Standard IB: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

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Overview

Over its 98-year history, the college has established a worldwide reputation for the high quality of its instructors and instructional programs. To maintain that reputation, the college regularly engages in institutional research, program review, and planning and goals assessment to ensure a continuous cycle of evaluation and revision that sustains and improves the college mission, academic integrity, program currency, and student success.

Fullerton College experienced significant institutional development and student success in the past academic year. The college completed new facilities and improved governance structures. The college continues to rank among the top ten colleges in total number of students who transfer to Universities of California and California State Universities. These accomplishments underscore the college's committment to its core mission to prepare students to be successful learners. (1) (2) (3)

I.B.1 *The institution maintains an ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes.*

Descriptive Summary

The Fullerton College Planning and Budget Calendar summarizes the annual process by which the various governance groups on campus assist the college in:

- Identifying strategic directions and goals that are important in achieving its vision and mission
- Utilizing resources effectively to support its vision and mission
- Meeting expectations from students and the surrounding college community (4)

As a result of institutional planning, the college and the communities it serves understand the strategic directions and priorities for the year.

Crucial to the planning effort is the President's Advisory Council (PAC), which is facilitated by the President and is the college's principal advisory body on planning. PAC brings together representatives of various constituencies to promote a broader consideration of issues. As of Fall 2010, the membership of PAC consisted of the following voting members: one dean, one other manager, four faculty, two classified staff, and two students. As the primary collegewide group involved in planning, PAC is responsible for making recommendations (after consultation with appropriate campus and external groups) to the President for action or consideration. All of the recommendations encompass the college's mission, goals, and core values. PAC meets twice a month, forming agenda items from the college's respective governance groups and considers items related to the college's goals and the district's Strategic Plan. It is the responsibility of the President to make final decisions regarding PAC's recommendations and,

1   Fullerton College transfer statistics
2   Building Progress Report 2009
3   PAC minutes, Sept 8, 2010
4   2009-2010 Resource Documents for Planning and College Initiatives

when finalized, to communicate such actions to the college community. (5)

The first step in the college's Planning and Budget Calendar occurs in August when the previous year's data are collected and analyzed. This analysis serves as the basis for the program review process for all divisions and is used to prepare the college's Annual Report that is presented to the Board of Trustees in November. In September, PAC establishes goals for the college on a two-year cycle. These goals also help the college set budget priorities. Shortly thereafter, unit goals and objectives are developed in concert with the college goals and objectives, and in January, after the tentative state budget is released, planning begins for budget assumptions and priorities. Once budget assumptions and priorities have been established, departments and divisions are required to turn in spending plans, detailing expected expenditures for the upcoming year. (6)

A component of the planning and budget process is the solicitation of Dynamic Fund proposals. In February, the Planning and Budget Steering Committee (PBSC), a subcommittee of PAC, decides whether it will recommend the solicitation of proposals for the following year. The Dynamic Fund process allows for new and innovative projects that directly support the goals of the colleges to apply for funding. If the Dynamic Fund process is recommended, proposals are due to the PBSC in April for review, and recommendations are made to PAC in May. Dynamic Fund allocations are announced in June. Because of budget cuts, no new Dynamic Fund proposals were solicited in 2009-2010. Some existing Dynamic Fund initiaitves continue to be funded. (7)

To ensure the effectiveness of the college's planning and budget process, several evaluation measures have been put in place throughout the academic year. In January, a fall semester progress report detailing the progress made on goals and objectives is presented to PAC. A year-end report on the progress made on the goals and

objectives is presented to PAC in April. The college also contributes to the Districtwide Strategic Plan Update, a report to the Board of Trustees on the progress towards accomplishing the current year's goals and objectives. (8) (9) (10) (11)

