Program Review and Institutional Planning
The 2005 visiting team commended the college for its program review process. In 2004-2005, the college reviewed the program review process with the goal of streamlining reporting mechanisms. From 2005-2009, the college implemented a process whereby the Director of Institutional Research (DIR) generated program review data that examine a variety of key performance indicators for courses, students, resources, efficiency, and outcomes in each term. These data and an executive summary prepared by the DIR were provided to division deans annually and discussed within programs. In addition, the DIR met with divisions and departments and provided additional information, if requested. During this time, no formal reports were required of programs. In 2009, the college re-implemented the previous program review reporting process to establish a greater evidentiary basis for departmental and divisional discussions. Previously, undocumented discussions between departments and division deans provided the basis for formulation of division's unit objectives and resource requests. The revised process now ensures a more explicit mechanism for linking college planning and budgeting. Program review documents serve as the basis of division unit objectives used in annual planning and identify resource requests for prioritization in college budgeting.

Program review establishes program goals and priorities for improvements in student learning and achievement. The program review process establishes a comprehensive look at student success data and, with assistance from the DIR, provides a means for a more detailed look at student success among different ethnic groups and underprepared students. Program initiatives and resource requests are justified on the basis of these data. Evaluation of five-year trends and discussion of previous initiatives and requests ensures that program review results are used to improve practices and efficiencies that impact student achievement and learning.

Institutional planning occurs on several levels. College-level planning integrates college goals and program review with the college Planning and Budget Calendar and the district strategic planning process. Formulation of college goals and alignment with district goals include the consideration of data that have been collected in support of program review. In addition, a Fact Book and an institutional effectiveness report are produced annually by the DIR to provide information on faculty, students, and the programs of Fullerton College. These data are included in the Annual Report that is presented to the Board of Trustees and to the community. An environmental scan of the college, utilized by the college's vocational programs, examines the demographic character of the community, including the K-12 educational pipeline, economic factors, local and statewide political forces, and projections of future changes.

Once formulated, college goals are approved by the President's Advisory Council (PAC). Instructional and service area goals, integrated with district and college goals and strategies, are formulated and submitted to the vice presidents for review and approval. A new planning calendar, formalized in 2009-2010, incorporates student learning outcomes, program review, planning, and budgeting. The calendar includes annual assessment and review of progress towards goals during the fall semester and goal revision/reformulation in the subsequent spring semester. In addition, the agenda for PAC meetings has been altered to devote every other meeting to discussion of goals, with plans to work toward development of long-term strategies. District and college planning documents are updated and distributed annually to all constituent groups. In 2006-07, the college president and the budget and finance officer requested that all departments and divisions submit a budget spending plan linked to college goals for the year. The final step in this process, linking planning and budgeting at the unit level, remains in development. It is expected that faculty and department heads will submit anticipated resource needs to meet linked departmental and division goals.
On August 2, 2010, the new college president conducted an afternoon discussion with the Fullerton College managers and administrators eliciting strategies and ideas to inform the campus community better about the planning process at the college. The discussion paved the way for introduction of a new integrated planning model (see Figure 1) that brings together administrators, faculty, staff, and students to evaluate a wide range of data. Through reestablishment and revision of the Program Review Committee and establishment of a Planning and Budgeting Steering Committee, quantitative and qualitative data are incorporated into program review, strategic and operational planning, budgeting, and institutional effectiveness. Central to this model is alignment of college goals and action plans with the college mission.

Establishment of the new college planning model will enable a number of systemic and perceived college shortcomings to be overcome. A comprehensive program review process has been restablished, and newly created processes for administrative and collegewide feedback will address faculty concerns that program review leads to meaningful planning, decision-making, and budgeting. The new model, created through a collaboration of the Faculty Senate and the President’s Staff, already has fostered a much closer working relationship between the Faculty Senate Executive Committee and the President’s Staff. Through the creation of the Planning and Budgeting Steering Committee, a more explicit and transparent link between planning and budgeting has been established. The new planning model and the recently revised Planning and Budget Calendar are evidence of Fullerton College’s commitment to improving institutional effectiveness.

These efforts are also central to districtwide planning. The Campus Planning Committee, working with the districtwide Comprehensive Educational Master Plan Committee, established overarching initiatives foundational to the master plan that will serve as a guide for the college and the district for the next ten years. These initiatives include community involvement, planning, technology, collaboration, research, and institutional advancement. The initiatives are the springboard for developing specific strategies or action plans. In collaboration with departments responsible for different areas, work groups define the strategies, timelines, measurable goals, and review processes for each strategy. Annual department goals and objectives and program review reports will also inform the strategies.
FULLERTON COLLEGE PLANNING PROCESS

COLLEGE MISSION

PROGRAM REVIEW INPUT
- Student Learning Outcomes (SLOs)
- Service Area Outcomes and Administrative Area Outcomes
- Environmental Scan
- External Influences
- Key Performance Indicators
- Opportunities

