

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students



Standard IIA: Instructional Programs

II.A. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Overview

Fullerton College maintains a long tradition of excellence in teaching and in the quality of its courses and programs. Faculty continue to provide innovative, pedagogically sound, and effective teaching methodologies that serve an increasingly diverse student population. The college employs several means for assessing the quality of its programs, including institutional research, educational research, program review, curriculum review, and a regular cycle of faculty evaluation. Evaluation of courses and programs provides the basis for improvements at the course and program level and for integrating new and revised initiatives in the campus planning process.

The college places a high priority on preparing students for transfer to four-year colleges by offering hundreds of transferable courses in more than 70 different areas of study. The college Cadena/Transfer Center, originally established through a Title III Hispanic-Serving Institution grant from the US Department of Education and now institutionalized, assists students in programs of study by offering advising and counseling, college fairs, class presentations, transfer receptions, transfer hall of fame, university tours, scheduled visits by university representatives, and workshops and seminars. The college also has developed several programs to assist students in achieving their transfer goals, such as Honors, Puente, and the Transfer Achievement

Program (TAP). The Honors Program assists high-achieving students through opportunities for close academic and social interactions, honors transfer agreements with various colleges and universities, honors designation on all college transcripts and the associates degree, letters of recommendation, honors receptions, special lectures, cultural events, awards ceremonies, and exchange opportunities through the National Collegiate Honors Council. The college also participates in the Puente Project, which is an intersegmental program co-sponsored by the University of California Office of the President and the California Community College Chancellor. The Puente Project provides a learning community and mentoring for eligible students. TAP offers a comprehensive, student-centered instructional and peer-supportive program for students who need additional support to be successful in achieving their transfer goals. (1) (2) (3)

Many of the fastest growing and highest wage-earning occupations in Southern California over the next ten years are represented by the college's career and technical education offerings. The Division of Technology and Engineering offers vocational/occupational certificates and degrees in fourteen major areas: Administration of Justice, Automotive Technology, Construction, Cosmetology, Printing, Machining (CNC), CAD/Drafting, Welding, Fashion, Professional Photography, Interior Design, Journalism, Cinema, Radio/Television, and Cabinetmaking. The division awards more than 250 certificates annually, nearly 85% of the campus total; Cosmetology and the Police Academy comprise the majority with 150 and 54 certificates, respectively, in 2008-2009. In addition, the Fine Arts Division offers twenty career technical education certificates, twelve representing technical and musical theatre, two in music (recording and piano teaching), and seven in Art/Computer Graphics—which includes advertising, animation, desktop publishing, graphic

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- 1 Cadena/Transfer Center website
 - 2 Honors Program website
 - 3 Puente Project website

design, and illustration. The Business/CIS Division at Fullerton College offers a diverse array of courses, certificates, and degrees in Accounting, Business Management, Computer Information Systems, Paralegal Studies, Marketing Management, and Real Estate. Other divisions also offer certificates, including Social Sciences (Child Development and Educational Studies), Natural Sciences (Horticulture), and Physical Education (Aerobic Exercise, Aquatic Specialist, Athletic Coach, Personal Trainer, Therapeutic and Sports Massage). (4) (5) (6) (7) (8) (9)

Fullerton College has a state-funded Basic Skills Initiative (BSI) designed to improve statewide student performance in English, math, English-as-a-second-language (ESL), and reading. For the past four years, BSI has been identifying students who need additional support and training faculty to incorporate basic skills principles into their classroom activities. Several dozen Humanities, Social Sciences, Fine Arts, and Natural Sciences instructors have enrolled in the Strategic Literacy Initiative to help students develop college-level reading and comprehension skills. BSI provides enhanced tutoring for math and ESL students and provides extra support for the Reading Lab. BSI also provides funding for faculty to attend state and national conferences devoted to examining and improving Basic Skills instruction at the college level. In 2009, BSI initiated the Basic Skills Intern Training program for training future teachers. The program places graduate students in selected basic skills to provide support. (10)

The college also greatly values students who attend college for personal growth and advancement. A wide variety of courses in Business and Computer Information Systems, Fine Arts, Humanities, Physical Education, Natural Sciences, Social Sciences, and Technology and Engineering serve life-long learning goals. Academic and student services programs

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- 4 Technology and Engineering website
 - 5 Fine Arts website
 - 6 Business/CIS website
 - 7 Child Development and Educational Studies website
 - 8 Horticulture website
 - 9 Physical Education website
 - 10 Basic Skills folder

promote intellectual, aesthetic, and personal growth for all students.

II.A.1. *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

Descriptive Summary

The college mission, "We prepare students to be successful learners," establishes an educational focus on life-long learning for all student populations. The college mission serves students seeking one or more educational goals, including:

- 1) students preparing for transfer to a four-year college;
- 2) students engaged in career and technical education programs;
- 3) students seeking development of basic skills and English as a second language;
- 4) students who attend college for personal growth and enrichment.

The college mission is further defined by the vision and core values of the institution. (11)

Self Evaluation

Through the college curriculum process, program review, and the college integrated planning cycle, all instructional programs are systematically and periodically reviewed to ensure alignment with the college mission and to uphold the high standards of academic rigor and excellence for which the college is well known. (12) (13) (14)

In addition, the college supports efforts beyond the classroom to create learning opportunities for students. As one example of a program's commitment to the college mission and student success, a full-time faculty member from the Dance Department was recently selected to present her choreography at the prestigious Dance Under the Stars Festival in Palm Desert, CA. She is currently

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- 11 Fullerton College 2010-2011 Catalog, p. 13
 - 12 Curriculum Committee handbook
 - 13 CurricUNET website
 - 14 Program Review folder

raising funds to take eight students with her to perform and take part in the festival's classes. (15) In Fall 2010, the college hosted the first Technology, Entertainment, and Design-like (TEDx) conference in Orange County. Under the guidance of TED, the self-organized TEDx events feature local, video and live speakers to stimulate creativity, discussion, and connections between ideas. The all-day TEDx Fullerton event included ten speakers, four TED video presentations, two performances, and two short videos. The event was organized by two local Arts advocates, the Dean of Fine Arts, and Theatre Department staff and students. More than 150 participants attended. Fullerton College is applying to TED.com to continue the conference presence at the college over the next four years. The presenters' work has been posted on YouTube and sent to the TED.com website. (16)

The college also recently produced a documentary, *Mendez v. Westminster: Families for Equality*, which premiered on KOCE-TV, Orange County's local PBS station, in October 2010. Produced and written by an FC Librarian and Dramatist, the documentary focuses on civil rights, educational equality, and multicultural understanding of the landmark case that set the precedent for *Brown vs. Board of Education*. It features many of the original family members who participated in the class action lawsuit and students from the college's Ethnic Studies Department. It was created in collaboration with the Fullerton College Office of Special Programs Service Learning Program and the Division of Academic Services. (17)

Planning

None.

II.A.1.a. *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

Descriptive Summary

As an open access college, any student who wishes to enroll in a course (except English, Reading, Math, or ESL) may do so, provided he/she meets the prerequisites (if any) for that course. Students who wish to enroll in English, reading, math, or ESL must take a placement test unless enrolling in the lowest level in the course sequence. Students who have successfully completed courses at another college may meet with a counselor to determine placement or submit transcripts to an evaluator. The college Assessment Center administers tests any time the center is open. Students do not need appointments, and all testing is done via computer. First-time students benefit from orientations online and on campus. Testing and orientations provide a vital first step in a student's educational program. (18)

Evaluation of population, ethnicity, and economic changes are critical to the college's ability to meet the educational needs of the area's citizens and the workforce needs of the community. Annually, the Director of Institutional Research (DIR) conducts an environmental scan to identify the status and trends of student demographics, local economies, and other key indicators in Orange and Los Angeles counties that may influence student enrollments. The scan summarizes the demographic, economic and educational changes at the district, local, county, state, and national levels. The DIR also focuses on "feeder" schools—those junior and senior high schools whose students most frequently enroll at Fullerton College—to better help the college develop plans and services to meet the needs of future students. (19)

15 Dance Under the Stars Division II Finalists

16 Tedx Fullerton on YouTube

17 FC Mendez Project Page

18 Assessment Center website

19 DIR website

The Environmental Scan of the Fullerton College community and Orange County also serves as a companion piece to the 2009 Fullerton College Fact Book, a comprehensive internal overview that describes the college's student population and how effectively it is being served by the college. These two documents provide important information about the forces affecting the college as it moves forward in the 21st century. By monitoring these changes, Fullerton College maintains the best position to plan a direction that will best serve its students. (20)