Participatory governance at Fullerton College is achieved in the spirit of cooperation, collaboration, and collegiality. It promotes the vision and values of the college and ensures their achievement through appropriate policies and procedures. The purpose of the college participatory governance structure is to provide each constituent group with the opportunity to participate in the planning process and to develop, review, and revise policies and procedures through their representatives. Functionally, this is accomplished by councils, committees, and task forces. These structures provide an opportunity for all perspectives of constituent groups to be considered. The result is effective processes for planning, implementation, evaluation, and planning agendas for improvement. (12)

Self Evaluation
Formal and informal discussions and dialogue between constituent groups is significant and ongoing. Through consultation and collaboration of the Classified Senate, Faculty Senate, advisory committees, Deans' Council, and individual department and division meetings, issues are brought forward to PAC and to the President's staff for further discussion and plan development. One example is the Leadership Retreat that took place in Fall 2007 where all constituent groups were gathered to discuss student learning outcomes (SLOs) and institutional research. (13) (14)

Planning
None.

5   PAC website
6   2009-2010 Resource Documents for Planning and College Initiatives
7   Dynamic Fund website
8   2009-2010 mid-year progress report
9   2009-2010 year-end progress report
10   2009 Districtwide Strategic Plan Update
11   PAC minutes, Jan 27, 2010
12   Campus committees website
13   PAC website
14   2007 Leadership Retreat Report

I.B.2. *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

Descriptive Summary

In 2006, the North Orange County Community College District (NOCCCD) created a comprehensive strategic plan to guide the district and its colleges. Subsequently, Fullerton College adopted strategic goals aligned with District goals. The 2009-2010 college goals support the district goals in three main focus areas: (15) (16)

I. Innovation and Relevancy for All Learners
II. Intra-district and community collaboration
III. Effective and efficient use of resources

Within each of these areas, the college established several goals and measurable objectives for meeting these goals.

Focus Area I: Innovation and Relevancy for All Learners
Goal 1: Instructional programs provide the necessary basic skills training, current and relevant vocational skills, successful transfer preparation, and life-long learning options to meet the needs of our students and community.
Goal 2: The campuses provide the necessary student services to ensure learning success.

Focus Area II: Intra-District and Community Collaboration
Goal 3: 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.
Goal 4: NOCCCD is a vital and integral part of the community.
Goal 5: Effective leadership and decision-making are based on an inclusive process that uses data, standards, law, policies, and procedures.

Focus Area III: Effective and Efficient Use of Resources
Goal 6: District revenue-generating opportunities are maximized.
Goal 7: Through effective planning and using resources efficiently, the district/campuses provide facilities, equipment, technology, and infrastructure to adequately support instructional programs and services.
Goal 8: Marketing/communications efforts are evaluated and refined on an ongoing basis to enhance effectiveness of outreach in enrollment management, business and industry partnerships, grant writing, and fund raising. (17)

Additionally, each division writes unit objectives that tie into the college goals. The goals collectively support a variety of programs and services, including improvement of SLOs, completion of campus projects, availability of training and development, and collaboration within the college and with the local community. The goals also take into consideration fiscal responsibilities, fundraising, efficiency measures, emergency preparedness, and links between planning and budgeting.

Fullerton College goals for 2009-2011 are as follows:
1.1 Develop a collegewide educational master plan.
1.2 Improve basic skills programs and support the assessment process for basic skills initiatives.
1.3 Support improvement of vocational and transfer programs through analysis of program review data.
1.4 Complete the SLO cycle for all active courses, programs, certificates, and degrees.
1.5 Explore districtwide financial support and infrastructure for distance learning.
2.1 Improve collegewide knowledge of student services.
2.2 Augment the training opportunities for certificated and classified staff members.
2.3 Create a collegewide student equity initiative.
2.4 Address outcomes of the Student Success Summits.
2.5 Administer a student satisfaction survey.
3.1 Complete a districtwide Functional Map.

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15   NOCCCD 2006 Strategic Plan
16   2009-11 Districtwide Strategic Plan Update

17   2009-2010 Resource Documents for Planning and College Initiatives

3.2 Enhance the schedule planning and management system (SPMS) for districtwide linkage of financial data/payroll and course scheduling.

