Accreditation
Follow Up Report

Fullerton College
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Follow Up Report

Fullerton College
321 E. Chapman Ave.
Fullerton CA 92832

March 2019
Fullerton College Follow-up Report

Table of Contents

Signature Page...........................................................................................................................................3
Report Preparation....................................................................................................................................4
Timeline of Key Events.............................................................................................................................6
College Recommendation 1 (Compliance)..............................................................................................7
College Response to Recommendation 2...............................................................................................10
Signature Page

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From:
Dr. Greg Schulz
President/CEO
Fullerton College
321 E. Chapman Ave.
Fullerton CA 92832

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Greg Schulz, President/CEO

Dr. Cheryl Marshall, Chancellor, NOCCCD

Jeffrey Brown, President, NOCCCD Board of Trustees

Dr. José Ramón Núñez, Vice President of Instruction, Accreditation Liaison Officer

Danielle Fouquette, Faculty Co-Chair, Accreditation Steering Committee

Dr. Josh Ashenmiller, Faculty Senate President

Marwin Luminarias, Classified Senate President

Josh Kazarian, Associate Students President
Report Preparation

Fullerton College received notification in January 2018 [1.1] that its accreditation status was reaffirmed for seven years, with a follow-up report to address deficiencies due in 18 months. The college took swift action to respond to the two recommendations for compliance. The Accreditation Steering Committee met shortly after the start of the Spring 2018 semester and identified the committees and individuals who would be responsible for reviewing the commission’s recommendations and developing plans to bring the college into compliance.

To address College Recommendation 1, the Institutional Integrity Committee (IIC) was assigned responsibility for developing a process by which the college would assess Institutional Student Learning Outcomes (ISLOs) and engage in sustained substantive and collegial dialog of outcomes in pursuit of continuous quality improvement of courses and programs. The IIC is a shared governance group that reports jointly to the Faculty Senate and the President’s Advisory Council (PAC).

IIC Membership:
• Carlos Ayon, Director of the Office of Institutional Effectiveness, co-chair
• Danielle Fouquette, Humanities Faculty, co-chair
• Josh Ashenmiller, Faculty Senate President
• Lisa McPheron
• Elaine Lipiz Gonzalez
• David Grossman
• Shauna Fisher
• Michael Gieck
• Andrew Clifton
• Melissa Serrato
• Hanna Worthington
• Annika Thompson
• Emma Hangue

The IIC meets twice a month, and the topic of responding to the recommendation regarding use of ISLOs was on the agenda for most meetings throughout the Spring and Fall semesters following the commission’s letter outlining recommendations. The IIC made regular reports to PAC and Faculty Senate and sought feedback and guidance as it developed plans to integrate ISLO assessment into decision-making and planning processes.

To address College Recommendation 2, which identified deficiencies in practices associated with distance education, the college formed a Distance Education Compliance Workgroup (DECW) made up of members of the Accreditation Steering Committee (ASC) and members of the Distance Education Advisory Committee (DEAC), a subcommittee of Faculty Senate. The workgroup consists of six faculty members and one manager.

The charge of the workgroup was to develop a comprehensive and sustainable plan for ensuring that faculty teaching online courses engage in regular and effective contact. The workgroup was also directed to review training and professional development opportunities and practices.
DECW Membership:
- Danielle Fouquette, Humanities Faculty and Accreditation Steering Committee Faculty co-chair
- Josh Ashenmiller, Faculty Senate President
- Tracy Guild, Social Science Faculty and Distance Education Advisory Committee member
- Rita Higgins, Natural Science Faculty and Distance Education Advisory Committee member
- Mike Mangan, Humanities Faculty and Accreditation Steering Committee Standard IIA co-chair
- Roger Perez, Humanities Faculty and Distance Education Advisory Committee chair
- Dan Willoughby, Humanities Dean

The workgroup began meeting in Spring 2018 and met frequently throughout the semester and through the summer break. In addition, at its regularly scheduled meetings, DEAC discussed various elements of the college’s responses, specifically focusing on expanding training opportunities. The workgroup presented several proposals to Faculty Senate and PAC and kept the campus informed of progress via email and report updates at shared governance meetings.
Timeline of Key Events

January 2018: Fullerton College receives letter from ACCJC notifying college of accreditation status and recommendations

Recommendation 1 Timeline:
- February 2018: IIC met to discuss strategies for responding to College Recommendation 1
- April 2018: IIC reviews draft of Completer Survey
- May 2018: Survey administered
- July 2018: Survey results collected and tabulated
- August 2018: ISLO Forum held following Convocation
- September 2018: IIC reviewed results of ISLO Forum and developed plan for integrating ISLO assessment data into college planning and decision-making processes
- November 14: IIC reviewed ISLO assessment report for Fall 2014-Spring 2017 and identified key data points for campus-wide report

