiscal Affairs professionals are in consistent contact with the auditors to ensure credibility and accuracy of accounting control systems. (III.D.8) Finally, an ongoing assessment of financial policies and procedures takes place to ensure it aligns with the Resource Allocation Model is done by the Council and Budget and Facilities. (III.D.6)

The College continues to exercise foresight in the need for cash flow and maintain a reserve for unforeseen issues. The College through the District consistently maintains more than the 5% threshold for their fund balance. (III.D.9) In addition, all expenses over $1,000 and all budget transfers over $10,000 are board approved and go through several reviews to adhere to monthly fiscal stability. The College demonstrates adherence to their board policies on contractual obligations and auxiliary organizations. (III.D.10)

The College through the District does have some exposure due to the long-standing pension plans; however, they are taking active steps to ensure the planning is always there for long-term financial solvency. The College does allocate and manage sufficient funds to cover the future financial liabilities and obligations owed to employees and retirees. (III.D.11, III.D.12))

The District has passed several bonds over the last 20 years and uses the Citizen's Bond Oversight Committee as well as their annual audit to ensure instruments are used for the purpose under which they were given or allocated. Finally, construction schedules are consistently monitored to ensure expenditures are correctly accounted for and used at the appropriate time. (III.D.14)

Due to the majority of the students at the college needing financial assistance, the college does well in maintaining their default rate of less than 30% or 9.3% as of 2019. (III.D.15) Finally, the college has several departments that deal with their contractual obligations to ensure the expenses align with their mission. College agreements are processed through the District Purchasing Department and submitted to the Board for approval. Managers who initiate a contract are responsible for oversight and performance aligning with the College/District budget policies. (III.D.16)

Conclusion:

The College meets this Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

<u>General Observations:</u>

Fullerton College's shared governance structure and decision-making processes are integral in helping many of the services and innovations in teaching and learning necessary for educational continuity during the first year of the pandemic. The leadership of Faculty Senate, Classified Senate, Associated Students, and the President's Advisory Council made the educational continuity a smooth transition and the gradual return to campus. The College continues to find effective and innovative ways to serve students in various modalities.

<u>Findings and Evidence:</u>

The College's shared governance structure and decision-making processes are integral in helping many of the services and innovations in teaching and learning necessary for educational continuity during the first year of the pandemic. The leadership of Faculty Senate, Classified Senate, Associated Students, and the President's Advisory Council made the educational continuity a smooth transition and the gradual return to campus. The College continues to find effective and innovative ways to serve students in various modalities. During the focused site visit, the team learned about several collaborative efforts aimed at addressing students' evolving needs, promoting equitable services, and enhancing student success. Notable examples of this collaboration include the creation of the instructional crime lab, developed in partnership with the Fullerton Police Department; the establishment of the MESA Center, repurposing space previously occupied by the Faculty Senate; a meditation and prayer space within the library; and the Basic Needs Center. (IV.A.1)

The College establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The College policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. (IV.A.2)

The College's administrators and faculty have a substantive voice in planning and budgeting through their participation in the Program Review Committee (PRC), President's Advisory Council (PAC), and the Planning and Budget Steering Committee (PBSC). Each program conducts self-study by soliciting input from the program's faculty and staff. The self-studies are submitted to the PRC and the PRC reviews all reports. (IV.A.3)

The College's administrators and faculty have a substantive voice in planning and budgeting through their participation in the Program Review Committee (PRC), President's Advisory Council (PAC), and the Planning and Budget Steering Committee (PBSC). Each program conducts self-study by soliciting input from the program's faculty and staff. The self-studies are submitted to the PRC and the PRC reviews all reports. (IV.A.4)

The team confirmed that that College ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. (IV.A.5)

The College has many committees that hold regular meetings where recommendations are made to their respective shared governance bodies. These recommendations are used, and any decisions made are communicated through a variety of online, virtual, and in-person modalities. (IV.A.6)

The District and College evaluates its leadership roles, policies, procedures, and processes using a variety of mechanisms, including Board Policies, Program Reviews, and the Institutional Integrity Committee; they adapt procedures and processes to adhere to new or revised regulations that come from the state or federal level. (IV.A.7)

Conclusions:

The College meets the Standard.