In November 2008, the Board approved the Fullerton College Student Equity Plan, the result of several years of work by the Student Equity Committee, a subcommittee of the Faculty Senate. The mission of the Student Equity Committee is "to develop, recommend, and assess policies, programs, and strategies that promote equity in student success, retention, degree/certificate completion, and transfer." The Student Equity Plan establishes student equity as a top priority in instructional programs and services. It ensures ongoing attention to student achievement gaps and how programs and services may be improved to promote success for all students. The data on changing demographics and shifting opportunities in the communities served by the college are integrated into the plan. (21)

The college's program review process and student learning outcomes assessment (SLOA) serve to improve academic integrity, program currency, and teaching effectiveness. Program review includes a departmental, division, and campuswide analysis of key performance indicators and other quantitative and qualitative data that point out program strengths and weaknesses. Program review analyses take into account internal trends, the environmental scan, and external trends and opportunities or challenges that may positively or negatively influence the program. Program review establishes program goals and priorities for improvements in student learning and achievement. The program review process establishes a comprehensive look

20 DIR website

21 Student Equity Committee website

at student success data and, with assistance from the DIR, provides a means for more detailed looks at student success among different ethnic groups and underprepared students. These data form the basis for program initiatives and resource requests. 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. (22)

Student needs and diversity issues are also identified in various surveys conducted by students, faculty, and the college. As noted in I.B.5., the Associated Students conduct an annual survey to identify issues of interest to students. End-of-semester surveys by faculty in campus and online courses provide feedback on student attitudes and perception of instruction. The Community College Survey of Student Engagement (CCSSE) helped the college assess student attitudes and habits across a wide range of topics. In Fall 2009, the college surveyed first-year students using the Survey of Entering Student Engagement (SENSE). Through these instruments, the college obtains a snapshot of progress and areas of concern in meeting the broad needs of the college. (23) (24) (25)

Institutional research provides key performance data on all courses offered at Fullerton College. These data form the basis of comparison for course and program quality across disciplines, time of offering, teaching methodology, and a number of other important classifications. Institutional research data indicate the level of achievement of different student populations in developmental and transfer courses. Faculty rely on these data to inform decisions on course curricula, teaching methodologies, and delivery mode. (26)

Educational research occurs formally through awards of grants by funding agencies (e.g., Department of Education) or the college (e.g., dynamic fund)

22 Program Review folder

23 AS survey results; see Surveys folder

24 CCSSE survey results; see Surveys folder

25 SENSE survey results; see Surveys folder

26 DIR website

or informally by individual faculty interested in assessing the effectiveness of a teaching methodology or unit of instruction. Faculty gain knowledge of educational research in their discipline by attendance at workshops and national meetings and through contact with colleagues at other institutions. Several faculty have written textbooks to address pedagogical concerns and to make sure that students are exposed to the most up-to-date information. (27) (28) (29)

Self-Evaluation

Fullerton College ranks 7th in the state of California in the number of students who transfer to either the University of California or California State University system. In 2008-2009, the college awarded 1,322 degrees and certificates, more than half of those to females. Special programs, including Honors, Puente, and TAP, achieved retention and success rates of 87.8% and 79.2%, well above the college average of 82% and 66%, respectively. (30) (31)

The college will continue to be challenged by demographic changes that increase the proportions of underprepared and underrepresented students. Environmental scan data reveal great variability in the characteristics of the top feeder high schools to Fullerton College and point to some of the challenges facing the faculty, staff, and administration of the college in both providing access and promoting success. Many of the students who will be entering the college over the next several years are from underrepresented groups, have fewer economic resources, are English language learners, and first-generation college-goers. Relatively few have pursued an educational program to prepare them for entry to California State University (CSU) or University of California (UC) campuses, though the percentage of local high school graduates who are UC/CSU eligible and the percentages who have demonstrated proficiency in language arts and math have been increasing for the past several years. Orange County will

27 Project GPS2 website
28 For example, Building STEM Research and Education Capacity at HSI
29 For example: Teipe textbook website
30 FC Transfer Statistics website
31 See Longitudinal Student Achievement Data section

have a Hispanic majority by 2040, and the Asian population will increase to nearly equal the white population. Changes in the ethnic composition of the population, particularly growth of groups that have traditionally been underrepresented in higher education, will have important planning implications for the college. (32)

The environmental scan data also clearly show the difficult economic condition of the state and the local area. The civilian labor force has declined for the first time this century, and the number of unemployed in the county has increased by nearly 100,000 over the past three years, with a local unemployment rate nearly matching the high statewide unemployment rate. Anaheim has been particularly hard hit by the economic decline, with a high unemployment rate and over 20,000 unemployed workers. These economic conditions typically lead to increased demand for educational services and have resulted in record enrollments at Fullerton College. As long as these conditions persist, demand will be high. Responding to this demand, particularly with dwindling resources, will require careful planning and resource allocation. (33)

Placement testing provides an important tool for ensuring that student needs are met through appropriate curriculum and modes of instruction. The college Assessment Center administers tests to more than 8,000 students each year in English, math, ESL, and reading. Testing is available at any time the center is open and students do not need an appointment. All testing is done via computer. Fullerton College uses two primary types of validity evidence to ensure consistency and effectiveness in the assessment component. Content-related validity evidence addresses the extent to which course prerequisite knowledge and skills are measured by the test for all courses into which the test is being used to place students, and criterion- or consequential-related validity evidence addresses the extent to which scores on the placement test are related to results of an appropriate criterion measure of student ability (examples are final grade, midterm

32 See Demographic Information section
33 See Demographic Information section

grade or test score, and instructor or student ratings of students' abilities to meet course requirements). A major validation study of all placement instruments and cut scores was completed in 2008-2009. (34)

Planning

The college will continue to implement the Student Equity Plan and develop additional plans, strategies, and funding opportunities to address the achievement gap and the needs of underprepared students.

II.A.1.b. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Descriptive Summary

Faculty specify methods of instruction appropriate to their discipline and subject(s) in the Course Outlines of Record (CORs), which are maintained electronically in CurricUNET, a web-based curriculum authoring, editing, management, and approval tool designed to automate and enhance the development and approval of curriculum. The Curriculum Committee and the Faculty Senate are constantly reviewing and improving the college's delivery systems and modes of instruction. In 2006, the Senate created the Distance Education Advisory Committee (DEAC), led by faculty members, to oversee and assist the fastest-growing mode of instruction on campus. In a similar vein, the Senate created the faculty-led Instructional Technology Committee (ITC), a committee that will push for continued improvement in instructional technology, regardless of where the instruction takes place—in a classroom, online, or a blend of the two. (35) (36)

Fullerton College provides many opportunities for faculty to learn and refine new teaching strategies, including on-campus workshops offered through the Teaching Effectiveness Center and Staff Development Committee, funding for participation in teaching-centered conferences, or participation

34 Validation study results

35 CurricUNET website

36 Committee descriptions website

in training provided through BSI. As one example, faculty in six divisions are currently participating in the Strategic Literacy Initiative for Content Area Reading Instruction, which provides faculty with research-based instruction and training in classroom strategies to improve student reading comprehension of content-area textbooks and other reading materials. (37)

Faculty and programs may coordinate with student services to meet the needs of students and promote student success. For example, in 2008-2009, the Child Development and Educational Studies (CDES) Department created with the assistance of the Academic Skills Center (ASC) an Academic Structured Activities program for students needing academic support with basic skills and writing effectiveness. Introductory CDES students receive a formal orientation at the ASC, where they are introduced to the services, software, and tutoring and support processes available to them. Faculty forward class registration numbers to the center to provide a tracking system for students, as needed. In class, faculty recommend tutoring prior to submission of written work. If students turn in work below college level, they may receive a contract and a Academic Structured Activities sheet to use at the ASC. This program includes opportunities to return specific assignments in the following week for regrading. All CDES faculty have visited the ASC to review the orientation and details of the program. In addition, ASC representatives meet at the beginning of each semester with our CDES full-time and part-time faculty and students to explain the program. (38)

The principles of Universal Learning Design are promoted by Disability Support Services (DSS). This has been done through Staff Development, DSS training sessions for divisions and departments, new faculty orientation, the DSS website, the DSS Resource Guide, and the High Tech Center Training Unit's day-long training. DSS strives to help all instructors make their courses accessible to students with sensory impairments, processing deficiencies, and other disabilities that might affect their

37 Basic Skills folder

38 Academic Structured Activity Contract

coursework. DSS recognizes that when instructors deliver their course content in a variety of different modes, the success rate for disabled students rises. (39)

Self-Evaluation

College data indicate a persistent achievement gap among different ethnic groups, as measured by retention and success. Asian students attain the highest success rate, 74.1%, while White, Hispanic, and African American students lag behind at 68.8%, 61.3%, and 56.9%, respectively. As a group, Basic Skills students have lower rates of success and retention than the college average at 60% and 78.4%. Three campuswide programs, the BSI, the Department of Education-funded Project GPS² (Guiding and Preparing Science, Technology, Engineering, and Math students), and the Extended Opportunity Program and Services (EOPS) aim to provide interventions that reduce the achievement gaps of underprepared and underrepresented students. (40)

Planning

None.