Recommendation 2 Timeline:
- February 14, 2018: Steering committee met to discuss college recommendations for compliance. Determination was that a first step towards compliance was to require that all faculty must be trained before they teach online, effective Fall 2018
- February 15, 2018: Faculty Senate endorsed formation of a Distance Education workgroup to discuss how to comply with recommendation. [1.2 p.6]
- February 27, 2018: DEAC met to discuss the recommendation, review workgroup mission, and discuss training requirements and process
- March 8, 2018: DECW met to discuss a plan for ensuring completion in time for Fall 2018 semester.
- March 23, 2018: Online Teaching Certificate (OTC) boot camp schedule drafted, trainers scheduled, space reserved
- April 5: Preliminary plan for training requirement and OTC training brought to Faculty Senate for discussion.
- April 19, 2018: Full training plan brought to senate for review. Faculty Senate approved training requirement. [1.3 pp. 4-5]
- May-July 2018: OTC boot camps held [1.4]
- September 2018: Pilot self-assessment survey conducted
- October 4, 2018: Faculty Senate supported requiring self-assessment survey for all instructors teaching online, effective Spring 2019 [1.5 pp. 5-6]
- November 29, 2018: Faculty Senate approved “Distance Education Certification Guiding Principles and Self-Assessment Plan” [1.6]
- December 12, 2018: PAC approved “Distance Education Certification Guiding Principles and Self-Assessment Plan” [1.7]
- January 2019: OTC boot camp held
- January 22, 2019: Canvas online course navigation training for Division Deans
- February 7, 2019 (projected): Faculty Senate approved Distance Education Division Representative job description [1.8; 1.9]
- Feb. 13, 2019 (projected) PAC approved Distance Education Division Representative Job Description [1.10]
College Recommendation 1 (Compliance)

In order to meet the standard, the team recommends that the college assess Institutional Student Learning Outcomes (ISLOs) and engage in sustained substantive and collegial dialog of outcomes in pursuit of continuous quality improvement of courses and programs. (Standards I.B.1; II.A.2; II.A.3)

Standards Referenced in Recommendation 1

<table>
<thead>
<tr>
<th>I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.</td>
</tr>
<tr>
<td>II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.</td>
</tr>
</tbody>
</table>

College Response to Recommendation 1

Steps to Remedy Noncompliance: The Institutional Integrity Committee (IIC) developed a two-step plan to ensure ISLO assessments were used in the college’s decision-making and planning processes.

Completer Survey 2.1A; 2.1B

The first step identified by IIC was to create a completer survey to supplement the college’s understanding of ISLO attainment. During spring 2018, the IIC worked to create a completer survey and identified 7,353 students who had received a degree or certificate from the college within the 2016/17 and 2017/18 academic years. The survey asked students to identify the extent to which they felt the college prepared them for their future and asked to what degree they felt they attained each ISLO. From the surveys distributed, 323 responses were received. The information was analyzed and published in a pair of one-page reports.

Based on the results of the survey 2.2A; 2.2B, the majority of students who received a degree (95%) or earned a certificate (90%) from Fullerton College felt the college prepared them moderately or extremely well in all four of the ISLO categories.
Using ISLO Assessment Data in Planning and Decision-Making Processes

The second step identified by IIC was to develop a process for integrating ISLO assessment data into the college’s planning and decision-making processes. Instructional departments already use CSLOs as part of program review [2.3A, 2.3B], but the campus-level shared-governance groups had not regularly or consistently used learning outcomes in planning and decision-making. In order to facilitate the integrations of ISLO assessment data, the IIC identified a three-stage data review process:

- First, the IIC will review the entire ISLO assessment report created by eLumen from CSLOs. This report contains 14 ISLOs divided into four thematic groups. [2.4] Results are disaggregated by subpopulations. From this initial review, the IIC will identify a subset of key data points for the college to review and prepare a report and request for review and feedback.
- The ISLO report will be shared with Associated Students, Classified Senate, President’s Advisory Council, and Faculty Senate as well as academic divisions. Groups will be provided with a suggested protocol for discussing and using the provided information to identify any necessary actions indicated by the data.
- The IIC will collect results of discussions, including any action plans, and incorporate them into our annual institutional effectiveness report and strategic plan.

Current Status

In August 2018, the OIE hosted an ISLO Assessment Forum [2.5A, 2.5B, 2.5C] following convocation. More than 80 participants representing faculty, classified professionals, and administrators evaluated ISLO data from eLumen and the completer surveys, provided suggestions for improving attainment of ISLOs based on their evaluations, and suggested other areas across campus where the college can continue those discussions.

