

Accomplishments Related to 2005 Self Study Action Plans



2005 Action Plan Accomplishments

Planning Agenda Item	Accomplishments
Standard One	
<p><i>I. The college plans to review the decision-making process. The mechanisms for communicating decisions and how decisions are made need to be clear and used consistently. The role of governance representatives in institutional decision-making needs to be clear to all involved in the process. Institutional effectiveness data need to play a significant role in campus decision-making and program review. Integration between planning and resource allocation needs to be strengthened, with the process and results communicated widely.</i></p>	<p>The college president adopted an organizational structure with three Vice Presidents (VP) that resulted in the hiring of a VP Student Services and a VP Instruction. These positions better align administrative responsibilities with the college mission and clarify decision-making processes.</p> <p>A Classified Senate was adopted to give a stronger participatory voice to the classified staff.</p> <p>In Fall 2010, the college adopted a new integrated planning model that incorporates strategic and operational planning, budgeting, and institutional effectiveness. Central to this model is alignment of college goals and action plans with the college mission and processes that enhance campuswide communication of decision-making.</p> <p>A scan of the college's external environment is produced by the Director of Institutional Research (DIR) and utilized by vocational program personnel to develop funding proposals for program expansion and development, enrollment management, resource allocation, and planning decisions.</p> <p>The college adopted a scheduling planning and management system (SPMS) system, which is now being utilized by deans and other administrative personnel to track course and program information and to project term enrollment trends.</p> <p>Institutional research, planning, and program review data are utilized for decision making in the adoption of activities and allocation of funds for the Basic Skills Initiative.</p> <p>Reports analyzing the enrollment and performance of underrepresented and disabled students are made available for use by the Student Equity Committee and are also utilized in vocational program planning for the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) resource allocation.</p> <p>A study of categorical programs, including Extended Opportunity Programs and Services (EOPS), Disabled Student Services (DSS), California Work Opportunity and Responsibility to Kids (CalWORKS) and Matriculation, was completed in 2008-09 and followed by a visit from student services professionals representing the Chancellor's office.</p> <p>A five-year analysis of student demographics, enrollment, and performance of EOPS students was completed by the DIR in 2007-08.</p> <p>Bimonthly President's Advisory Council (PAC) meetings provide a campuswide forum for campus issues, including program review, planning, and budgeting, and give greater visibility to planning and decision-making processes. Meeting agenda and minutes are posted on websites, and decisions and actions are reported via email and printed bulletins.</p> <p>Strategic Conversations, President's Forums, and Chancellor's Coffees provide an opportunity to engage constituents in a constructive dialogue.</p>

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Standard Two	
<p><i>II. The college plans to strengthen its traditional position of excellence by promoting innovation in its programs and their delivery. Despite significant technological advances, the college needs to increase the use of technology in its campus operations and its classroom delivery. Attention needs to be directed to staff development programs and enhanced delivery systems in the classrooms.</i></p>	<p>The distance education strategic plan and the technology strategic plan were updated and submitted with a projection of future needs related to resource allocations.</p> <p>The college revised the top-level pages of the website in 2010 to improve the look and functionality.</p> <p>Staff development personnel have designed a comprehensive strategic plan to provide opportunities for faculty, staff, and administrators to improve knowledge and skills, and to develop strategies that lead to adoption of best practices.</p> <p>A “smart” classroom was successfully piloted using advanced media control, leading to the funding of twenty additional smart classrooms. The transition of traditional classrooms to smart classrooms continues across campus.</p> <p>A new web portal, “My Gateway,” was implemented to provide a single sign-on and “point-of-entry” and communications portal for students, faculty, and staff.</p> <p>The campus bookstore has implemented online textbook ordering and a textbook rental program.</p> <p>Additional technology improvements include new equipment and upgraded technology in campus labs and student support areas; expanded wireless capabilities; new servers to support online education; upgrades to existing campus systems, the service request system, and the Master Calendar application; and the addition of online Financial Aid TV in Spanish to improve accessibility.</p> <p>Many instructors have adopted classroom performance systems, or “clickers,” to promote active learning in the classroom.</p> <p>The college continues to support and expand special programs, including Service Learning, Honors, Careers in Education, and Transfer Achievement.</p> <p>Through external funding, the college initiated Project GPS², Guiding and Preparing Science, Technology, Engineering, and Math (STEM) students, to increase the number of underrepresented student science majors, to increase STEM transfers to four-year colleges, and to support success of STEM students at the college.</p>