II.A.1.c. *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Descriptive Summary

Since 2006, Fullerton College has committed itself to identifying student learning outcomes (SLOs) and SLOAs for each course. 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 SLOs for courses. In 2006, the Faculty Senate implemented a policy requiring all new and revised courses to have SLOs. Because existing courses undergo six-year curriculum review, all courses are scheduled to have SLOs no later than 2012. To facilitate the process, the Curriculum Committee,

39 DSS website

40 See Longitudinal Student Achievement Data section

in consultation with the Faculty Senate, approved specific wording for framing course SLOs: "Upon successful completion of (insert course name), students will be able to (insert learning outcome)". Incorporation of SLOs into course outlines will occur within CurricUNET, where SLOs may be reviewed and revised by faculty. (41) (42)

Based on the recommendation of the Curriculum Committee, the college's Faculty Senate appointed an SLOA Coordinator to coordinate SLO development and to facilitate SLOA implementation. The Senate also formed an ad-hoc SLO Committee with faculty representation from each division on campus. With the assistance of the coordinator, the college began a pilot assessment of SLOs in math and English. Some courses in the Math and Humanities divisions have already completed assessment cycles and have initiated changes in both curriculum and instruction in response to the results. Campuswide, all departments and divisions are currently working on developing assessment plans appropriate for the variety of courses they offer. These efforts will continue to expand and enable evaluation of student progress towards achieving SLOs through a combination of rubrics and quantitative analysis of assessment data in all disciplines. (43)

Some departments and programs, such as Cosmetology and Distance Education, have established SLOs at the program level. In conjunction with the SLOA committee, the campus is developing a process for identifying SLOs for programs, including all degrees and certificates. (44)

Self-Evaluation

The SLO process is now well-established, and the SLOA process is underway. As of Fall 2010, nearly all courses have established SLOs. Since December 2009, a process has been in place to complete identification of SLOs for remaining courses. All new course proposals and proposals for course revision in CurricUNET include SLOs. SLOs are included in

41 Faculty Senate minutes

42 CurricUNET website

43 SLO website

44 Cosmetology website

the curriculum files in CurricUNET, and assessment methods are now being added as courses are proposed and revised. (45)

Because SLOs often require revision on a less-than-six-year cycle, the Curriculum Committee has not yet included SLOs in the official COR. The committee is currently developing a simplified approval process so SLOs can be included on the COR and revised as needed. SLOs may be viewed within CurricUNET, on the SLO website, and in individual course syllabi. (46) (47)

Course SLOs are part of the body of information captured for each course in CurricUNET. Additionally, the SLO webpage serves as a quick reference organizing SLOs by division and department in a convenient index. Assessment methodologies are also planned for inclusion on this site by Spring 2011. (48)

SLOs developed for any given course are the same whether the course is taught face-to-face or online. In addition, the Distance Education Advisory Committee (DEAC) identified program SLOs for students who participate in and complete a Distance Education (DE) course at Fullerton College. These are:

1. Students who participate in and complete a DE course will use technology successfully to complete assignments and exams.
2. Students who participate in and complete a DE course will proficiently use technology to exchange ideas with faculty and classmates independent of a physical location.
3. Students who participate in and complete a DE course will develop and apply self-management skills, including reading and following instructions, to independently complete course assignments.

SLOs and Service Area Outcomes (SAOs) are identified in the Student Services Division. SLOs are designated by each department within the division

45 Curriculum Committee website
46 CurricUNET website
47 For example, ESC130: Intro to Oceanography
48 SLO website

and identify abilities that students will gain because of their encounter with the service or program. SAOs are used to identify improvements that the staff will make within an academic year. A common template is used to identify both SLOs and SAOs, including the assessment and use of the results. (49) (50)

In 2009, the Faculty Senate endorsed a plan to have all departments devise and implement SLOAs. During the semester, faculty conduct SLOAs for the courses and gather evidence of administering, delivering, and evaluating SLOs. The SLOA Coordinator logs progress towards completing SLOAs for all courses. An activity status document is maintained by the Vice President of Instruction to track progress in the development of SLOs, SLOA methodologies, planned and completed assessments, and inactive courses not undergoing assessment. Courses missing SLOs have been identified and are targeted to be compliant by December 2010. In Fall 2010, on the recommendation of the Curriculum Committee, the Faculty Senate approved a menu-driven system in CurricUNET for identifying assessment methods for all new and revised course proposals. (51)

Planning

The college will continue to implement SLOs at the course and program level and improve their assessment. As stated in I.B.3, the college will continue to revise and improve the integration of SLOA data into the college planning model.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

49 SLO website
50 Student Services SLO/SAO template
51 SLO website

The Curriculum Committee establishes the standards and procedures for meeting the varied educational needs of a diverse student population. The Curriculum Committee evaluates all new and revised courses to offer a wide breadth of educational modes and course delivery methods; to provide curriculum that enables students to obtain the skills, understandings, and values they need to achieve their goals; and to ensure that courses meet high standards of quality and effectiveness. Course curricula define course objectives and prerequisites, methods of instruction, SLOs/SLOAs, course content, methods of evaluation, library needs, and textbooks and resources to complete the course. The course approval process incorporates several stages of evaluation, recommendation, revision, and approval prior to final approval. This process ensures that courses proposed meet the rigor, breadth, and depth necessary to meet student educational goals, including career/technical goals, transfer goals, basic skills goals, or personal growth and development goals.

The curriculum process also ensures that courses articulate to transfer partners and that students are prepared when they transfer to upper-division coursework. Through the technical review and curriculum approval processes, the committee is able to send forward high-quality curriculum for articulation consideration. (52) (53)

Self-Evaluation

All departments operate on a six year curriculum review cycle in which every course, certificate, and degree is reviewed, updated, revised, or sometimes deleted by current faculty members. Instructors utilize web entry screens to input course and program descriptions and details in CurricUNET. An automated workflow process routes all course and program proposals to designated reviewers, such as curriculum committees and administrators, and notifies them via email when curriculum is in their queue for approval. All authorized parties can view a real-time graphic of the completed workflow for each proposal to determine a proposal's status. The

52 Curriculum Committee website
53 CurricUNET website

Curriculum Committee oversees the process and works closely with each department to make sure that all courses and programs are up-to-date, in compliance with Title 5, and match the educational goals of students. (54)

The Curriculum Committee has also developed an extensive review process for courses being considered for DE to ensure that those courses provide an educational experience equivalent to face-to-face classroom instruction. Course outlines that identify DE as a teaching methodology are required to provide a detailed explanation of how students will contact instructors, how instructors will provide course materials, and other approaches to interaction. (55)

Planning

None.

II.A.2.a. *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

Descriptive Summary

The Curriculum Committee is a faculty-led organization that plays the central role in developing courses and academic programs and ensuring their alignment with the college mission. The committee consists of one faculty representative from each division, as well as non-voting members from management, classified staff, and student government. The committee meets twice a month to review new and revised courses and programs. It also develops and reviews campus policies and criteria related to approval of courses or programs and ensures that all academic offerings comply with college, state, and national standards. The Curriculum Committee's Handbook establishes procedures for course approvals and other benchmarks that ensure academic integrity and mission fulfillment. To ensure that methods

54 CurricUNET website
55 CurricUNET website

of instruction are appropriate, the Curriculum Committee reviews the relationship between course content, methods of instruction, and instructional learning objectives in new and revised courses. (56)

New courses and revisions to existing courses begin at the department level where faculty originate and revise course offerings using CurricUNET software. All courses and programs at Fullerton College are designed, reviewed, implemented, assessed, and revised by faculty. (57)

Self-Evaluation

The college has begun efforts to incorporate the results of SLOA into Program Review. In 2009-2010, the PAC approved and adopted an integrated planning cycle in tandem with the college budget cycle. The goal of the integrated calendar was to provide a robust framework for coordinating data-driven processes (SLOA and program review), planning processes (short- and long-term college goals, unit objectives, and related initiatives), and budget processes (dynamic fund and the college spending plan). Through evaluation of SLOA data, programs can respond to student learning in a cycle of continuous sustainable improvement. (58)

Planning

The college will continue to implement SLOs at the course and program level and improve their assessment. As stated in I.B.3, the college will continue to revise and improve the integration of SLOA data into the college planning model. (See also II.A.1.c)

II.A.2.b. *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

Descriptive Summary

Fullerton College's Career Technical Education (CTE) programs have advisory committees to update those programs with evolving professional standards and practices. The committees include Accounting, Administration of Justice, Automotive, Business Management/Marketing, Construction, Cosmetology, Child Development and Educational Studies, Drafting/CAD, Fashion, Interior Design, Journalism, Machining, Massage Therapy, Paralegal Studies, Personal Fitness, Photography, Pilates, Printing, Radio, Television, and Welding. The committees meet at least once annually. The automotive committee meets twice each year in order to maintain the program's certification through the National Automotive Technical Education Foundation.