FACULTY AND STAFF

TWO YEAR PROGRAM REVIEW

DEANS, DIRECTORS AND MANAGERS

VICE PRESIDENTS

PRESIDENT

OPERATIONAL STRATEGIES AND RECOMMENDED BUDGET

IMPLEMENT ACTION PLANS

EVALUATE

PLANNING AND BUDGET STEERING COMMITTEE

SHARED GOVERNANCE COMMITTEE PAC

DRAFT COLLEGE GOALS

FC Strategic Plans
- Educational Master Plan
- Technology Plan

District Strategic Plan

FC Strategic Vision

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Student Learning Outcomes Assessment

Fullerton College has committed itself to identifying and assessing Student Learning Outcomes (SLOs) for every course and service area. In 2006, the Faculty Senate approved an SLO requirement for all new and revised courses. The Curriculum Committee approved the formal wording for framing SLOs and facilitated submission of SLOs to CurricUNET, the college’s web-based curriculum management software system. In 2007, the college appointed an SLO Coordinator to accelerate identification of SLOs and initiate plans for their assessment. An SLO website serves as a repository for campus SLO presentations and for showcasing college, division, and department SLOs. In a series of workshops, faculty were introduced to the relationship between course curricula, instructional objectives, and SLOs, and were provided with tools for developing outcomes for courses. In 2009, the Senate created an SLO Assessment (SLOA) committee with the responsibility to develop standards and practices to help guide faculty in developing and conducting effective assessments leading to meaningful data. In October 2009, the Faculty Senate endorsed a plan to have all departments devise and implement SLOA during the 2009-2010 year. The plan includes submission of an SLOA planning worksheet in the fall semester and completion of a report on SLOA in spring. SLO planning worksheets and assessment reports, submitted by faculty in departments conducting SLOA in their courses, are incorporated into the new college planning calendar. Collegewide implementation of SLO planning and reporting worksheets remain a work-in-progress.

Departments and programs in the Student Services Division have developed SLOs and Service Area Outcomes (SAOs) using a common template. SLOs and SAOs are assessed annually and revised on the basis of assessment data to better meet students’ needs. Student Services SLOs and SAOs also inform program review and are incorporated into department goals and objectives for the subsequent year.

SLOs have been developed for nearly all Fullerton College courses. Evidence of administering, delivering, and evaluating SLOs can be found in departments’ six-year reviews and in the SLOA worksheets and reports. SLOs appear in many of the course syllabi and on course websites. The SLO website and CurricUNET provide information to the college community on existing SLOs. The district website publicizes districtwide SLOs. Some divisions, such as Mathematics, Fine Arts, Humanities, and Natural Sciences, have completed assessment cycles and have initiated changes in both curriculum and instruction in response to the results. All departments and divisions are currently working on developing assessment plans appropriate for the variety of courses they offer. The Fullerton College SLOA committee has the responsibility to develop standards and practices to help guide faculty in developing and conducting effective assessments leading to meaningful data. The SLOA committee is working with the Curriculum Committee to help faculty select appropriate assessment methods for each SLO and for each course. The campus is also developing a process for identifying SLOs for programs, including all degrees and certificates, and general education (GE) requirements. A draft of GE SLOs and a draft of Institutional Learning Outcomes have been developed and are being circulated among constituent groups.
Off-Campus Sites and Distance Learning

The college has no off-campus sites but maintains a robust distance learning program. As of Fall 2010, the college offers 59 AA degrees and 31 certificates with more than 50% of the courses approved for delivery via distance education (DE). The number of classes being offered completely or partially online has more than doubled in the last five years, and the number of students enrolled in these courses has nearly tripled. In 2004-2005, 122 classes were offered online; in 2008-2009, 260 classes were offered online. During this time, student enrollment in DE grew from 4,752 in 2004-05 to 12,653 in 2008-09. Fullerton College online courses have fill rates exceeding 90%. More than 98% of the students who enroll in online courses live within 50 miles of the college. In 2008-2009, more than 99% of our DE students were in-state. Most came from Anaheim and Fullerton (31%). Yorba Linda, Whittier, La Habra, Placentia, and Brea ranked next.

The Curriculum Committee has developed an extensive review process for courses being considered for DE to ensure that the course provides an educational experience equivalent to face-to-face classroom instruction. DE courses are required to provide a detailed explanation of how students will contact instructors, how instructors will provide course materials, and so on. The faculty on the Distance Education Advisory Committee (DEAC) developed a statement of best practices for DE with which all instructors who teach courses online are expected to comply. The Teaching Effectiveness Center provides instructors with workshops and resources for on-line teachers. In addition, the campus has a full-time Special Projects Manager for DE to provide support for faculty teaching online courses.