3.3 Work in collaboration districtwide on projects to enhance the college:
a. Budget Allocation
b. Non-Credit Labs
c. Distance Learning
d. Emergency Preparedness

3.4 Participate in Strategic Conversations.

3.5 Increase involvement in staff development activities.

4.1 Continue to cultivate relationships with the City of Fullerton through participation of FC representatives on community committees (e.g., Education, Housing Authority, Chamber of Commerce).

4.2 Investigate the possibility for involvement in cities in our service area outside Fullerton.

4.3 Finalize Memorandum of Understanding/ Master Agreements with both the Friends of Fullerton College and the Fullerton College Foundation and determine exactly how each will be utilized for the maximum benefit of the college.

4.4 Develop and support partnerships and programs that bring community events and community members to the campus for educational, cultural, and social activities.

5.1 Write formal procedures to codify institutional planning and decision-making process.

5.2 Develop implementation guidelines for the college Planning and Budget Calendar.

5.3 Develop a campus climate survey.

5.4 Strengthen the participatory governance process.

6.1 Maximize college efforts to optimize revenue production while maintaining academic and vocational balance, grant opportunities, Career and Technical Education (Perkins IV) funds, categorical programs, private donations, and private funding sources.

7.1 Develop an educational master plan that links ongoing review of programs with modifications in buildings, grounds, technology, and infrastructure.

7.2 Establish regular replacement plans for technology infrastructure and equipment, motor pool/maintenance vehicles, and other major capital support items for operational support to instruction and other campus services.

7.3 Use the SPMS to improve instructional program planning and scheduling processes and procedures to maximize student access and success.

8.1 Establish a campuswide external community outreach program, partnering with community groups and local industry.

8.2 Expand and coordinate internal and external marketing and outreach efforts. (18)

In 2010, the District updated the Districtwide Strategic Plan to a more concise format that includes accomplishments for the current year and new or revised goals, if appropriate. (19)

Self Evaluation

The college goal setting process follows a timeframe defined in the Planning and Budget Calendar, which was approved by PAC on May 6, 2009. The setting of college goals for the upcoming academic year takes place in September after data from the previous year is collected and analyzed in August. (20)

The DIR prepares and distributes data reports to divisions, which are reviewed and used in completing program review reports. Compiling program review reports helps divisions reflect on the weaknesses and strengths of their programs, as well as identify goals and objectives based on the data provided. Part of this process includes division deans working with faculty, generally led by their faculty department coordinator(s) or a committee chair to help guide and provide input to the process. Classified staff members are also welcome and encouraged to contribute ideas. (21)

Toward the end of the fall semester, division deans provide a mid-year report to their respective vice president on the status of accomplishing their unit objectives. The mid-year reports indicate whether each stated objective is completed, in progress, or abandoned. (22)

18   2009-2010 Resource Documents for Planning and College Initiatives
19   2009-2011 Districtwide Strategic Plan Update
20   PAC minutes, May 6, 2009
21   Program Review folder
22   2009-2010 mid-year progress report

In April, the college reviews and evaluates the progress made on completion of its goals. At the end of the year the college president provides input to the district's strategic plan. A planning document that highlights the college's goals and achievements is presented to the Board of Trustees. (23)

The college aligns its goals with those of the district's strategic plan to promote collegiality and improve efficiency. Input from every constituent group at the college is valued and a joint effort is emphasized. The DIR works closely with the division units in providing and analyzing data for program review in an effort to improve effectiveness. Constituent groups contribute to goal setting through regularly scheduled meetings of Deans' Council, Faculty Senate, Student Services Managers, Classified Senate, and Associated Students. Each of these groups is represented on PAC. The work of various committees and task forces also filters through constituent groups to PAC. The Public Information Officer collects and publishes annual planning documents, which are posted on the PAC website. Additionally, managers list specific responsibilities, goals, objectives, or other specific job duties related to their positions as part of their evaluation procedures. (24)

Planning
None.