During the ISLO Assessment Forum, participants discussed mapping of CSLOs and PSLOs to ISLOs and expressed interest in reviewing the mappings for a better understanding of the intersections of the data. There was a strong interest in understanding which courses feed into ISLOs to pinpoint areas for improvement. Some participants noted discrepancies between the self-reported student attainment data and the eLumen data. They felt this should be investigated further. In addition, participants had many ideas regarding continuing the dialog on ISLOs. Suggestions included holding division and department level discussions with a report out to the campus community, adding ISLO analysis to the program review process, and campus-wide committee discussion or flex day activities on this topic. [2.6]

The discussions and activities were transcribed and provided to the IIC [2.7], which used the results to develop a method for incorporating ISLO assessment data into regular planning and decision-making processes.

In November 2018, the IIC reviewed all of the ISLO assessment data in eLumen for the three-year period from Fall 2014 to Spring 2017. Based on this data, the committee decided [2.8] to focus on the Critical Thinking ISLO group and directed the Office of Institutional Effectiveness (OEI) to prepare a report for the college. This report provides disaggregated data for the five largest demographic groups on campus showing that the achievement gap between the highest performing group (white non-Hispanic) and the lowest performing group (African-American)
was significantly smaller than the achievement gap for course success and retention data for those same groups. The committees and units receiving the report were asked to discuss the following:

- What might account for the discrepancy between ISLO attainment and course success?
- What steps can the college take to ensure that students who have attained CSLOs and ISLOs successfully complete classes?

The report was sent to Associated Students, Classified Senate, President’s Advisory Council, and Faculty Senate and each academic division for discussion in Spring 2019.

Statement of Compliance
The steps taken by the college to institute a regular process of assessing ISLOs and to integrate the results of assessment into the college’s planning and decision-making processes brings the college into compliance with Standards I.B.1, II.A.2 and II.A.3.

Commitment to Sustaining Changes
The college is committed to continuing the process of maintaining the use of ISLO assessment data in its planning and decision-making processes. The IIC has instituted an annual cycle to compile ISLOA results, identify key findings, and prepare a report to be shared with campus shared governance groups and academic divisions for review and discussion.

Additionally, IIC and the Program Review Committee have collaborated to incorporate a section on ISLOs in the Program Review Self Evaluation. This will document the discussions programs have on ISLOs and how their instruction and services impact student attainment of ISLOs.

Finally, OIE continues to develop tools for the assessment of ISLO attainment. On the horizon is a dashboard that will link course SLO attainment rates, by course, to specific ISLOs. This will provide the college with information on where ISLO attainment is occurring in a manner that is accessible and easily understood.
College Response to Recommendation 2

In order to meet the standard, the team recommends that the college develop methods to ensure and evaluate that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development. (Standards II.A.2, II.A.7).

Standards Referenced in Recommendation 2

| II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. |
| II.A.7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all of its students. |

Background: At the time of the site team visit, the college had already made several changes to distance education practices, including the following:

- Development of Online Training Certificate (OTC): The OTC was started in 2016 based on recommendation from the Distance Education Advisory Committee. The Staff Development Committee worked with a planning group of faculty and staff to develop a series of workshops and training modules with a focus on current and innovative pedagogy, technologies, and best practices related to online teaching and web-enhanced instruction. Instructors earn a certificate by completing 20 hours of workshops from core and supplemental categories. [3.1]
- Completion of the Distance Education Strategic Plan [3.2]
- Publication of the Distance Education handbook [3.3]

Steps to Remedy Noncompliance: Professional Development Opportunities

Expanded Training

The first recommendation made by the DECW was to expand the training opportunities to accommodate all faculty teaching online:

- The college increased the 2018 OTC summer “boot camp” from one cohort of 20 instructors to four cohorts enrolling a total of 80 instructors; a winter boot camp was also held, with 38 instructors completing the training. [3.4; 3.5]
- The college contracted with the Online Network of Educators (@ONE) to offer two courses for 30 instructors. This allowed instructors a training option that was held completely online. The course selected were identified by DEAC as being the equivalent to the OTC boot camp modules related to regular and effective contact and accessibility. [3.6]
  - Course 1: “10-10-10: Communication that Matters” [3.7]
  - Course 2: “Creating Accessible Course Content” [3.8]
DEAC also developed an equivalency process to evaluate training programs offered through other institutions. This process includes a review of training curriculum to ensure it included essential concepts related to regular and effective contact as well as other content included in the OTC training. [3.9]

Addition of Requirement for Training
Recognizing that simply offering training was not sufficient to ensure professional development, the workgroup recommended that the college implement the practice of requiring all faculty teaching online to have current training in two areas related to the recommendation: Regular and effective contact and accessibility of content. To meet this requirement, faculty could complete the OTC training or the @ONE training or submit prior training for equivalency.