See Commendation 1.

IV.B. Chief Executive Officer

General Observations:

Through board policy, oversight and primary responsibility to manage the operations of Fullerton College are delegated by the Board of Trustees to the Chancellor who in turn delegates the administration of Fullerton College to the college president (BP 2430 & BP 7240). The college president exercises oversight over the college's administrative structure, planning and leadership, and institutional improvement in teaching and learning is a primary focus of the President.

Findings and Evidence:

Board Policy, Fullerton College President job description, and the terms contained within the employment contract all outline the duties, role, and expectation of the college president. The president, in turn, manages a team of executives, including vice presidents, directors, and managers, to ensure the smooth operation of the institution. This collaborative structure,

illustrated in the organizational chart, facilitates strategic planning, organizing, and budgeting across key areas such as Student Services, Instruction, and Facilities. (IV.B.1, IV.B.4)

Through clear delegation, engagement with advisory bodies, communication of successes, and integration of shared governance, the president ensures the institution is well-organized, responsive, and focused on achieving high standards of academic excellence and operational efficiency. Further, the President's Advisory Council (PAC) serves as a vital forum for the president to receive recommendations and feedback on critical areas of planning, organizing, budgeting, and institutional effectiveness. The involvement of representatives from across the institution in PAC and its various committees ensures that diverse perspectives are considered in decision-making. By making final decisions on items discussed by the PAC, the president ensures that the leadership structure (comprised both of administrative and constituency) is responsive to the needs and priorities of the college community. (IV.B.2)

The President's Advisory Council (PAC) acts as a primary forum for collaborative decision-making, where members from across the institution contribute to setting values, goals, and priorities. The inclusion of diverse representation in the PAC ensures that the collegial process is inclusive and reflective of the college community's aspirations. Also, through the integrated planning manual and the work of various committees, such as the college's Institutional Integrity Committee (ICC), the president ensures that evaluation and planning are based on thorough research and analysis of both external and internal conditions. This approach guarantees that decisions are data-driven and aimed at improving institutional effectiveness. Working through these mechanisms, the college president fosters an environment that prioritizes academic excellence, student services, and operational efficiency. Through effective leadership, strategic planning, and an inclusive approach to decision-making, the president ensures that Fullerton College continuously strives to enhance its teaching and learning environment. (IV.B.3).

The leadership role of the college president in the accreditation process at Fullerton College is characterized by active involvement, resource allocation, fostering shared governance, and a commitment to continuous improvement. Faculty, staff, and administrative leaders support these efforts by actively engaging in processes that ensure compliance with accreditation requirements, contributing to a collective institutional effort to uphold the highest standards of quality and integrity. The president's defined role in BP 7240, Sections 2.0 and 4.0, as the leader responsible for academic management and executive oversight, establishes the foundation for ensuring compliance with accreditation requirements. This position enables the president to set the direction and expectations for meeting these standards throughout the college. (IV.B.4)

Through delegated authority and duties outlined in the job description and employment contract, the college president is delegated the authority to execute decisions of the Board of Trustees and chancellor, in alignment with approved policy. Board Procedure 2.2.1P also establishes the Superintendent/President's role in recommending policies and procedures to the Board of Trustees. Recent work has been initiated by the college to review all Board

Policies and Procedures over the next four years using templates developed by the Community College League of California. These templates include recommended language for Board Policies and Procedures aligned with existing law and accreditation standards. (IV.B.5)

Through transparent leadership, strategic management, inclusive decision-making, and the celebration of institutional successes, the president fosters a strong connection with both the internal college community and external stakeholders, enhancing the institution's ability to serve its mission effectively and through an equity lens. This leadership involves both by leading an executive team that oversees all functions of the college as well as engagement with the PAC, which serves as a significant forum for the college constituency groups. These channels of leadership highlight the multifaceted ways in which the college president ensures effective communication and engagement with the communities served by Fullerton College. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

As a college within the North Orange County Community College District, Fullerton College has a seven-member Board of Trustees elected by area. There is a complete set of Board Policies included in the Board Policy Manual. Through Board Policy 2715 – Code of Ethics/Standards of Practice for the Board of Trustees, the Board identifies a censure policy to be used when dealing with behavior that violates these codes.