I.B.3. *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

Descriptive Summary
Fullerton College engages in a systematic cycle of institutional effectiveness evaluation and reporting. Every two years, the college engages in program review, where every instructional program, and recently all student service and administrative programs, examine key performance indicators that

are collected annually. The DIR meets, as requested, with deans, program coordinators and faculty in a variety of forums, from Deans' Council, division meetings, and small department meetings to review the program review data. From 2006-9, the DIR generated Program Review Executive Summaries, which analyzed division performance on a set of key performance indicators. These summaries were distributed to deans and discussed within programs. They were also reviewed by PAC. (25)

To provide greater evidence of program analysis and discussion, the college adopted a two-year cycle of program review in 2009-2010. Program review for all instructional areas is completed in alternating years of student services program reviews. Instructional programs use a common format that guides program analysis and produces a comprehensive program review report. Student services uses a program review model slightly different from but complimentary to instructional program review. Both rely on data complied by the DIR and other sources. Beginning in 2010-2011, program review was expanded to include all administrative functions of the college using the student services format. Initiation of this new program review cycle is targeted for 2011-2012.

Vocational programs also incorporate data and information derived from industry-specific partnerships, such as the Printing Technology Department's partnership with the Printing Industry of America's Southern California Chapter. Department faculty, college staff, and NOCCCD staff meet to engage in Strategic Conversations that may lead to a shift in program emphasis. Economic and workforce development partners from local Workforce Investment Boards (WIBs) are also included in these activities. Two primary modifications to the printing program at Fullerton College were guided by these recommendations. Information from the department's industry partners has suggested and supported the move away from analog and toward digital printing processes and toward the adoption of flexographic processes as a central emphasis in the curriculum. In many other areas such as machine technology, automotive technology, and cosmetology, the direction

23   2009-2010 year-end progress report
24   PAC website
25   PAC minutes, Sept 9, 2009; Sept 23, 2009

provided by these professional affiliates establishes the core elements represented in both short- and long-range planning elements of program review. These planning components serve as the guide to curriculum development, program direction, and equipment acquisition strategies. (26)

In addition to the program review reports, the key indicators of the college's internal strengths and weaknesses, and a variety of other institutional effectiveness reports are created and shared among the colleges' constituencies. The college produces an Annual Report, which includes detailed information on typical institutional effectiveness outcomes, including degrees and certificates awarded, transfers to UC and CSU for several years, institutional grants, and other accomplishments of the college and PAC. (27)

The annual Accountability Reporting for Community Colleges is provided to all college constituencies and explained thoroughly so that the cohort tracking method is understood. The report and each outcome, especially the Student Progress and Achievement Rate, is discussed at PAC, the Deans' Council, and the Faculty Senate. Each constituent group is encouraged to contribute to the college's self assessment of progress, which is ultimately reported to the Board of Trustees. (28) (29)

The Integrated Postsecondary Education Data System Data Feedback Report, which provides information on a variety of data, including the Graduation Rate Survey, is also shared with PAC and subsequently with the college constituencies. This report and the federal Student Right to Know report offer additional data on institutional effectiveness and provide an opportunity for comparison with peer institutions. The DIR is currently serving on the American Association of Community Colleges Voluntary Framework of Accountability Advisory Committee, which will provide an additional set of institutional effectiveness indicators for the college. (30) (31)

The annual Institutional Effectiveness Report is also distributed at PAC and made available to all constituencies. This report includes data on student retention and success, and grade distribution by student demographic characteristics and curriculum area, success in the developmental education sequence, success in special programs (Transfer Achievement, Puente, etc.), retention and success in distance education courses, degrees and certificates awarded, and transfers by student demographic characteristics. (32)

The Institutional Effectiveness Report is supplemented by several other reports that address similar issues of student success in a more focused manner. The Basic Skills Initiative baseline data are updated annually and examined closely to identify trends in both student placement and student retention and success at all developmental levels of English, ESL, mathematics, and reading. Developmental students are longitudinally tracked through their history at the college to identify success in subsequent courses within the developmental sequence, success in general education transfer level courses, and, ultimately, successful completion of certificates, degrees, or transfers. This work has helped inform the Academic Senate for California Community Colleges work on prerequisites. (33)