This recommendation was approved by the Faculty Senate on April 19, 2018, effective beginning Fall 2018. [3.10 pp.4-5]

Oversight of the training requirement was initially handled by the OTC trainers and the Vice President of Instruction. As instructors enrolled in and completed the OTC or @ONE trainings or received equivalency status, they were added to a register of instructors certified to teach online. This group included some instructors who were scheduled to teach online in Fall 2018; all were notified that the teaching assignment was contingent upon successful completion of the training requirement via one of the three approved methods. As of Fall 2018, all instructors teaching online have the OTC or equivalent. For one instructor who was unable to complete the required training before the start of the semester, the online course was offered instead in a face-to-face format.

Division Dean Training
To provide additional support for faculty teaching online, division deans underwent a two-hour training focused on navigating Canvas, the college’s LMS. During the training, the deans worked inside a Canvas course as a student and in a demo course as a teacher. The training explored the different features of Canvas including the syllabus, modules, discussion boards, quizzes, and assignments. There was extensive instruction and practice with accessibility features in Canvas, Microsoft Word, PowerPoint, and videos. The training, which is available online for review and additional training, also included resources for supporting faculty as they develop online courses. [3.11; 3.12]

Current Status
All instructors assigned an online class in Fall 2018 or Spring 2019 received the OTC, completed @ONE training, or have equivalency:

<table>
<thead>
<tr>
<th>OTC</th>
<th>@ONE</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>168</td>
<td>19</td>
<td>15</td>
</tr>
</tbody>
</table>

Steps to Remedy Noncompliance: Ensuring Regular and Effective Contact
Once the training opportunities and requirement were established, members of the workgroup focused on establishing a protocol for ensuring regular and effective contact. The college had already adopted the Online Education Initiative (OEI) rubric as the basis for self-assessment as
part of the Distance Education Strategic Plan, which was also a component of the OTC. Therefore, the OEI rubric was used to develop a self-assessment and review process.

Self-assessment Protocol
Pilot: In September 2018, all faculty teaching online were asked to complete a self-assessment survey and from this group, a focus group was identified to be the basis of the pilot. These were instructors from a cross-section of divisions on campus as well as full and part-time faculty. Based on the results of the self-assessment, a significant majority of instructors are rated either Aligned with Standards or Exemplary in each of the elements. [3.13; 3.14]

Results of Focus Group
• After completing the self-assessment, the focus group met with DEAC facilitators, members of the workgroup, and division deans for a two-hour session to review aggregate results as well as individual results from the self-assessment.
• The focus group review session culminated in a list of recommendations for follow-up actions for individual faculty, divisions, and the campus to take to ensure regular and effective contact. [3.15; 3.16]

Institutionalization of Self-Assessment and Review
At the end of the Fall 2018 semester, the college adopted a plan requiring online instructors to complete the self-assessment survey on a regular basis. The college also instituted a peer review component as well as a campus accountability report and review, to be conducted by the Distance Education Director, effective Spring 2019. [1.6; 1.7]

Process: In Spring 2019, all faculty members teaching an online course will complete a self-assessment survey focused on alignment with college standards for regular and effective contact and accessibility of course material. The survey and the course will be reviewed by a peer in the faculty member’s division and by a faculty member serving as the college’s Distance Education Director. The director will make a recommendation to the Vice President of Instruction regarding the faculty member’s continued certification to teach online on the basis of the self-assessment and the review of course. In Spring 2020, all faculty members teaching online will complete a follow-up self-assessment survey; those who were recertified to teach online in Spring 2019 are exempt from the review process. A schedule of ongoing self-assessment, generally not more than every three years, will be established after the initial self-assessment cycle. [3.17; 3.18]

The collaborative peer-review process includes the opportunity for instructors to make on-the-spot adjustments to their courses that are not aligned with college expectations for regular and effective contact, with the goal of achieving alignment in the current term. However, if alignment is not achieved, the Distance Education Division Representative (DEDR) and the online instructor can consult with the Distance Education Director to identify additional strategies for addressing concerns. [3.19]

The DEDR will provide the DE Director with a report that identifies faculty whose courses are in alignment with college expectations for regular and effective contact. The DE Director will review the self-assessment, evidence, and courses. Based on this review, and in consultation with the division rep, the DE Director will provide the VPI with a list of instructors whose certification to teach online is renewed.
Statement of Compliance
Based on the increased training opportunities and the requirement that all instructors who teach online have the Online Teaching Certificate or equivalent, the college has addressed the recommendation related to professional development. The self-assessment and review process puts in place a process the college can use to ensure regular and effective contact between instructors and students. These steps bring the college into compliance with Standards II.A.2 and II.A.7 and with Federal and State regulations.