To receive federal Career and Technical Education (Perkins IV) funds, each CTE advisory committee must gather advice from businesses and use that advice to shape the program. Departments modify their course content in order to stay current with changing trends and standards in each profession. Annual meetings and reviews also produce documentation that departments and divisions can use to apply for federal and state funds and to make substantive changes to course content. By rule, the committees are comprised of college faculty, industry representatives, and organized labor representatives, where applicable.

Fullerton College committees recruit from various nontraditional and underrepresented/underserved populations. For example, the welding program's committee includes female members. Several CTE committees also work with Disability Support Services (DSS).

56 Curriculum Committee website

57 Curriculum Committee Handbook

58 2009-2010 Resource Documents for Planning and College Initiatives

College advisory committees meet regularly and provide a collegial opportunity for instructors to become familiar with some of the area's leading employers. The meetings typically cover curriculum review and validation of course certificates and degrees, suggestions for program direction and planning, and reports on current industry trends. The committees frequently invite counselors, administrators, board members, and representatives from the Orange County Work Investment Board to attend the annual meetings.

Committee members also serve as guest speakers for special events hosted by each of the departments to educate students and high school guests (participating in one or more arts festivals) about how best to prepare for careers in the entertainment and visual arts industries. The advisory committees provide valuable counsel about current industry and hiring trends, external forces affecting career success, technological advancements, and new workplace practices. Fine Arts advisory committees have been used to review course and certificate student learning outcomes and assessments.

Self-Evaluation

The college maintains an active system for inclusion of faculty expertise, relevant outside assistance from both community and content area advisory committees, and student participation in the development and ongoing improvements to instructional programs. Student outcomes are assessed at course level and program level using both qualitative and quantitative analysis. For example, the paralegal program recently completed a revision to both its associate's degree and certificate upon the recommendation of its advisory committee, which relied on new standards from the American Bar Association. This change included increasing the number of required units and the addition of required courses to complete the degree and certificate.

Planning

None.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

High quality instruction at Fullerton College comes from a commitment at every level to serve the needs of a diverse student population and to instill students with a passion and aptitude for life-long learning. Instructional quality is maintained by systematic and frequent institutional research reports, frequent faculty interaction and discussion, Strategic Conversations and workshops, rigorous hiring practices, comprehensive evaluation procedures, abundant opportunities for professional development, high standards of curriculum development, and an integrated cycle of program review and planning. (59)

The Curriculum Committee ensures that all courses and programs conform to Title 5 regulations. Course curricula include instructional objectives, course content and scope, instructional methodologies, methods of evaluation, and assignments that demonstrate writing and critical thinking skills. Comprehensive program review, conducted every two years, assures currency and rigor of all courses. Program updates and formulation of division unit objectives provide a mechanism for identifying and responding to curricular needs through the college planning process. Departments that offer certificate programs regularly assess their instruction with the help of professional advisory committees to ensure rigor, appropriateness, and depth in those programs. (60)

Curricular breadth, depth, sequencing, and time to completion are determined by faculty in each specific discipline with guidance from the Curriculum Committee. Every new or revised course must meet strict standards and undergo several levels of review and feedback prior to approval. A Curriculum Committee Handbook outlines the procedures for initiating new course development or revising courses via CurricUNET. The curriculum

59 Summaries of Strategic Conversations
60 Program Review folder

development/revision process and the extensive review process assure that transfer courses meet the requirements of CSU/UC and other four-year institutions and that these courses are comparable in depth and rigor to courses offered by these institutions. The curriculum process also ensures that degree requirements can be completed within a four-semester period. (61)

Department coordinators, in cooperation with division deans, ensure timely completion of certificates and degrees through scheduling of classes in a semester-to-semester sequence and at times that allow students to complete a program within two years. As budget cuts require reductions in course offerings and numbers of sections, close attention is paid to maintaining sufficient “second-semester” courses to enable students to finish.

To assure quality and currency throughout all sections of courses, review of faculty is based on effective lesson preparation, currency, delivery, classroom management, and other factors that contribute to course quality and student success. Probationary or tenure-track faculty are evaluated annually for their first four years of employment by peers and division deans. (62)

Reviews of tenured faculty occur every three years. Tenured faculty also undergo regular review by division dean, and, optionally, a peer. The evaluation form lists the course syllabus as one criterion for judging how well faculty members are performing. (63)

Adjunct faculty are reviewed the first semester of teaching and every three years afterwards. The evaluation form for adjunct faculty includes many of the same performance criteria as for probationary faculty. (64)

The college Study Abroad Program is directed by an administrator in charge and a Fullerton College faculty coordinator. A committee composed of Fullerton College and Cypress College faculty

61 Curriculum Committee handbook
62 District Human Resources website
63 District Human Resources website
64 District Human Resources website

provides advisement to the administrator and coordinator. Study Abroad offers students an opportunity to gain a global perspective and to learn how to live and work in an international environment. Faculty members who wish to teach in the program are required to submit a detailed proposal, including information on teaching methodologies and course curricula. Faculty are chosen after interviews with the Study Abroad Committee. (65)

Self-Evaluation

The CCSSE survey provides insights into the quality of courses and programs. When asked how much their college experience helped them acquire a broad general education, 73% responded quite a bit to very much. A majority of students rated the college high in its contributions to their ability to write and speak clearly and effectively and to think critically, solve numeric problems, and use information technology. Working well with others, learning effectively on your own, and understanding yourself also ranked high. Students ranked the college as average in its contribution to an understanding of people of other racial and ethnic backgrounds, to developing a personal code of values and ethics, and to contributing to the welfare of the community. Career goals and career opportunities also were ranked average. (66)

Planning

None.

II.A.2.d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Descriptive Summary

One of the college’s core values states, “We respect and value the diversity of our entire community.” The college takes great pride in its efforts to accommodate all students who walk through its doors. From the moment a student contacts the college until he/she achieves an educational goal or earns a certificate or degree, the college

65 Study Abroad website
66 CCSSE results; see Surveys folder

strives to ensure that the student is treated fairly and equitably. Student services are critical for ensuring that students get on track quickly and receive adequate support to complete coursework successfully. Instructional programs clearly articulate the outcomes that students may expect from courses and provide students with the skills and understandings to meet those outcomes. College activities create a friendly and engaging college atmosphere, promote community and team building, and provide opportunities for exploring a diverse range of interests, goals, and careers. Collegewide, the emphasis on student learning and success is reflected in staff development activities, Strategic Conversations, community outreach, and a district commitment to supporting a world-class two-year institution. (67)

Fullerton College instructors employ a wide variety of modes of instruction and delivery systems in order to address the objectives of the curriculum, the needs of students, and the mission of the college. Students can expect everything from small group discussions (in-class or through online discussion boards), lectures (face-to-face or on YouTube), seminar formats (honors courses), student presentations (in class or through online Wikis and Voicethreads), laboratory experiments (including small-scale chemistry techniques pioneered by college chemistry faculty), field trips, and a wide range of hands-on activities to help students master skills and understand course content. Campus and online instructors incorporate social networking sites (such as Facebook and Twitter), facilitate the creation of student-generated videos for delivery on iTunes or YouTube, and utilize a number of cutting-edge teaching methods that engage and empower student learning. (68) (69) (70) (71) (72) (73)

The Basic Skills program provides a variety of options to help students raise their language and

67	Summaries of Strategic Conversations
68	Sample syllabi folder
69	Schedule of Classes
70	FC Facebook page
71	FC Twitter page
72	FC on iTunes U
73	For example, one faculty's YouTube lectures page

computation skills to a level necessary for success in college and in the workplace and for faculty and staff to receive training to improve teaching of basic skills students. To plan and coordinate these activities, the college has hired a Basic Skills Director and has created a Basic Skills Student Success Steering Committee that includes faculty from math, reading, counseling, CTE, and humanities. For the 2009-2010 academic year, there were eighteen projects funded by BSI, all of which were based on best practices and brain-based research. The current offerings include a program for first-year students, participation in the Strategic Literacy Initiative for Content Reading Area Instruction, and a variety of training programs for both full-time and adjunct faculty in all instructional areas. One of the strengths of BSI at Fullerton College is instruction to faculty across the curriculum. While students with basic skills needs receive targeted instruction in math, reading, writing, and ESL courses, they are also enrolled in content area courses. Faculty who teach those courses are provided a variety of strategies and teaching methodologies to reinforce and build upon the skills students are acquiring in their basic skills courses. (74)