The Institutional Effectiveness Report is also supplemented by an annual update of the Student Equity Plan data. This update provides a detailed look at retention and success data and degree, certificate, and transfer data within several academic disciplines and is disaggregated by age, gender, race/ethnicity, and disability status. Fullerton College's Equity Committee has used these data to help shape several Basic Skills Initiative projects, most notably the creation of an Umoja Project at our college. (34) (35)

An additional institutional effectiveness project includes the participation of NOCCCD in the California Leadership Alliance for Student Success

26   Printing Department newsletter
27   FC 2009 Annual Report to the Community
28   Annual Accountability Reporting for Community Colleges, March 2010
29   PAC minutes, Feb 24, 2010;
30   Integrated Postsecondary Education Data System Data Feedback Report
31   AACC Voluntary Framework of Accountability Initiative

32   Institutional Effectiveness Report, 2009
33   Basic Skills folder
34   FC Student Equity Committee website
35   UMOJA website

Project. Through this project, additional data, similar to those data produced for the Lumina Foundation Achieving the Dream Project, have been created and shared with trustees, administrators, and faculty leaders. (36)

The DIR evaluates a number of special projects and activities at the college regularly. Examples of these special research studies include an examination of outcomes for the Academic Support Center's Writing Center, Science Technology, Engineering, and Math grant outcomes, impact of counselor decisions on placement recommendations, outcomes for California Work Opportunity and Responsibility to Kids (CalWORKs) and matriculation programs, a major study of five years of Extended Opportunity Programs and Services (EOPS) outcomes, studies of international students, and examination of outcomes of special summer counseling programs, including two doctoral dissertations by Fullerton College staff. The DIR also fields daily ad hoc requests for information, especially about student outcomes, from trustees, administrators, faculty, staff and students, as well as individuals from outside the college. (37)

Self Evaluation
Planning is integrated into the culture of Fullerton College. Campus leadership annually distributes program review executive summaries, unit objective reports, college responses to district goals, and spending plans. To make the connections between the college mission, program reviews, college goals, and the college budget, a revised planning calendar was introduced in 2009. Subsequent to the introduction of the planning calendar, a more sophisticated planning and budget process was introduced in Fall 2010. The new process provides greater transparency and more direct linkages between planning and budgeting. (38) (39)

Central to the new planning calendar is the inclusion of SLO assessment (SLOA) planning and reporting, a more robust approach to program review, and a connection between program review short- and

long-term objectives. The calendar also establishes a timeline for the development of unit objectives and strategic planning. The final steps in the planning process include a budget preparation month and an institutional effectiveness evaluation month. The latter is designed to review the relative successes of the calendar and to revise it as necessary.

Planning
The college will continue to revise and implement the FC Planning Model to more closely integrate the SLOA, program review, planning and budgeting, and to refine processes for evaluating the effectiveness of data-driven planning and resource allocation.

I.B.4. *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

Descriptive Summary
The college engages in broad-based systematic planning processes at both the campus and program/unit levels. College-level planning, linked to district planning, is the responsibility of PAC. This shared governance committee provides a structure that facilitates wide-ranging participation from all constituent groups, including classified staff, faculty, students, and managers. Faculty representatives on PAC serve as members of the Faculty Senate, and represent faculty issues and concerns within PAC. Additionally, faculty representatives communicate collegewide issues to their constituents and committees, including the Instructional Technology Committee, the Curriculum Committee, and the Distance Education Advisory Committee. (40) (41)

Most of these committees have developed and implemented plans to guide their own area of specialization, and PAC takes those plans into account in the development of integrated campus plans. In addition, task forces are sometimes convened to engage in collegewide planning in areas such as SLOA and program review. These task forces share their planning goals and timelines with PAC through periodic reports. Finally, planning

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36   CLASS Project data
37   DIR website
38   2009-2011 Districtwide Strategic Plan Update
39   PAC website

40   PAC website
41   Faculty Senate website

retreats or summits, such as the 2007 Leadership Retreat, have also been utilized as part of the college strategic planning processes. These events are normally open to all constituent groups, and attendance is broad-based. (42)

Development of program and unit planning processes is the responsibility of division deans working with their respective vice presidents and faculty. As with the college level planning, many of the program and unit level planning processes occur within or through a shared governance process.