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<p><i>IV. The college plans to develop a campuswide process for creating and implementing student learning outcomes at the course, program, and degree levels. The campuswide dialogue will build on the efforts of the Curriculum Committee and some department work on developing student learning outcomes.</i></p>	<p>A campuswide initiative to develop and implement student learning outcomes (SLOs) was begun in Spring 2006. An SLO website was constructed and linked to the college home page. This site also serves as a repository for campus SLO presentations and for showcasing SLOs. In Fall 2007, the college's Faculty Senate appointed an SLO Coordinator to assist SLO development and to facilitate SLO implementation and assessment. The Curriculum Committee also proposed formal wording for framing SLOs, which was approved by the Faculty Senate, and facilitated submission of SLOs to CurricUNET, the college's web-based curriculum management software system.</p> <p>Nearly all courses have identified SLOs. In October 2009, the Faculty Senate endorsed a plan to have all departments devise and implement Student Learning Outcome Assessments (SLOA).</p> <p>Fullerton College has created a SLOA committee with the responsibility to develop standards and practices to help guide faculty in developing and conducting effective assessments leading to meaningful data.</p> <p>As courses go through the curriculum approval process, the Curriculum Committee ensures that SLOs have been identified. An additional tracking and approval system was developed for courses not going through the curriculum review process to allow the college to track and record all course SLOs. The SLO website will soon be home to a comprehensive list of all course level SLOs at Fullerton College, as well as information about the method of assessment identified for each SLO.</p> <p>Many faculty include SLOs in printed course syllabi distributed to students at the beginning of the semester, and many have incorporated them into course websites.</p> <p>The campus is developing a process for identifying SLOs for programs, including all degrees and certificates. In addition, a draft of GE SLOs and a draft of Institutional Learning Outcomes have been developed and are being circulated among constituent groups.</p>

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Standard Three	
<p><i>VI. The college plans to continue its attention to issues of equity and diversity with regard to educational awareness, procedures and training for hiring, advocacy for the disabled population and other protected groups, and procedures related to complaints of sexual harassment and discrimination.</i></p>	<p>The Student Equity Committee of the Faculty Senate completed a new college plan in May 2008. The new plan is aligned with the college's focus on student success.</p> <p>The Student Services "Dream Team" was developed to host monthly meetings and expand opportunities for special needs and AB 540 students. The Dream Team is also developing and implementing a scholarship program for students in financial need.</p> <p>In 2008, a Student Success Summit was held on enhancing services, improving outreach to diverse students, and addressing different learning styles. Two followup summits were also held. A total of 116 representatives from students, faculty, and managers campuswide attended.</p> <p>An International Student Orientation was developed and is conducted at the beginning of each semester. Several Welcome Week events are arranged to help students become acquainted with other students, meet college faculty and administrators, and become familiar with the city of Fullerton.</p> <p>The Campus Diversity Committee held a diversity forum in Spring 2010. Campuswide diversity events are publicized to the students and community through the President's Weekly newsletter, the Diversity and Equity Newsletter, the online Master Calendar, and posters displayed prominently in public locations across campus.</p> <p>A District Director of Equity and Diversity replaced the college Director of Equity and Diversity with the goal of streamlining diversity training and coordination of diversity events.</p> <p>In 2006-07, seventeen basic skills projects were undertaken with one-time funds provided through the initial year of Basic Skills funding and with guidance from the Basic Skills Task Force. Notable among these projects was the Basic Skills Intern-Teaching program held in partnership with local university graduate students.</p> <p>In December 2007, subsequent to attendance at Basic Skills Initiative workshops in the Fall, a Basic Skills Steering Committee was formed to develop overarching goals for the Basic Skills Initiative allocation and to recommend resource allocation strategies in support of those developed goals.</p> <p>The Fall 2009 Campus Climate Survey indicated that most respondents believe that the college is supportive of all genders, racial/ethnic groups, and sexual orientations. A majority of respondents felt that the college is responsive to the needs of employees with disabilities and to the changing demographics of our employees, but less than a majority (41%) felt that the college is responsive to the diverse needs of the changing demographics of our students. Most respondents indicated a belief that women, members of ethnic minorities, and gay, lesbian, bisexual or transgender employees all have equal opportunities for recognition, respect, and advancement at the college. A small majority felt that the college has a fairly strong or very strong commitment to supporting diversity activities.</p>

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Standard Four	
<p><i>III. The college plans to address the issues of morale among staff and the lack of trust among constituent groups by identifying key issues and developing processes for addressing those issues.</i></p>	<p>Formation of the Classified Senate provided classified employees a greater voice in campus affairs, heightened their participation and involvement in decision making, and increased recognition campuswide of their important role in the educational process.</p> <p>In Fall 2007, the college's Staff Development Committee hosted a three-day "Great College" leadership retreat with representation from managers, faculty, classified staff, and students. As an outgrowth of the retreat, attention centered on clarifying the relationship between planning and budgeting and on meaningful program review.</p> <p>In the Fall 2009 Campus Climate Survey, fewer than half of the respondents felt that a sense of team spirit exists at Fullerton College. Most indicated that their present professional position satisfies their goals and aspirations and viewed the campus atmosphere favorably.</p>
<p><i>V. The college plans to encourage the Board of Trustees to reconsider its position for conformity between Cypress College and Fullerton College regarding structure, organization, and procedures.</i></p>	<p>The district strategic plan addresses this concern with a specific goal: "A mutual understanding of and appreciation for each other's value and contribution exists among Cypress College, Fullerton College, the School of Continuing Education, and the District" (NOCCCD goal #3).</p> <p>The college continues to advocate for an organizational structure that meets the unique needs of the institution. Simultaneously, the college is cooperative in implementing procedures that treat students with fairness and consistency across the district. One of the goals of the District Strategic Plan gives both colleges and the district the opportunity to consider structures and procedures that balance individual distinction and character with fair treatment of students.</p>