Online courses provide greater access and greater flexibility for students to meet academic, personal and professional schedules. To meet demand, Fullerton College expanded the availability of class offerings to underserved populations by increasing the variety of delivery systems that make courses available through hybrid, online, and teleweb methodologies. To promote student success in online and hybrid courses, the college posts useful tools and information on the DE website, including:

1. A self-evaluation tool to help students determine their readiness for enrolling in a course
2. Instructor contact information
3. Answers to frequently asked questions
4. Links to student services
5. Student tutorials
6. Access to online support and a help desk (75)

74	Basic Skills folder
75	Distance Education website

Fullerton College distributes a survey for instructional faculty and students taking DE courses each semester. Individual faculty members also provide course specific surveys to their students to assess the effectiveness of the course and to help improve their understanding of how to meet the needs of current and future students. As part of the program review process, the DIR provides data showing enrollment trends for each year. These data indicate that the demand for online learning has steadily increased. (76) (77)

Self-Evaluation

Above-average rates of success and retention for students enrolled in TAP, Honors and Puente provide examples that tailored teaching methodologies improve student learning. TAP students benefit from a peer-supportive program that requires students to log their hours in study groups outside of class. In the last five years, 1,275 have taken at least one TAP class, with 172 completing the program and transferring to a four-year college or university. Without TAP, many of those students may not have transferred. Honors students benefit from small classes that emphasize inquiry- and group-based learning. Rates of success and rates of transfer to four-year institutions for honors students are among the highest at the college. Puente students study in a learning community, and their success and transfer rates are well above the college average. (78)

The number of online courses has grown steadily at the college since their inception. 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 grew from 4,752 in 2004-2005 to 12,653 in 2008-2009. Fullerton College online courses have fill rates exceeding 90%. (79)

76 Surveys folder
77 Program review folder
78 See Longitudinal Student Achievement Data section
79 Program Review folder

According to data supplied by the DIR, online courses tend to have lower retention and success rates when compared to their face-to-face counterparts. The college recognizes this as a challenge and has increased training related to online pedagogy. A training program for faculty and staff entitled "Tools and Training" currently covers theoretical foundations for alternative learning modalities, introduces general course management system technologies, and addresses accessibility issues. The DE manager is also available by appointment to meet one on one with faculty as needed. (80)

In Fall 2008, a campuswide meeting was called to discuss present issues and concerns related to DE. Representatives from the district office and Cypress College also participated. Some of the concerns that were identified included: 1) assuring that there is a reliable platform (course management system), 2) ongoing pedagogy and technical training and support for faculty, 3) ongoing training and support for students, 4) suitable network management and hosting, 5) up-to-date equipment for online faculty, 6) a sufficient and consistent funding mechanism, and 7) a process to evaluate and coordinate curriculum in support of offering an online degree. Also recognized was the need to remain in compliance with federal and state laws and district policies and procedures, including faculty contracts.

Planning

The college will continue to implement the Student Equity Plan and develop additional plans, strategies, and funding opportunities to address the achievement gap and the needs of underprepared students. See also II.A.1.a.

80 Staff Development website

II.A.2.e. *The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Descriptive Summary

Program review establishes the broadest measures for determining the effectiveness of instructional delivery methods. Key performance indicators are segregated by mode of delivery (lecture, lab, online), time of day (day, night, weekend), and trends in success and retention over a five-year period. These data provide a first glance at whether delivery methods are effective in achieving course objectives. Additional data, as requested from the DIR or obtained on the Chancellor's Data Mart, allow instructors and programs to seek evidence of achievement gaps among different populations, especially underprepared and underrepresented groups. Informal faculty research provides additional evidence of delivery methods that may or may not be appropriate for certain types of instruction and various types of students. Attention to published educational research offers additional clues as to what works and what doesn't. Additionally, funded research, such as Project GPS², points to the success of various interventions, such as tutoring and supplemental instruction, at facilitating student learning. (81) (82) (83)

Self-Evaluation

Approximately one third of current Fullerton College students graduated from one of the top feeder high schools in North Orange County. With the ever increasing number of students needing basic skills education, the administration of the college decided to expand the relationship between the college and local high schools by pairing a college administrator with a high school principal. By expanding the communication between the two entities, it is hoped that the coursework taught in the high schools may be better aligned to the college's coursework resulting in a better prepared student population.

81 Program Review folder
82 DIR website
83 Project GPS2 website

The first meeting took place at Fullerton College on August 25, 2010.

Planning

None.

II.A.2.f. *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

Descriptive Summary

Program review assures the quality and improvement of all instructional courses and programs by providing a basis for comparison of courses. Analysis of quantitative measures provides information on student success and retention and identifies, at a first glance, the strengths and weaknesses of courses and programs. Combined with environmental scan data and qualitative measures, such as the professional judgment of faculty, courses and programs may be revised to better meet the current or future needs of students. At the same time, departments may request human and financial resources, when available, to improve the quality of instruction or expand access. Program review also establishes a mechanism whereby results of SLOA may be reported, as the college completes the revised program review process incorporating SLOAs. Because of its links to the planning and budgeting process, program review assures systematic and ongoing discussions of student outcomes and their improvement throughout the college. (84)

Department coordinators and deans closely monitor courses and programs to ensure they meet students' needs. Scheduling of additional or fewer sections occurs on the basis of course fill rates and course demand, as monitored through distribution of add codes by faculty or indirect

84 Program Review folder

data on course demand from District Information Services. Individual transfer-level courses undergo review by the Curriculum Committee every six years to ensure that academic content and delivery modes meet Intersegmental General Education Transfer Curriculum (IGETC) and other CSU and UC articulation guidelines. The six-year review process also ensures that vocational programs meet current certification and licensing guidelines. Fullerton College has developed a schedule for six-year review organized by department. The schedule distributes the curriculum workload evenly year to year to avoid overburdening faculty and other participants in the curriculum approval process. Use of CurricUNET has created a more streamlined and uniform process as the six-year cycle proceeds. (85)

Self-Evaluation

As one benchmark of the college's success in delivering high-quality student learning, Fullerton College ranks at or above average in many performance indicators when compared to peer institutions. The college achieved much or slightly higher than average rates in student progress and achievement, percentage of students who earned at least 30 units, persistence, improvement for credit basic skills courses, and improvement for credit ESL courses. The college performed below average on annual successful course completion for credit vocational courses and credit basic skills classes. When viewed over time, the college has improved its student progress and achievement rates, improved in percent of students who earned at least 30 units, and improved in persistence. (86)

Planning

None

II.A.2.g. *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

Descriptive Summary

Most courses at Fullerton College include exams written by individual instructors. However, there are four examples in Technology and Engineering of courses/programs that utilize common exams. Cosmetology classes, co-taught by multiple faculty, prepare students to pass the California State Board of Barbering and Cosmetology Exam, which is required for state licensing. Although instructional methods vary from instructor to instructor, the exams are common for each level of instruction throughout the program.

In Administration of Justice, the Fullerton College Police Academy uses multiple examinations developed by the California Commission on Peace Officer Standards and Training (POST). Exam results become part of a cadet's permanent record held by POST, and results are sent electronically from Fullerton College to POST. There is no use of instructor-developed exams in this program. A cadet cannot be hired as a peace officer without these results on file with POST.

The Printing Department has several classes that prepare students to earn certification through the Graphic Arts Technical Foundation. Exams are common for each level of instruction throughout the program. Welding faculty utilize shared exams in some courses. Like the other examples cited above, they prepare students for certification with outside agencies, such as LA City and American Welding Society. Departments, such as Automotive, Construction, Woodworking, Welding, Machine Tools, Printing, and Cosmetology, offer instruction in topics where safety is an issue. These departments use common safety examinations.

The Theatre Arts and Music Departments hold end-of-semester juries with adjudication by part-time and full-time faculty. Juries are held for actors,

85 CurricUNET website

86 Annual Accountability Reporting for Community Colleges, March 2010

voice majors, and instrumental majors. Participating students receive written critiques.

Self-Evaluation

In cases where common exams are used, standards required by the certifying body largely dictate the types of questions that can be asked. Instructors in these programs meet and discuss course exams to ensure that they provide sufficient depth and coverage to enable students to pass certification exams.

Planning

None.