Establishment of division and department unit objectives serves as one example of the collaboration of department faculty and coordinators with division deans. These objectives include plans and goals which complement the college and district goals and objectives. Though goals and unit objectives are established on a two-year cycle, divisions annually publish their objectives and progress towards achieving them in the college mid-year and year-end progress reports. (43) (44)

A second example is the program review process. Programs at the college engage in this review process on a regular basis. Faculty work collaboratively with division deans to complete the review. Each program review includes an analysis of data related to student success and retention, program access, program efficiency, and program resources, as well as a review of workplace trends, changes in curriculum, and changes in pedagogy. Based on these data, programs identify immediate short-term plans as well as long-term plans. The plans and the data on which they are based support a program's request for resources at the college level. Budget allocations in the areas of equipment, instructional technology, the full-time faculty prioritization process, and the full-time classified prioritization process may all be influenced by these requests. (45)

Program and unit level planning take other forms as well. Administrators are required to establish

professional goals and objectives on an annual basis that are assessed either formally or informally. Programs with external accreditations also engage in planning processes as part of their national accreditation, and vocational programs regularly conduct this type of planning in the context in their advisory committee meetings. Finally, grant-funded programs, such as EOPS, Teacher Preparation, CalWORKs, the Child Development Training Consortium, and Puente, also engage in annual planning as part of their grant application and reporting processes. In all of the above cases, ample opportunities are available for input from appropriate constituencies.

Self Evaluation
Broad-based planning at the college provides many opportunities for input from constituent groups. Planning efforts are embedded within shared governance processes and occur at the campus, program, and unit levels. There is ample evidence that these planning processes facilitate improvement at the college. The college and district's planning processes have contributed to numerous developments, such as several new buildings and facilities, a web-based application and registration system, improvements in student services, improvements in distance education, new basic skills initiatives, and responses to minimize the negative effects of the statewide budget crisis (46)

Three significant developments represent important progress in the area of planning since the time of the last self study. With the support of the college community, and upon agreement with the California School Employees Assocation (CSEA), the classified staff established the Classified Senate to better represent staff in the shared governance structure of the college. The Classified Senate collaborates with CSEA to appoint staff to college governance committees, such as PAC. Creation of the Classified Senate has better met the needs of staff at the college and has allowed for greater participation of staff in college decision-making. (47)

In addition, the district has funded a major effort to coordinate planning through the creation of a

42   PAC website
43   2009-2010 mid-year progress report
44   2009-2010 year-end progress report
45   Program Review folder

46   2009 Facilities Master Plan Progress Report
47   Classified Senate website

new Comprehensive Educational Master Plan. A campus steering committee with constituent group representation has been established to oversee the process and to establish college initiatives within the master plan. A key element in the master plan process is the high value being placed on program reviews particularly as they relate to student succcess and long-term planning. As common themes and interests emerge from an analysis of program review and relevant external data, such as population projections and facilities demands, these common threads become the major focus of the master plan.

To date, several college-specific initiatives have been established, including increased community outreach and involvement, greater focus on strategic planning and prioritization of goals, expansion of instructional technology and its support, and creation of campus spaces/facilities that encourage faculty-faculty, faculty-student, and student-student interaction and collaboration. Progress on the master plan is ongoing with completion of the plan anticipated in Spring 2011. (48)

Planning
None.