Commitment to Sustaining Changes
The college is committed to sustaining the professional development opportunities and the certification and self-assessment review process in order to comply with all relevant accreditation standards and Federal and State regulations. The “Distance Education Certification Guiding Principles and Self-Assessment Plan” establishes an ongoing process for professional development, self-assessment, and review of online courses through which the college will be able to ensure that standards for regular and effective contact and professional development are met.
January 26, 2018

Dr. Greg Schulz, President  
Fullerton College  
321 E. Chapman Avenue  
Fullerton, CA 92832

Dear President Schulz:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 10-12, 2018, reviewed the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Fullerton College. The Commission also considered the External Evaluation Team Report (Team Report) prepared by the peer review team that conducted its onsite visit to the College Monday, October 9 - Thursday, October 12, 2017.

The purpose of this review was to determine whether the College continues to meet ACCJC’s Eligibility Requirements, Commission Policies, and Accreditation Standards (hereinafter, the Standards). Upon consideration of the information noted above, the Commission acted to Reaffirm Accreditation for 18 months and require a Follow-Up Report due no later than March 1, 2019, followed by a visit from a peer review team.

Compliance Requirements
The Commission also determined that the College must demonstrate compliance with the following Standards, as addressed in the College recommendations. This demonstration must be addressed in the required Follow-Up Report.

1. Standards I.B.1, I.A.2, II.A.3 (College Recommendation 1): In order to meet the Standard, the college must assess Institutional Student Learning Outcomes (ISLOs) and engage in sustained substantive and collegial dialog of outcomes in pursuit of continuous quality improvement of courses and programs.

2. Standards II.A.2, II.A.7, Policy on Distance and Correspondence Education (College Recommendation 2): In order to meet the Standard, the college must develop methods to ensure that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development.

In accordance with federal regulations, compliance requirements must be addressed and the institution must demonstrate that it aligns with Standards within two years.¹

¹ For more information, refer to the Commission policy on “The Two-Year Rule and Extension for Good Cause” on the ACCJC website at https://accjc.org/eligibility-requirements-standards-policies/.
Modifications to Recommendations
In taking its action, the Commission modified the team’s recommendation(s) as follows:

The Commission determined that the wording of the College Recommendation 2 should be revised as follows:

**Original College Recommendation 2 (Compliance):** In order to meet the Standard, the team recommends that the college develop methods to ensure and evaluate that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development.

**Revised College Recommendation 2:** In order to meet the Standard, the team recommends that the college develop methods to ensure and evaluate that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development.

Recommendations for Improving Institutional Effectiveness
The Team Report noted College Recommendations 3, 4, and 5, and District Recommendations 1, 2, and 3 for improving institutional effectiveness. These recommendations do not identify current areas of deficiency in institutional practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to the advice contained in the peer reviewers’ recommendations. The Commission anticipates that you will bring them and the team’s full report to the attention of your institution for serious consideration. In the Midterm Report, the College will include actions taken in response to the peer review team’s improvement recommendations.

Next Steps
The Team Report provides details of the peer review team’s findings with regard to the College’s work to meet Standards. The guidance and recommendations contained in the Report represent the best advice of the peer review team at the time of the visit but may not describe all that is necessary for the college to improve or to come into compliance. A final copy of the team report is attached.

The Commission requires that you disseminate the ISER, the Team Report, and this letter to those who were signatories of the ISER and that you make these documents available to all campus constituencies and the public by placing copies on the College website. Please note that in response to public interest in accreditation, the Commission requires institutions to post current accreditation information on a Web page no more than one click from the institution’s home page.
In keeping with ACCJC policy, the Commission action will also be posted on the ACCJC website within 30 days of the date of the Commission’s action.

The College’s Midterm Report\(^2\) will be due on October 15, 2021. The institution’s next comprehensive review will occur in the fall term of 2024.

On behalf of the Commission, I wish to express appreciation for the diligent work and thoughtful reflection that Fullerton College undertook to prepare for this evaluation. These efforts confirm that peer review can well serve the multiple constituencies of higher education by both ensuring and encouraging institutional quality and effectiveness.

If you have any questions about this letter or the Commission’s action, please feel free to contact me or the vice president that has been assigned as liaison to your institution.

Sincerely,

Richard Winn, Ed.D.
President

cc: Dr. Cheryl Marshall, Chancellor, North Orange County Community College District
    Dr. Jose Ramon Nunez, Accreditation Liaison Officer

\(^2\) Institutions preparing and submitting Midterm Reports, Follow-up Reports, and Special Reports to the Commission should review *Guidelines for the Preparing Institutional Reports to the Commission*, found on the ACCJC website at https://accjc.org/publications/.
present, according to sign-in sheet

At-large Julie Felender, Flor Huerta, Bryan Ouchi

Business/CIS Loretta Calvert, Brandon Tran

Counseling Lorena Marquez, Ruth Sipple

Fine Arts Zachary Harless

Humanities Amy Garcia, Danielle Fouquette, Bob Lundergan, Jeanette Rodriguez, Matt Taylor