II.A.2.h. *The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

Descriptive Summary

Fullerton College faculty teach according to the course outline of record, electronically stored in CurricUNET. SLOs are attached to the course outline of record during the Curriculum review process. SLOs may be viewed within CurricUNET and in individual course syllabi. (87)

Course instruction consistently meets the objectives as stated in the course outline of record and adheres to the course content as stated therein. In accordance with Standard II.A.6, faculty provide written course guidelines/syllabi that clearly state the requirements for completing the course and the outcomes students may expect as a result of completing the course. Students are evaluated on their progress towards meeting the goals, objectives, and outcomes for the course. Following completion of the course, instructors provide a grade and thereby award credit (or not) to students. Grades for courses are submitted electronically through Banner, the district enterprise management system. (88)

87 CurricUNET website
88 See MyGateway portal

Self-Evaluation

Standards of scholarship conform to Title 5, as established in Board Policy and Administrative Procedures (BP 4220 and AP 4220). Board Policy 4220 sets uniform grading policies and the requirement that the grading system be published in the college catalog. Administrative Procedure 4220 establishes standards of grading that are consistent with other colleges in the California Community College system and four-year institutions. (89)

Planning

None.

II.A.2.i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

Descriptive Summary

Courses required to obtain a degree or certificate include SLOs. These SLOs collectively align with the objectives of each degree and certificate program. (90)

Self-Evaluation

Each department is developing programmatic learning outcomes for each degree and certificate. It is expected that program SLOs will be completed by Spring 2012.

Planning

The college will continue to implement SLOs at the course and program level and improve their assessment. As stated in IB.3, the college will continue to revise and improve the integration of SLOA data into the college planning model. (See also II.A.1.c and II.A.2.a)

89 District policies and procedures website
90 SLO website

II.A.3. *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

Descriptive Summary

The Fullerton College Catalog contains a statement of the philosophy that gives purpose to its general education requirements. The General Education Statement of Philosophy reflects the college's commitment "to introduce students to the variety of means through which people comprehend the modern world." These requirements imbue students with "certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines" that allow students to evaluate and appreciate "the physical environment, the culture, and the society in which they live." These requirements have an important goal: "to lead to better self-understanding and active involvement in examining values inherent in proposed solutions to major social problems." (91)

Fullerton College ensures that all degrees and certificates have appropriate breadth, depth, and rigor. At the heart of the associate degrees offered at Fullerton College is the GE requirement, which complies with Title 5 guidelines and requires students to complete college-level courses in English and math (ENGL 100 or higher; Math 40 or higher). GE requirements also state that all students must complete one course that satisfies the multicultural requirement. (92)

Self-Evaluation

When considering new courses, the Curriculum Committee adheres to the General Education Statement of Philosophy detailed in the college catalog. Board Policy 4025 also supports this statement. Six-year curriculum review provides

91 Fullerton College 2010-2011 Catalog, p 61

92 Fullerton College Catalog

opportunities to revise courses to better align with and meet GE goals. The college program review process ensures that courses and degrees maintain the appropriate breadth and rigor and that these courses result in successful student learning outcomes. The high number of student transfers from the college to four-year institutions demonstrates that the college's curriculum and articulation efforts are successful.

Planning

None.

II.A.3.a. *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

Descriptive Summary

A recent campus survey revealed that three out of every four Fullerton College students intend to attain an Associate of Arts (AA) or Associate of Science (AS) degree for use in transferring to a four-year institution. Students seeking the associate degree must fulfill the GE requirement. This means they must complete and pass GE courses that add up to at least twenty-four units, and they must complete and pass at least one class (usually three units) in each of eight subcategories of courses. Most of these courses are offered every semester as well as the Summer session.

Students must take at least two courses in Humanities and Arts, including such courses as Introduction to Theater, American Literature: Civil War to the Present, or Art History: Ancient and Medieval. Students must take at least two courses in Mathematics and Natural Sciences, including courses such as Introduction to Probability and Statistics, Elementary Chemistry, or Human Biology. Students must also take at least two courses in Social Sciences, such as U.S. History to 1877, Principles of Economics—Micro, or General Psychology. (93)

93 District policies and procedures website

Self-Evaluation

The CCSSE results demonstrate strong student satisfaction with acquiring a broad general education at the college. When asked how their experience at the college contributed to their knowledge, skills, and personal development in general education, 33% of students responded very much and 40% responded quite a bit. (94)

Students' high rate of successful transfer demonstrates that through its curriculum and articulation efforts, the college provides students with an understanding of the basic content and methodology of major areas of knowledge. (95)

Planning

None.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

In accordance with the college mission statement to prepare students to be successful learners, the college GE requirements ensure that students hone their academic skills. To work on their oral and written communication, students must complete and pass one of the following courses: Business Communications, College Writing, or Journalism 101: Reporting and Writing. Information competency is covered by two GE subcategories—Physical and Life Sciences, and Social, Political and Economic Institutions—and they include courses such as Physical Anthropology, Introduction to Sociology, and Elementary Physics. Computer literacy courses include Introduction to Computer Literacy and Introduction to Information Systems. Scientific and quantitative reasoning courses include Physical Geography and General Chemistry. Students are required to take a course in the Analytical Thinking subcategory, which can range from Philosophy 170: Logic and Critical Thinking to College Reading:

94 Curriculum Committee Handbook
95 FC Transfer Statistics website

Logical Analysis and Evaluation to Journalism 110: Mass Media Survey. The sheer breadth of the GE requirement means that students who earn an associate degree at Fullerton College have developed the ability to acquire knowledge in a variety of ways. (96)

Self-Evaluation

In the CCSSE survey, students expressed high satisfaction with the college's contributions to their ability to write and speak clearly and effectively, think critically, solve numeric problems, use information technology, work well with others, learn effectively on their own, and understand themselves. (97)

Planning

None.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

The college's GE requirements aspire to transcend the mere acquisition of academic skills and knowledge. They aim to instill students with a sense of ethics and citizenship. In order to enhance their aesthetic sensitivity, students must complete and pass two courses in the Fine Arts and Humanities category. To enlarge their sense of history, they must take two courses in Social and Behavioral Sciences. To attain their associate degree, each student must take at least one course certified by the Curriculum Committee to include substantial multicultural education, whether it be Folklore and Mythology, World Cinema to 1945, American Ethnic Studies, Cultural Geography, Introduction to Asian Religions, or Introduction to Latin American Literature. (98)

96 District policies and procedures website
97 Curriculum Committee handbook
98 District policies and procedures website

Beyond the GE requirements, the college offers numerous opportunities for students to assume civil, political, and social responsibilities. The collegewide initiative, One Book, One College, builds a campuswide dialogue on a number of issues by encouraging subject-relevant discussion of a single popular work of fiction or non-fiction. Opportunities, such as the Clothesline Project and Earth Day events, are initiated and led by faculty and students. Associated Students, student government, and the InterClub Council are organized and run entirely by students. (99)

Self-Evaluation

The CCSSE survey demonstrated that the college ranked average in its contribution to an understanding of people of other racial and ethnic backgrounds, to developing a personal code of values and ethics, and to contributing to the welfare of the community. (100)

Planning

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Fullerton College offers 59 separate Associate of Arts degrees and 31 Associate of Science degrees. All degree programs include one area of focused study in addition to the required general education courses. A listing of the FC degrees and certificates is available on the college website and in the college catalog.. (101)

Self-Evaluation

All degrees have a required core group of courses in addition to the general education requirements that focus students' areas of study in specific disciplines.

Planning

None.

99 FC 2009 Annual Report to the Community

100 Curriculum Committee Handbook

101 District policies and procedures website

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Fullerton College offers a wide range of occupational and vocational degrees and certificates. Each program is periodically and rigorously reviewed by the department in which it is housed and by the Curriculum Committee that reviews all courses in the catalog. (102)

All vocational programs have advisory committees composed of area professionals. These professionals give relevant recommendations to keep programs current with evolving professional standards, expected competencies, new trends, and offer advice on equipment and software purchases. College vocational and occupational programs comply with the standards required by external licensing and certifying agencies.

Self-Evaluation

Over half of the certificates issued at the college are in Cosmetology and the Police Academy. Cosmetology students who complete Fullerton College's certificate have a very high percentage pass rate on the licensure exam given by the State Board of Barbering and Cosmetology, well over ninety percent. Fullerton College Police Academy graduates have a 100% certification rate with the California Commission on Peace Officer Standards and Training. The welding program also has a high pass rate for students taking the Los Angeles City Structural Steel Welding certification, a recognized industry standard.

The CDES Department is a member of the California Professional Growth Advisory Project that approves student course work for application of Child Development Permits. The Commission on Teacher Credentialing (CTC) has sanctioned the college as one of the community colleges that can sign off on coursework, streamlining the process for

102 District policies and procedures website

applications and approval of permits at the CTC office in Sacramento.

Planning

None.