I.B.5. *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Descriptive Summary
The DIR supports the mission of Fullerton College by providing accurate, comprehensive, reliable, and timely information to support the planning and accountability processes of the college. The DIR engages in a range of activities involving the collection, analysis, and interpretation of information describing Fullerton College. This includes providing data on students and staff, academic programs, and management and operations within the college. Data from the DIR assists college leaders in planning and decision-making.

The DIR collects and disseminates various assessment data to support the mission of the college and the planning process. The DIR engages

in a range of activities involving the collection, analysis, and interpretation of information describing the college. By maintaining a comprehensive data warehouse, the DIR is able to supply information to college personnel and the public.

The DIR serves as the primary contact with state and federal agencies with respect to information reporting and completion of statistical surveys, questionnaires, and other data requests. He also serves as a resource on the techniques of institutional research, research methodologies, and the design and execution of information systems.

The DIR website provides access to important data and information for college faculty, staff, and administrators. The website also provides links to Office of Institutional Research reports, including the Fullerton College Fact Book, internal and external data sources, and additional sites that provide information relevant to Fullerton College. (49)

The DIR is available as a general resource for assistance with survey design, database design, data analysis, SLOA, and special studies on the implementation and outcomes of programs and services.

A scan of the college's external environment is produced by the DIR annually to document regional and local conditions and identify changes and trends. The environmental scan is utilized by vocational program personnel to develop funding proposals for program expansion and development, enrollment management, resource allocation, and planning decisions. It is available for use in vocational program advisory committee meetings and discussions. The scan analyzes demographic characteristics of the community, the K-12 educational pipeline, changing economic variables, and the local and statewide forces that affect resource availability and shape the college's planning. (50)

Institutional research, planning, and program review data are also being utilized as the basis for decision making at a number of other levels. Baseline data to

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48   PAC minutes for example, February 10, 2010

49   DIR website
50   DIR website

inform planning for the adoption of activities and allocation of funds for the Basic Skills Initiative have been developed and are being provided to the Basic Skills Initiative Steering Committee. Point-of-contact student satisfaction surveys have been developed for the Cadena/Transfer Center, International Student Center, and EOPS to provide information for the analysis of key performance indicators. Reports analyzing the enrollment and performance of under-represented and disabled students in comparison with the general student population are made available for use by the Student Equity Committee and are also utilized in vocational program planning for Perkins IV resource allocation.

Additional studies are currently underway to provide further information for decision making. A major study of categorical programs at the college, including EOPS, DSPS, CalWORKs, and Matriculation, was completed under the leadership of the DIR. A five-year analysis of student demographics, enrollment, and performance was completed by EOPS to evaluate course retention and success, persistence, completion of degrees and certificates, and transfer rates. A six-year review of placement testing was completed in 2008-2009, including a revalidation of all cut scores for placement testing in English, English as a Second Language, mathematics, and reading. Deans and counselors are collecting data to develop a study of the use of multiple measures in student course placement decisions.

Self Evaluation
The college has conducted a number of surveys aimed at gathering information collegewide or on specific groups or issues. Associated Students conducts an annual survey to evaluate student services, curriculum, campus climate, and other issues of interest to students. Faculty regularly incorporates end-of-semester surveys in courses. Distance education conducts faculty and student satisfaction surveys each semester through the State of California Chancellor's office. The college also conducted a campus climate survey of staff, administrators, and faculty. In Fall 2009, the college surveyed first-year students using the Survey of Entering Student Engagement. These instruments allow the college to obtain near-real time

assessments of important matters and respond in a timely fashion. (51)

Planning
None.