For the recruitment and selection of the CEO, the Board has followed hiring procedures (Board Policy and Administrative Procedure 2431) that includes the formation of a screening and hiring committee, Board interviews, optional use of site visits, and use of open forums. The Board does have a clear policy for evaluating (Board Policy and Administrative Procedure 2435) the CEO of the college.

Findings and Evidence:

The North Orange County Community College District Board of Trustees demonstrates its authority and responsibility through comprehensive policy development, strategic fiscal management, rigorous curriculum oversight, and a commitment to transparency and compliance. These actions collectively support the academic and financial integrity of Fullerton College, alongside its affiliated institutions, ensuring they meet and exceed standards for educational quality and institutional stability. (ER 7) This is specifically outlined in Board Policy 2200 – Board Duties and Responsibilities, Board Policy 6200 – Budget Preparation, Board Policy

6300 – Fiscal Management, Board Policy 4020 – Curriculum, and Board Policy 1001 – Mission, Vision and Values. (IV.C.1)

Board Policy 2715 – Code of Ethics/Standard of Practice for Board of Trustees, establish expectations for how the Board will act, individually and collectively. Through this Board Policy, the Board has established that it understands its obligation to act and speak as one unified voice. The team reviewed minutes from several regular Board meetings and found no evidence to indicate that the Board was not conducting themselves in a manner consistent with Board Policies nor their stated commitment to working and acting as a whole. (IV.C.2)

The Board uses hiring procedures (Board Policy and Administrative Procedure 2431 – Chancellor Selection) to establish and articulate the process for the recruitment and selection of the Chancellor of the North Orange County Community College District. Similarly, Administrative Procedure 7120-4 – Management Employee Hiring describes the process for hiring the president of Fullerton College. This process includes the formation of a screening and interviewing committee that is composed of representatives from the various college constituencies. Board Policy 7240-7 – Management Employee - Evalaution outlines the process for the annual evaluation of the college president. (IV.C.3)

Based on review of Board Policies 2200 – Board Duties and Responsibilities and 2715 – Code of Ethics/Standards of Practice, the Board understands and acknowledges it is an independent, policy-making body that reflects the public interest in the institution's educational quality. Furthermore, in reviewing the evidence, the team found no indication that the Board acts in a manner inconsistent with its commitment to advocate for and defend the institution and protect it from undue influence or political pressure. (IV.C.4)

The Board has policies and administrative procedures for shared governance, for hiring procedures for personnel, and for institutional effectiveness to ensure the quality and integrity of the learning programs and services at the institution. The Board has policies for budget preparation and fiscal accountability though which it ensures that the annual budget supports the District' Education Master Plan. The Board exercises ultimate responsibility for educational quality through a number of policies including:

BP 1001 – District Mission, Vision & Values Statements
BP 4020 – Program and Curriculum Development
BP 3004 – Tenure Track Faculty Hiring Policy
BP 3010 – Adjunct Faculty Hiring Policy
BP 7220 – Classified Employees
BP 7240 – Management Employees
BP 7120-4 – Management Employee Hiring

Board Policies and Administrative Procedure 2430 delegates authority to the chancellor to operate the college in a manner consistent with the vision, mission, and Strategic Plan. Board

Policy and Administrative Procedure 6100 – Delegation of Authority, Business and Fiscal Affairs supports effective fiscal administration of the District. (IV.C.5)