Library Jill Kageyama

Math/Comp. Sci. Kara Pham, Abraham Romero Hernandez, Linda Shideler

Natural Sci. Mike Baker, Colleen Kvaska, Gretchen Stanton

Part-time Sarah Gray, Zahra Ahmed

Physical Ed. Tim Byrnes

Social Sci. Moe Abdel Haq

Tech./Engineering Julie Patel, Marcu Wade

Associated Students Taylor Gaetje

President Josh Ashenmiller
Past President Pete Snyder
Curriculum Comm. Jennifer Combs
Treasurer Karen Markley
Secretary Heather Halverson

Guests Cecilia Arriaza, Director of Transfer Center and Cadena Cultural Center
Doug Benoit, Dean of Business, CIS and Economic Workforce Development
Mary Bogan, Reading Dept.
Joe Carrithers, Associated Students Advisor, English Dept.
I CALL TO ORDER
The meeting was called to order at 3:01P by Josh Ashenmiller.

II APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING
M/S/U (Markley/Combs) to approve the 1–Feb 2018 minutes.

III APPROVAL OF THE AGENDA
M/S/U (Markley/Combs) to approve the agenda for this meeting.

IV PUBLIC COMMENTS
Cecilia Arriaza distributed a Calendar of Events for the Cadena Cultural Center and Transfer Center. She informed the Senate that WorldFest! Will take place 19-Apr in the Quad from 10A-2P. In Transfer news, she stated that there were some issues with the new application for the CSU campuses. Faculty who encountered any students that had problems with the application should refer them to the Transfer Center.

Kim Orlijan informed the Senate that she was running for President-elect and shared the reasons she felt qualified to hold this position.

Moe Abdel Haq stated that Major Declaration Day is scheduled for 7-March.

Aline Gregorio informed the Senate that the 2nd Annual Earth Day Symposium will take place on 19-April.

V EXECUTIVE COMMITTEE REPORTS

Updates from Dr. Schulz:
Dr. Schulz shared that the Board of Trustees had approved the Supplemental Early Retirement Plan (SERP). He stated that he will work with the Senate to look at
critical needs in hiring full-time faculty. He also said that there is value in faculty discussing these needs now.

The Dean of Counseling, Lisa Campbell, will be participating in the SERP. Dr. Schulz and Dr. Contreras will meet with the Counseling Division to discuss next steps for filling that position.

Dr. Schulz thanked those participating in the Guided Pathways Workgroup.

He also shared that the Sherbeck Field Environmental Impact Report (EIR) draft is almost complete. There will be an open meeting sometime in March to discuss this.

He informed the Senate that the Pathways to Hope Event raised $69,000 and he thanked those who attended.

**President’s Report, Josh Ashenmiller**

Josh reported that he had been asked about meeting rooms and office space in the 200 building. Dr. Schulz has assured him that no decisions have been made yet. There is going to be a lot of construction on campus very soon. The 500 and 300 Buildings are going to be remodeled, which means that programs housed there (such as Umoja and the Veterans’ Resource Center (VRC)) will have to be relocated. This might cause crowding. Some of this will be alleviated when the new classroom office building (COB, i.e. the Humanities Building) is built. But there will still be some changes. The VRC, to give one example, will probably not be able to move back into the 500 Building after it is remodeled. That is because the planning for this remodel began 10 years ago, before the VRC was even located in the 500 Building. Once those plans were approved by the State (and the funding that comes with that approval), we were no longer able to change the plans. In other words, we will not be able to move the VRC back into the 500 Building.

The Board approved SERP this past Tuesday. District-wide, there were 118 names on the list, which included 37 FC faculty members. The District expects to save $5.4M over the next five years.

It is becoming increasingly apparent that the proposed new budget allocation will soon be the actual budget allocation. To review: it will be 50%, 25%, 25%. 50% will be based on Full-Time Equivalent Students (FTES). 25% will be based on the populations served by each district. 25% will be based on each district’s performance measures. Our District officials are very concerned about that last 25%, which could overlook many of the ways we serve students. For example, measuring only degrees and certificates would overlook the students who take classes to learn a specific skill to get a wage boost. The Senate’s Program Review Committee is going to look at this issue and give some advice to the Senate soon.

For the time being, our allocation still relies heavily on enrollment. According to the Census Date numbers from Monday, FC’s enrollment is 1.13% below the target. And for the 2017-18 year so far, FC is 10.77% below 2016-17.