II.A.6. *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.*

Descriptive Summary

The Fullerton College Catalog serves as the primary source of information about the college's educational courses and programs and the college's transfer policies. The college's associate degree general education requirements are clearly outlined, including courses that meet the multicultural requirement. Transferability of courses to meet the general education requirements of four-year colleges and universities are clearly described and listed. A list of degrees and certificates that may be earned at the college provides a quick-look at college offerings. Descriptions of degree and certificates describe the purpose and intended outcomes. Each degree and certificate description is accompanied by a list of required courses and restricted electives. Detailed summaries of all course offerings make up the bulk of the catalog, and provide students with a clear description of course content and course transferability. The catalog is available to students on the college website. Hard copies may be purchased in the college bookstore. (103)

The catalog is the purview of the Curriculum Committee. The committee reviews all new course proposals and reviews existing course listings for the catalog on a regular, six-year cycle. The committee also ensures the accuracy and viability of all information stored in CurricUNET, including course

103 District policies and procedures website

outlines, course SLOs, prerequisites, and corequisites. The deans and department coordinators in each division provide an additional level of review and editing. College staff organize, edit, and publish the catalog annually. (104)

The Curriculum Committee is developing a policy and timeline for including SLOs in course outlines of record. Once this timeline is complete, all course syllabi will have clearly-stated SLOs. Already, many faculty members are including their department's SLOs on their course syllabi. (105)

Division deans provide new instructors with guidelines to set up their courses and communicate clearly with their students. The Staff Development website contains a Faculty Resource Guide that spells out the required contents for a course syllabus. It also provides a handy checklist of items to put in a syllabus.

Faculty provide course syllabi to all students at the start of the semester. Division deans also collect course syllabi from every instructor at the start of the semester.

Self-Evaluation

Course syllabi include course objectives consistent with the college's COR. Departments are beginning to finalize SLOs for each course offering. Faculty members are beginning to include course SLOs on course syllabi so that they are available to students.

Planning

None.

104 Curriculum Committee website

105 SLO website

II.A.6.a. *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*

Descriptive Summary

A full-time, tenured counselor is employed as the college's Articulation Officer. This individual is responsible for establishing and updating articulation agreements with colleges and universities who accept Fullerton College students as they transfer. Course equivalencies for incoming coursework are also maintained and updated by the Articulation Officer. In addition to this individual, there are classified evaluators who work in the Admissions and Records Office evaluating other college transcripts to determine if coursework is equivalent to Fullerton College coursework. Faculty members in individual departments provide additional information as content area experts on an "as needed" basis. Established articulation agreements may be found at www.assist.org. (106)

Self-Evaluation

Fullerton College is well known for the number of students who transfer to four-year colleges and universities. As such, the college maintains numerous articulation agreements with many colleges and universities.

Planning

None

II.A.6.b. *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Descriptive Summary

When program requirements are significantly changed or in the event a program is eliminated, students are accommodated using two primary techniques. Since the last visit only one program has been reduced to the point of elimination. In that case the program and offerings were phased out allowing all but a select few to complete by the time of closure. The remaining students were offered alternate courses at Fullerton College toward completion of their certificates or directed to a neighboring community college with a similar program to complete the last few classes. The modifications are agreed upon prior to the student enrolling in the alternate course(s) or at the neighboring college. Documentation is retained by both the student and the appropriate division office throughout the process until the last student has met the completion requirements. Alternate selections are documented so that transcript evaluators can make the necessary adjustments.

Catalog rights also serve to protect students when requirements toward completion are significantly modified. Requests by students to use alternate courses toward the requirements of the degree or certificate are reviewed by the appropriate dean and department coordinator. The college's Articulation Officer assists in this effort to ensure alternative coursework at Fullerton College or at a neighboring college is equivalent to noted requirements for completion.

Self-Evaluation

In the rare instance that a program is discontinued, Fullerton College makes appropriate arrangements to accommodate enrolled students allowing them to complete their education successfully in a timely manner with as little disruption as possible. Counselors are involved in the process to be

certain that students understand their rights and responsibilities to complete their educational goals.

Planning

None

II.A.6.c. *The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

Descriptive Summary

The college publishes both an electronic and print version of the schedule of classes and the catalog. Before each publication every division on campus has the opportunity to update the documents. All courses that appear in the catalog have been thoroughly reviewed by the Curriculum Committee, and have been approved by the State Chancellor's Office and the district Board of Trustees. All institutional policies and procedures are checked to assure they are the most recent versions adopted by the board or college administration. (107) (108)

The college also produces and provides an annual report to the community that includes the demographics of the students being served and the demographics of faculty, staff, and administration along with highlights of outstanding accomplishments of the year. The annual report is aligned with the goals of the district and the college mission, and provides a clear description of the college programs and services.

Self-Evaluation

The college is clearly and accurately depicted in its publications and those publications are regularly reviewed for accuracy. Sufficient methods are in place to assure updates or modifications are made in a timely manner.

107 FC 2010-2011 College Catalog

108 District policies and procedures website

Planning

None.

II.A.7. *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

Descriptive Summary

As part of the State of California Community College System, Fullerton College has adopted a secular mission statement. Therefore, its Board has not adopted any policies on any specific institutional beliefs or worldviews.

Self-Evaluation

The NOCCCD has adopted, published, and posted clear policies on academic freedom and student academic honesty. The college catalog also contains these policies. (109)

Planning

None.

II.A.7.a. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Descriptive Summary

Fullerton College faculty members adhere to the NOCCCD Board Policies on Political Activity (BP 7370), and Academic Freedom (BP and AP 4030). The academic freedom policy permits faculty to teach and outlines the rights of students to learn in an exploratory, supportive, and investigative environment that encourages discussion of ideas and probing of opinions. Academic freedom is balanced with the district obligation to provide an environment that is free of sexual harassment, hostility, and unlawful discrimination, as well as free of derogatory, profane, or obscene speech not

109 District policies and procedures website

relevant to course content. The policy establishes a consultative process between the district and the Faculty Senate for defining professional practices for course content and delivery. Policies prohibit political activity during working hours. (110)

Self-Evaluation

College faculty maintain professional standards of conduct that ensure clear distinctions between personal convictions and professionally accepted views in a discipline. Informal discussions occur among faculty to identify methods of expression and instructional approaches that maintain sensitivity to student views of topics and make clear when instructors are speaking for themselves. Instructors frequently discuss print and web resources that provide data and fact-based information to allow students to form their own opinions. These approaches and resources are especially important when discussing controversial topics, such as global warming, evolution, gay marriage, or immigration laws.

Division deans ensure that information is presented fairly and objectively during classroom evaluations of probationary faculty members and through periodic evaluations of tenured faculty members. The optional faculty peer review provides another means to ensure that faculty make every effort to separate their views from those of the discipline. (111)

Planning

None.

II.A.7.b. *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

Descriptive Summary

Expectations of student academic honesty are found in the college catalog, the schedule of classes, on websites, on syllabi, and in other documents provided to students. The Standards of Student Conduct include academic honesty, and students who are in violation of this provision will receive a

110 District policies and procedures webpage
111 District Human Resources website

failing grade for the assignment and will be referred to the division dean. A copy of the incident report is forwarded to the Vice President of Student Services, and a letter is sent to the student reiterating the academic honesty requirements and outlining consequences of repeat offenses. (112) (113)

Self-Evaluation

The college takes issues of academic honesty very seriously. In addition to policy descriptions in the course catalog, many faculty publish the policy in their course syllabi and discuss the policy with students. The college adopted Turnitin.com, a service that checks student work for plagiarism, both as a means to deter student cheating and as a means to educate students about what constitutes cheating. Students are referred to the tutorials on this website to learn about practices that are considered dishonest. (114)

Academic honesty was discussed at the Academic Senate Retreat in Spring 2010. Instructors are concerned that recent rulings that prohibit failing of students for academic dishonesty limit their ability to enforce high standards of academic integrity. (115)

Planning

None.

II.A.7.c. *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

Not applicable to Fullerton College.

II.A.8. *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Not applicable to Fullerton College.