Board Policies are available on the district's website. Board Policy 2010 – Board Membership and Board Policy 2200 – Board Duties and Responsibilities specify the board's size, duties, responsibilities, structure, and operating procedures are all accessible. (IV.C.6)

Board Policy and Administrative Procedure 2410 outline the process for the creation and updating policies and procedures. Upon reviewing various policies and procedures, the team noted that many had been updated recently. (IV.C.7)

Through review of recorded Board meetings, review of Board agendas and minutes, it is evident that the Board does review key indicators of student success and learning including: institutional set standards, educational master plan, student success plan, and student equity plan. (IV.C.8)

The Board has policies showing its commitment to ongoing training and development as well as a detailed orientation for new board members (BP 2740 – Board Professional Development). There is evidence that the new Board of Trustees have undergone training on numerous subjects including the Brown Act, Budget, Collective Bargaining, Accreditation, Trustee Roles and Responsibilities, Board Goals and Evaluation, Mission Statement, and District Goals. (IV.C.9)

Board Policy and Administrative Procedure 2745 - Board Self Evaluation, establishes the self-evaluation process of the Board of Trustees and contains the prescribed evaluation instrument. The evaluation occurs in March of every year and the results are reviewed during a regularly scheduled Board meeting and available to the public. (IV.C.10)

Board Policy and Administrative Procedure 2715 – Code of Ethics/Standards of Practice provides direction and guidance for behavior of the Board. Specifically, Board Policy 2715 – Code of Ethics/Standards of Practice for the Board of Trustees delineates the responsibilities of the Board to include: be part of a team which seeks to meet student needs, extend their opportunities and enhance the quality of education they are offered; foster faculty and staff excellence; support the principles of academic freedom; serve as a steward of the resources and facilities available; be aware that Board members are responsible to all citizens of the District, and not solely to those from their Trustee Area. Also, Board Policy and Administrative Procedure 2710 – Conflict of Interest explicitly prohibits and defines conflicts of interest to assure that Board member interests are disclosed and that they do not interfere with the impartiality of governing body members outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.11)

Through Board Policy and Administrative Procedure 2430 – Delegation of Authority to the Chancellor delegates full responsibility and authority for running the operations of the district to the chancellor and to implement and administer policies. Board Policy 2435 outlines the process for the annual evaluation of the chancellor. (IV.C.12)

Based on the review of Board policies, presentations to the Board at meetings, and the Board's self-evaluation, the governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, college's accredited status, and supports the college's efforts to improve and excel. Trustees have attended conference sessions on accreditation and confirmed their involvement in the preparation of the self-evaluation report. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The North Orange County Community College District (NOCCD) is a two-college district. The Board of Trustees for NOCCD delegates authority for administering board policies and overall district operations to the chancellor. The chancellor, in turn, delegates appropriate authority to the college presidents to administer and operate each college. As part of the evidence, the District provided an accreditation functions matrix, which identifies responsibility for meeting accreditation standards between the colleges and the district. NOCCD regularly assesses the effectiveness of its central services, its budget allocation model, and the efficacy of its district-level planning and participatory governance processes and makes changes to these systems to effectuate continuous improvement.

Findings and Evidence:

The Chancellor of the North Orange County Community College District (NOCCCD) provides comprehensive leadership by setting and conveying expectations of educational excellence and integrity across the district, which includes Fullerton College. The District adheres to a set of Board Policies (BP) and Administrative Procedures (AP) that delineate the operational framework of the colleges and the district. These policies and procedures, such as BP 2430 (Delegation of Authority to the Chancellor) and BP 3100 (Organizational Structure), establish a clear understand of the Chancellor's authority and the operational structure of the district, facilitating effective governance and administration. Board Policy 6100 delegates authority to the chancellor or his designee to oversee the general administration of District business functions. Finally, Board Policy 7110 provides authority to the chancellor to execute personnel actions. (IV.D.1)