Josh gave a brief accreditation update. He stated that during the past two weeks, there have been meetings about meeting the two recommendations in the Commission’s letter. (To review: Distance Ed and ISLOs.) Senate committees are heavily involved: the Distance Education Advisory Committee and the Institutional Integrity Committee. It’s too early to say exactly what the outcome of this process will be, but it
will happen soon. The goal is to develop a plan to address these recommendations this semester, then begin to implement the plans in the fall semester. The visiting team will be back on campus Spring 2019. There will be more about this during the Accreditation Update.

On Tuesday Josh met with the current presidents of the Cypress College Academic Senate. They are trying to figure out what exactly our faculties want in terms of Winter Session. His sense is that the FC Senate and faculty at large are a “yes.” Cypress College presidents perceive their Senate and faculty to be a “no.” But they also suspect each group of faculty has a lot of questions. Each Senate will be inviting each college’s Vice Presidents of Instruction to visit a future Senate meeting to help everyone understand the pluses and minuses of offering a Winter Session. Those visits will occur at the March Senate meetings.

With the end of Blackboard drawing near, faculty who have been using Blackboard need to learn how to make the transition to Canvas. To aid the transition, the goal is to have a Canvas Transition Advisor a from each division’s faculty—someone who can help colleagues make the switch. Advisors will receive professional expert pay for their time. Senators were asked to bring this issue up at their next division meeting.

Several FC people attended a Guided Pathways workshop on Monday, and on Wednesday the campus Guided Pathways Workgroup met for the first time and planned out a schedule to meet our next reporting deadline, which is in March. Josh provided a list of all those serving on the Guided Pathways Workgroup. Once again, this is not a permanent group, but it was put together in time to meet the approaching deadline.

Josh shared the following opportunities to Volunteer for the statewide senate (Academic Senate for California Community Colleges (ASCCC)).

1 The Academic Senate for California Community Colleges is looking to appoint a Counselor to the Guided Pathways Field Committee. We are interested in recruiting representation from rural, Northern California community colleges. The purpose of Guided Pathways Field Guide Committee is to:
   • Create Clear Curricular Pathways to Employment and Further Education
   • Help Students Choose and Enter Their Pathway
   • Help Students Stay on their path
   • Follow Through, and ensure that better practices are providing improved student results.

The Field Guide is an inquiry guide to build awareness, fortify process, and chronicle implementation. This group will hold three ZOOM meetings and one or two in-person meetings between November 2017 and April 2018. The first Zoom meeting was held on Nov 20th. The second Zoom meeting was held on December 7th. Please reply to veronica@asccc.org if you have any Counselors who are willing to serve on the committee. We will complete the application process and notify them if they are selected for the committee.

2 The Academic Senate for California Community Colleges is looking to appoint one Counselor and one Reading faculty to the AB 705 Implementation Work Group. We are interested in recruiting representation from rural, Northern California community
With the enactment of AB 705 and the termination of CCCAssess, California community colleges have an opportunity to re-evaluate their assessment and placement practices that fundamentally affect how students begin their educational journey. The purpose of the AB 705 Implementation Work Group is to assist with the guidance and practices associated with the legislation to assure that we can meaningfully engage the implications together. Candidates should be familiar with assessment and placement.

Meeting locations for this work group will alternate between Northern CA (Sacramento) and Southern CA (Long Beach) Chancellor’s Offices. To minimize the number of meetings, each meeting is expected to be approximately four hours long. Meetings will span this semester and next. Please reply to veronica@asccc.org if you have any faculty members who are willing to serve on the committee. We will complete the application process and notify them if they are selected for the work group.

3 C-ID is hosting two Discipline Input Group (DIG) meetings, at which faculty will convene to begin a discussion regarding the creation of model curriculum for certificates in their discipline, as well as determine whether C-ID descriptors are appropriate. We need faculty who teach in the following disciplines to attend:

- Emergency Medical Technician
- Cyber Security
- Physical Therapist Assistant
- Fashion
- Interior Design and Merchandising
- International Studies
- International Business Trade
- Small Business and Entrepreneurship
- Real Estate

Registration: Click on the links below to register in your location.
North (23-Feb, Sacramento)
South (2-Mar, Ontario)
https://www.asccc.org/events/2018-03-02-170000-2018-03-02-230000/c-id-disciplineinput-group-dig-meeting-southern

**Curriculum Chair Report, Jennifer Combs**

Jennifer reported that the General Education Committee will meet on 13-Mar to discuss a pass-along process for Fullerton College General Education using courses from other California Community College’s General Education patterns. She also stated that Marwin Luminarias is working with a reviewer from the California Community Colleges Chancellor’s Office to get FC programs approved.

**Treasurer’s Report, Karen Markley**

Karen Markley thanked Tim Byrnes, Amy Garcia, Sarah Gray and Brandon Tran for providing snacks for the meeting.
VI ASSOCIATED STUDENTS, Taylor Gaetje

Taylor shared that the deadline to submit Teacher of the Year applications has now passed. AS is currently remodeling the AS Office. She stated that AS passed a resolution in support of the College offering a Winter Session. She also shared that students have expressed concern that they are not involved in talks about offices and meeting rooms in the 200 building being moved.