I.B.6. *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

Descriptive Summary
In Fall 2010, under the leadership of a new President, the college discussed and approved a new planning model for the college (see Figure 1). The new model brings together administrators, faculty, staff, and students to evaluate a wide range of quantitative and qualitative data and to integrate these data 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. (52)

Self Evaluation
Establishment of the new college planning model has enabled a number of systemic and perceived college shortcomings to be overcome. A comprehensive program review process has been reestablished, and newly created processes for administrative and collegewide feedback have addressed faculty concerns that program review leads to meaningful planning, decision-making, and budgeting. The new model has fostered a much closer working relationship between the Faculty Senate Executive Committee and the President's Staff. The model, in fact, was created through a collaboration of the Faculty Senate and President's Staff. Through the creation of a 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 affirm Fullerton College's commitment to improving institutional effectiveness. (53)

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51   Surveys folder
52   PAC minutes
53   PAC minutes, e.g., Sept 8, 2010; Senate minutes; e.g., Sept 16, 2010

Planning
None.

I.B.7. *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

Descriptive Summary
Significant progress has been made in defining and providing the elements that support informed decision-making, clarification of decision-making processes, and collegewide communication of information. In 2005, the college president proposed a new organizational structure that included three vice presidents. These new positions have better aligned administrative responsibilities with the college mission and have helped to clarify college decision-making processes.

Additionally, a new governance model that includes a Classified Senate was adopted in Fall 2005. This model has helped to clarify the role of different constituent groups in shared governance and has given a stronger participatory voice to the classified staff, one of the largest employee groups. A representative from the Classified Senate sits on PAC, and serves as a voice for staff in decision-making discussions in PAC. The representative collects feedback from classified staff and informs staff about campus activities and decisions that affect staff.

The college's program review process provides data to deans and administrative leaders for utilization in planning, funding, enrollment management, and program development. The DIR frequently meets with deans and department coordinators to review program review data and to assist in interpretation for decisions regarding program improvement. These discussions inform a variety of decisions, including resource allocations and new and replacement faculty positions. Deans, working with department coordinators, review and analyze program review data, enrollment reports, and retention/completion rates to make recommendations for new faculty. Program review data are also used to evaluate proposals for the

Dynamic Fund (when available) and to identify how the proposal supports college goals. (54)

During the academic year 2006-07, the district invested in an SPMS to track course and program information. The system provides real-time and historical data on a number of key performance indicators and can be manipulated at the division, department, course, and section level. In addition, the system provides the ability to project and predict future enrollment trends, a valuable tool in planning semester schedules with maximum enrollment efficiency.

Revision of the PAC meeting agenda to provide for a planning session at every other meeting has placed greater emphasis on planning and has given greater visibility to the decision-making process. Adoption of the new planning model has established clear linkages between program review, college planning and goal-setting, and allocation of resources. Meeting agendas and minutes are posted on websites and important decisions and actions are reported via email (President's Weekly, District Bulletin) and printed bulletins (News from the Chancellor). In addition, updates of college progress on goals and decisions are provided during semi-annual College Convocations. Strategic Conversations, held by the district, also provide an opportunity to engage constituents in a constructive dialogue on issues and to advertise district and college decisions. (55)

Self Evaluation
In Spring 2009, the college administered the Community College Survey of Student Engagement (CCSSE). Surveys were distributed to a random sample of classes – stratified by time of day – from the Fullerton College section data file. The target number of surveys for Fullerton College was 1,200 and 913 surveys were returned. Of the classes selected, 87% were actually surveyed. Within those classes there was a 65% response rate. The group of respondents had a slightly higher percentage of males than the overall college percentage (52% vs. 48%), slightly lower percentage of Hispanic students (30% vs. 34%), higher percentage of respondents 21

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54   Program Review folder
55   Summaries of Strategic Conversations

years and younger (63% vs. 55%), and much higher percentage of full-time students (71% vs. 41%).

For the full set of items organized into broad groups, Fullerton College students differ from their peers on only four items and from the full sample on only eight items. This is about the percentage to be expected by chance in a set of 110 items. For each of those items the effect size is small. In other words, Fullerton College students are essentially the same with respect to the broad categories of items as other community college students. When asked how they would evaluate their entire educational experience at this college, the mean score for Fullerton College students Falls between "Good" and "Excellent." The Benchmark Summary Table indicates that Fullerton College students score essentially at the mean for all students on each of the benchmarks. (56)

Planning
None.

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