Board Policies 2430, 6110, and 7110 provide a clear delineation of roles and responsibilities between district and the colleges. The Chancellor leads the development and revision of strategic plans, including the District-Wide Strategic Plan and the Educational and Facilities

Master Plan. These plans are informed by comprehensive evaluations, such as surveys and engagement indexes, ensuring that the district's strategies are aligned with the needs of the colleges and the communities they serve. The District works proactively with the colleges to assure that each college has adequate resources, and that there is an equitable distribution of resources among the colleges. (IV.D.2)

Board Policy (BP) 6200 on Budget Preparation sets the criteria for developing the budget, including the process by which the Vice Chancellor of Finance & Facilities presents the budget to the Board. BP 6250 on Budget Management outlines how funds are managed in accordance with Title 5, ensuring legal and regulatory compliance. The district's budget allocation handbook describes in detail the process used to allocate resources. It outlines the principles, methodologies, and timelines for budget preparation, allocation, and reallocation, ensuring that resources are distributed in a way that supports the colleges' and district's strategic priorities. The Chancellor proposes budget recommendations to the Board after consulting with key stakeholders, including the Vice Chancellor of Finance and Facilities, the Council on Budget and Facilities (CBF), and the District Consultation Council (DCC). This consultative approach ensures that a wide range of perspectives are considered in the budgeting process, leading to more informed and effective resource allocation. Through these processes, the district ensures that resources are allocated and reallocated efficiently, supporting the effective operations and long-term sustainability of the colleges. (IV.D.3)

Board Policy 2430 addresses delegation of authority to the college presidents. According to the policy, college presidents have full responsibility for the implementation of district and local policies. This includes organizational structure, hiring, and other critical functions. The college presidents are held accountable for their performance by the chancellor and the Board. (IV.D.4)

The colleges derive their strategic plans from a district-wide strategic plan that is updated every five years, through a participatory process that includes all colleges and the district CEO. The self-assessment indicates that the district is working to produce better alignment between the college planning processes and district plan and related communications. The district office has issued recommendations to this end including measurement and data standards.

The district and the colleges develop and utilize key strategic documents, such as the NOCCCD Strategic Plan and the Integrated Planning Manual. These documents assess and outline the achievements of programs and initiatives towards meeting strategic objectives. They serve as a foundation for coordinated planning and evaluation efforts, ensuring alignment with the district's goals and the colleges' missions. Committees like the District Consultation Council (DCC) play a pivotal role in integrating district and college planning and evaluation efforts. Comprised of representatives from various stakeholder groups, including administration, faculty, and students from each college, these committees facilitate the sharing of insights and collaborative development of strategies to enhance student success and institutional efficiency. The shared governance structure within the district encourages broad participation in planning and evaluation processes. This approach allows for diverse perspectives to be considered, enhancing the quality of decision-making and ensuring that plans and evaluations reflect the

needs and priorities of the entire college community. Further, the district conducts regular assessments and surveys, such as the PACE Climate Survey and the Educational Engagement Index (EEI) Survey, to gather data on the effectiveness of its policies, programs, and services. The results of these assessments are shared across the district and colleges, informing continuous improvement efforts and adjustments to planning and evaluation practices. (IV.D.5)

The district utilizes multiple channels for communication, including email updates from the Chancellor's Office, memos on pertinent district-wide news, and summaries of Board of Trustees (BOT) meetings. These communications are designed to keep the college community informed about policy changes, strategic initiatives, and other relevant developments. The district maintains a governance webpage that provides detailed information of discussions and actions of the various groups involved in the decision-making process, such as the District Consultation Committee (DCC), District-wide Enrollment Management Advisory Committee, and others. Each group has its webpage where agendas and minutes are published, ensuring that college representatives and stakeholders have access to current and historical data to guide their decisions. The district conducts surveys, such as the PACE Climate Survey, to assess the effectiveness of its communication and decision-making processes. Feedback from these evaluations is used to continuously improve communication strategies, ensuring that they meet the needs of the colleges and promote effective operations. (IV.D.6)