112 FC 2010-2011 College Catalog
113 District policies and procedures webpage
114 Turnitin.com
115 Faculty Senate website

Evidence for Standard IIA (Footnote References)

1. Cadena/Transfer Center website
<http://cadena.fullcoll.edu>
2. Honors website
<http://honors.fullcoll.edu>
3. Puente website
<http://puente.fullcoll.edu>
4. Technology and Engineering website
<http://techeng.fullcoll.edu>
5. Fine Arts website
<http://fcfinearts.fullcoll.edu/division/>
6. Business/CIS website
<http://bizdiv.fullcoll.edu/>
7. Child Development and Educational Studies website
<http://childdev.fullcoll.edu/>
8. Horticulture website
<http://horticulture.fullcoll.edu/>
9. Physical Education website
<http://pe.fullcoll.edu/>
10. Basic Skills folder
See Basic Skills folder in Evidence Room.
11. Fullerton College Catalog 2010-2011, p. 13
http://www.fullcoll.edu/docs/college_catalog/Full_FC_Catalog_10.pdf
12. Curriculum Committee handbook
http://accreditation.fullcoll.edu/evidence/fc_curriculum_handbook_fall2010.pdf
13. CurricUNET website
<http://curricunet.com/fullerton>
14. Program Review folder
See Program Review folder in Evidence Room
15. Dance Under the Stars Division II Finalists
<http://www.mccallumtheatre.com/education/downloads/chorfestfinalists.pdf>
16. TEDx Fullerton on YouTube
http://www.youtube.com/view_play_list?p=9DE8FCA71109263B
17. FC Mendez Project page
<http://fcmendezproject.pbworks.com/w/page/FC-Mendez-Project-Projects>
18. Assessment Center website
<http://staffwww.fullcoll.edu/gmenchaca/>
19. Director of Institutional Research website
<http://research.fullcoll.edu>
20. Director of Institutional Research website
<http://research.fullcoll.edu>
21. Student Equity Committee website
<http://www.studentequity.org/>
22. Program Review folder
See Program Review folder in Evidence Room

Evidence for Standard IIA (Footnote References) (cont'd)

23. Associated Students survey
See Survey Results folder in Evidence Room.
24. CCSSE Survey
See Survey Results folder in Evidence Room.
25. SENSE Survey results
See Survey Results folder in Evidence Room.
26. Director of Institutional Research website
<http://research.fullcoll.edu>
27. Project GPS2 website
<http://projectgps2.com/>
28. For example, Building STEM Research and Education Capacity at Hispanic Serving Institutions
[http://www.qem.org/FALL2009_Workshops/QEM%20HSI%20STEM%20Forum%20Report\[4\].pdf](http://www.qem.org/FALL2009_Workshops/QEM%20HSI%20STEM%20Forum%20Report[4].pdf)
29. For example: Teipe textbook website; Chamberlin textbook website
<http://www.catpublishing.com/textindx.cfm?book=womenhistory> OR <http://www.mhhe.com/chamberlin1e>
30. FC Transfer Statistics website
http://transfer.fullcoll.edu/transfer_statistics.htm
31. See Longitudinal Student Achievement Data section in Self Study
32. See Longitudinal Student Achievement Data section in Self Study
33. See Demographic Information section in in Self Study
34. See Demographic Information section in in Self Study
35. CurricUNET website
<http://curricunet.com/fullerton>
36. Committee descriptions website
<http://pac.fullcoll.edu/committees.htm>
37. Basic Skills Initiative folder
See Basic Skills folder in Evidence Room.
38. Academic Structured Activity Contract
http://accreditation.fullcoll.edu/evidence/Academic_Structured_Activity_Contract.pdf
39. Disability Support Services website
<http://dsp.fullcoll.edu>
40. Validation study results
See Validation study results in evidence room and Director of Institutional Research
41. Faculty Senate minutes
<http://facultysenate.fullcoll.edu/meetings.htm>
42. CurricUNET website
<http://curricunet.com/fullerton>
43. SLO website
<http://slo.fullcoll.edu>
44. Cosmetology website
http://cosmetology.fullcoll.edu/index_navbar.html
45. Curriculum Committee website
<http://curriculum.fullcoll.edu/>
46. CurricUNET website
<http://curricunet.com/fullerton>
47. For example, syllabus for ESC130: Introduction to Oceanography
http://exploreworldocean.com/fa10_esc130_guidelines.html

Evidence for Standard IIA (Footnote References) (cont'd)

48. SLO website
<http://slo.fullcoll.edu>
49. Student Services SLO/SAO template
http://accreditation.fullcoll.edu/evidence/ss_slo-sao_templates.pdf
50. SLO website
<http://slo.fullcoll.edu>
51. SLO website
<http://slo.fullcoll.edu>
52. Curriculum Committee website
<http://curriculum.fullcoll.edu/>
53. CurricUNET website
<http://curricunet.com/fullerton>
54. CurricUNET website
<http://curricunet.com/fullerton>
55. CurricUNET website
<http://curricunet.com/fullerton>
56. Curriculum Committee website
<http://curriculum.fullcoll.edu/>
57. Curriculum Committee handbook
http://accreditation.fullcoll.edu/evidence/fc_curriculum_handbook_fall2010.pdf
58. 2009-2010 Resource Documents for Planning and College Initiatives
<http://pac.fullcoll.edu/2009-2010%20ResourceDocuments.pdf>
59. Summaries of Strategic Conversations
<http://www.nocccd.edu/StrategicConversation.htm>
60. Program Review folder
See Program Review folder in Evidence Room.
61. Curriculum Committee handbook
http://accreditation.fullcoll.edu/evidence/fc_curriculum_handbook_fall2010.pdf
62. District Human Resources website
<http://www.nocccd.edu/Departments/HR/HumanResources.htm>
63. District Human Resources website
<http://www.nocccd.edu/Departments/HR/HumanResources.htm>
64. District Human Resources website
<http://www.nocccd.edu/Departments/HR/HumanResources.htm>
65. Study Abroad website
<http://studyabroad.fullcoll.edu>
66. CCSSE results
See Survey Results folder.
67. Summaries of Strategic Conversations
<http://www.nocccd.edu/StrategicConversation.htm>
68. Sample syllabi folder
See Syllabi Folder in Evidence Room
69. Schedule of Classes
<http://www.fullcoll.edu/index.php?q=content/schedule-of-classes>
70. FC Facebook page
<http://www.facebook.com/FullertonCollege>

Evidence for Standard IIA (Footnote References) (cont'd)

71. FC Twitter page
<http://twitter.com/fullcoll>
72. FC on iTunes U
<http://deimos.apple.com/WebObjects/Core.woa/Browse/fullcoll.edu>
73. For example, one faculty's YouTube lectures page
<http://www.youtube.com/scxq28>
74. Basic Skills folder
See Basic Skills folder in Evidence Room.
75. Distance Education website
<http://online.fullcoll.edu>
76. Surveys folder
See Survey Results folder in Evidence Room.
77. Program Review folder
See Program Review folder in Evidence Room.
78. See Longitudinal Student Achievement Data section of Self Study
79. Program Review folder
See Program Review folder in Evidence Room.
80. Staff Development website
<http://staffdev.fullcoll.edu/>
81. Program Review folder
See Program Review folder in Evidence Room.
82. Director of Institutional Research website
<http://research.fullcoll.edu>
83. Project GPS2 website
<http://projectgps2.com/>
84. Program Review folder
See Program Review folder in Evidence Room
85. CurricUNET website
<http://curricunet.com/fullerton>
86. Annual Accountability Reporting for Community Colleges, March 2010
<http://www.cccco.edu/Portals/4/TRIS/research/ARCC/ARCC%202010,%20March%202010.pdf>
87. CurricUNET website
<http://curricunet.com/fullerton>
88. See MyGateway portal
<http://mygateway.nocccd.edu/cp/home/loginf>
89. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
90. SLO website
<http://slo.fullcoll.edu>
91. Fullerton College 2010-2011 Catalog, p 61
http://www.fullcoll.edu/docs/college_catalog/01-front-transferability.pdf
92. Fullerton College 2010-2011 Catalog
<http://www.fullcoll.edu/index.php?q=content/college-catalog>
93. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>

Evidence for Standard IIA (Footnote References) (cont'd)

94. Curriculum Committee Handbook
http://accreditation.fullcoll.edu/evidence/fc_curriculum_handbook_fall2010.pdf
95. FC Transfer Statistics website
http://transfer.fullcoll.edu/transfer_statistics.htm
96. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
97. Curriculum Committee website
<http://curriculum.fullcoll.edu/>
98. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
99. FC 2009 Annual Report to the Community
<http://publicinfo.fullcoll.edu/publications/FC%20Annual%20Report%202009.pdf>
100. Curriculum Committee Handbook
http://accreditation.fullcoll.edu/evidence/fc_curriculum_handbook_fall2010.pdf
101. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
102. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
103. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
104. Curriculum Committee website
<http://curriculum.fullcoll.edu/>
105. SLO website
<http://www.fullcoll.edu/index.php?q=content/college-catalog>
106. Assist website
<http://www.assist.org/web-assist/welcome.html>
107. Fullerton College 2010-2011 Catalog
<http://www.fullcoll.edu/index.php?q=content/college-catalog>
108. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
109. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
110. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
111. District Human Resources website
<http://www.nocccd.edu/Departments/HR/HumanResources.htm>
112. Fullerton College 2010-2011 Catalog
<http://www.fullcoll.edu/index.php?q=content/college-catalog>
113. District policies and procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
114. Turnitin.com
<http://turnitin.com/static/index.html>
115. Faculty Senate website
<http://facultysenate.fullcoll.edu/>