The Chancellor for the NOCCD and district, in general, employs multiple approaches to regularly evaluate the delineation of roles, governance structures, and decision-making processes across the district and its colleges. This includes engagement with internal and external consultants and constituencies as well as the use of surveys and research.   For instance, a survey of NOCCCD employees, students, alumni, and community members provided insights into various aspects of the district's operations and effectiveness. And lastly, the district conducts comprehensive surveys, like the PACE Climate Survey conducted by the National Initiative for Leadership and Institutional Effectiveness (NILIE), to assess the climate and effectiveness of governance and decision-making processes. These surveys include subscales on institutional structure and racial diversity, among other areas, to gain a nuanced understanding of the district's operational environment. The results of these surveys are widely communicated within the district through various channels. This includes sharing findings with governance groups, publishing summaries on the district's website, and discussing outcomes in meetings such as the District Consultation Council (DCC) sessions. The insights gained from these evaluations are used as the foundation for continuous improvement initiatives. For example, the establishment of workgroups, like the Remote/Hybrid Workgroup, in response to survey findings demonstrates how the district uses evaluation outcomes to address specific challenges and enhance operational effectiveness. (IV.D.7)

Conclusions:

The College meets the Standard.

Quality Focus Essay

The Fullerton College Quality Focus Essay (QFE) outlines a strategic vision aimed at enhancing institutional planning, student success, and equity outcomes. The college is focused on creating a more integrated and mission-driven planning framework that aligns efforts across all disciplines and constituent groups. The QFE emphasizes collaboration and data-driven strategies to improve outcomes, particularly for historically underserved student populations. This framework includes the following key components:

- **Clear Focus on Equity and Mission Integration**: Fullerton College highlights the importance of integrating its mission, vision, core values, and equity goals into its planning and resource allocation processes. This unified approach ensures that the college's strategic initiatives align with its overarching goals, particularly in improving outcomes for students of color. The intentional focus on embedding equity into all aspects of planning is a commendable effort that strengthens the college's mission.

- **Commitment to Institutional Improvement**: The QFE reflects Fullerton College's strong commitment to ongoing institutional improvement. The college has **recently restructured its program review process** to improve the alignment between budget planning and institutional priorities. This adjustment ensures that resource allocation is more closely tied to the college's strategic goals, fostering a more efficient and effective approach to institutional growth. The emphasis on continuously evaluating institutional practices demonstrates a proactive commitment to enhancing student success and achieving long-term sustainability.

- **Introduction of the Campus Collaboration Team (CCT)**: As part of its commitment to improving communication and resource allocation, Fullerton College established the Campus Collaboration Team (CCT). The CCT's primary goals are to improve communication across departments, identify common best practices and concerns, and leverage resources. These efforts are designed to create a more efficient planning process that enhances both collaboration and budgeting. Although the CCT is a relatively new initiative, it has the potential to play a key role in aligning campus efforts. The college should continue to work on defining the CCT's role within the broader planning framework to ensure it effectively contributes to improved communication and budget planning.

- **Outcomes-Driven Planning:** The QFE outlines a clear set of outcome measures that will guide the evaluation of success. The college plans to measure success not only through improved student outcomes but also by assessing how effectively its mission and values are integrated into the planning processes. This outcomes-based approach reflects Fullerton College's understanding that success goes beyond isolated achievements and is embedded in the institution's overall strategic execution.

- **Structured Action Plan**: Fullerton College presents a well-structured action plan with two key focus areas: the integration of the college's mission, vision, and values, and the alignment of planning, budgeting, and resource allocation. These initiatives are crucial for ensuring sustainable improvements that directly support student success. The systematic timeline provided demonstrates a thoughtful and deliberate approach that includes community input and iterative improvement.

In summary, Fullerton College's Quality Focus Essay presents a robust and thoughtful vision for institutional improvement. The recent restructuring of the program review process and the introduction of the Campus Collaboration Team (CCT) reflect the college's commitment to creating a more efficient and transparent planning process. By continuing to clarify the role of the CCT and outlining specific steps for improving resource allocation and equity measures, Fullerton College is well-positioned to strengthen its planning processes and further support student success. The college's focus on creating a coherent, mission-driven framework demonstrates its commitment to continuous improvement and achieving meaningful outcomes for its diverse student body.

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ACCREDITING COMMISSION FOR
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WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

Fullerton College
321 E. Chapman Ave
Fullerton, CA 92832

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 19, 2024.

Ronald P. Gerhard
Team Chair

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Fullerton College
Peer Review Team Roster

Team ISER Review
March 19, 2024

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Summary of Team ISER Review

INSTITUTION: Fullerton College

DATE OF TEAM ISER REVIEW: March 19, 2024

TEAM CHAIR: Ronald Gerhard

A ten-member accreditation peer review team conducted Team ISER Review of Fullerton College on March 19, 2024. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report and supporting evidence. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the report to be a comprehensive document detailing the college's alignment to the 2014 Accreditation Standards, Eligibility Requirements, and Commission policies. The College provided a thoughtful report, reflecting on the institution's transformational processes, equitable student outcomes, and planning for continuing institutional improvement.

In preparation for the Team ISER Review, the team chair attended a team chair workshop on December 5, 2023, and held a pre-review meeting with the college CEO on January 30, 2024. The entire peer review team participated in a team workshop provided by staff from ACCJC on February 1, 2024. Prior to the Team ISER Review, team members completed their assessment of the college's alignment to the Accreditation Standards and policies, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College meets Accreditation Standards, Eligibility Requirements, and Commission policies. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and developed Core Inquiries to be pursued during the Focused Site Visit, which will occur on September 17, 2024, Fall 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit. During the Focused Site Visit, the team will tour the facilities, conduct scheduled meetings and an open forum, gather additional information to further their analysis to determine whether all standards are met, and accordingly finalize their Peer Review Team Report which will identify commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to

gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1: The team would like to better understand how Fullerton College's Campus Collaborations Team engages with internal and external stakeholders to align and enhance strategic planning efforts, ensuring efforts support the college's strategic plan.
Standards or Policies: I.B.1, II.A.5, II.A.6., II.A.7, II.A.11
Description: The team would like to learn more about the process that resulted in the establishment of the Campus Collaborations team, its charge, how this body aligns the work and efforts of its constituent stakeholder groups, and how these aligned efforts contribute to the continuous improvement of student success outcomes, equity, and inclusivity across Fullerton College.
Topics of discussion during interviews: 1. Institutional challenges that have led to the establishment of the Campus Collaborations Team. 2. How was the composition of the membership of this body decided? 3. What data sources and/or indicators of success are key to the work of this body? 4. Examples of what parallel processes have been improved through collaboration? 5. What measures of student success have improved as a result? 6. How is the work and outcomes of the team's efforts evaluated? 7. How is technology utilized to support the collaboration across stakeholders? 8. How is technology utilized to support the collaboration across stakeholders?

Request for Additional Information/Evidence:
1. Timelines that outline key milestones, decision points, and outcomes achieved by the Campus Collaborations Committee since its inception.
2. Sources of Data that inform the collaborative process.
3. Documentation of the course and program scheduling processes and strategies.
4. Process of establishing program maps. (Program Mapping Advisory task force).
5. Meeting Agendas/minutes from Campus Collaborations Teams to date.
6. Decision/Communication tree: How does communication happen between these entities?
7. Technology support – what technology resources support the coordination/communication among this collaborative?

Request for Observations/Interviews:
1. Co-chairs of the Campus Collaborations team.
2. Faculty Chairs, and project leads from the Campus Collaborations Team.
3. Members of key committees/projects whose work is supported through the collaboration of this body.
4. Data stewards, tech support and others who support the work of this body.