VII ACCREDITATION UPDATE, Danielle Fouquette

Danielle stated that the Accreditation Steering Committee (ASC) met to discuss the process for addressing the two college recommendations from the ACCJC:

1. The first recommendation was the College must assess ISLOs and engage in sustained substantive and collegial dialog of outcomes in pursuit of continuous quality improvement of courses and programs. The committee recommends that the Institutional Integrity Committee continue working on a plan to assesses achievement of ISLOs and collect the data for use in closing the loop.

2. The second recommendation was that the college develop methods to ensure that faculty teaching online classes meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development. To address this, the ASC recommends the development of a workgroup made up of at least three faculty, including the chair of DEAC and one other member of DEAC, and Jennifer Combs to represent UF, Curriculum and faculty teaching online. There will also be two or three deans, including Dan Willoughby, and the vice president of instruction, Dr. José Ramón Nunez. The timeline for the workgroup is to submit an initial plan to the ASC co-chairs by March 19.

It was the sense of the Senate to support ASC’s recommendations.

VIII ELECTIONS, Pete Snyder

Institutional Integrity Committee (2017-19) Courtney Jane (Bus/CIS), Andrew Clifton (Math/CS)

Evaluation of Greg Ryan, Director of Financial Aid Joe Carrithers (Hum)

Senate Officers (2018-19)

President-elect Kim Orlijan (Hum)
Secretary Heather Halverson (Coun)
Treasurer Loretta Calvert (Bus/CIS)
Interim President (Spring 2019) Marcus Wilson (Bus/CIS)

Distinguished Student of the Year Committee Nick Arman (SSS), Courtney Jane (Bus/CIS)

Commencement Marshalls: Nick Arman (SSS), Lisa Gaetje (CC Dean of Social Sciences)
IX    NEW BUSINESS

Student Equity Committee report of fall allocations

Mary Bogan provided a Student Equity Committee (SEC) update to the Senate. She reviewed the history of Student Equity, the timing of when the SEC was created and funds being granted from the State. She reviewed Student Equity Indicators and target populations. She spent time explaining the FC Disproportionately Impacted Groups as of 2017 as well as the SEC funding process. She provided information about the application and funding process for 2017-18. She explained the establishment of a subcommittee who read, reviewed and discussed all proposals and the guidelines they used when considering proposals. She asked the Senate to consider if they want to be more involved in the proposal and recommendation process, what direction the Senate may have for the committee, and if SEC should be a joint committee of the Faculty Senate and President’s Advisory Council (PAC). The presentation is available on the SEC website at http://equity.fullcoll.edu/committee/. There was some discussion about the SEC creating a subcommittee without informing the Senate or asking for input from the Senate. When asked if applicants for funding were informed about the subcommittee’s decision to alter its criteria, Mary stated that they were informed after proposals had already been submitted.

Major Declaration Day presentation

Flor Aguilera shared information about the upcoming Major Declaration Day. This event will take place 7-Mar, from 11A-3P. This event will provide an opportunity for students to affirm, confirm and explore majors though interactive counseling and support services. This event is a collaboration between Counseling, Student Services and Associated Students. Faculty can participate by providing students extra credit for attending, taking students to the event as part of class or collaborating with our Career and Life Planning Center for an interdisciplinary assignment. Faculty are also encouraged to volunteer at the “Meet a Major” section of the Quad where they can bring information about their courses, certificates and degrees to share with students. Faculty can sign up to volunteer at http://careercenter.fullcoll.edu/faculty-resources/.

Sustainability Committee resolution

M/S/U (Markley/Calvert) to approve the Fullerton College Faculty Senate resolution for a Sustainability Committee.

Aline Gregorio shared this resolution with the Senate. This will be an inclusive committee that will plan, implement, coordinate and monitor sustainability efforts on campus.
Campus Safety Issues: removing students from class, scheduling shooter drills

The Senate discussed the process for removing disruptive students from class. There were some questions about the protocol that is followed when Campus Safety is called. When asked how the Behavioral Intervention team (BIT) team is informed of disruptive students, Elaine Lipiz Gonzalez explained that Campus Safety contacts BIT, but also stated that faculty should be completing a Student Incident Report. Senators were interested in inviting Campus Safety to a future Senate meeting to get more information about their process.

LIAISON REPORTS

United Faculty, Dale Craig
No report.

Adjunct Faculty United, Zahra Ahmed
No report.

The meeting adjourned at 5:04P.

Respectfully submitted,
Heather Halverson, secretary
Fullerton College Faculty Senate
approved minutes
19 April 2018

present, according to sign-in sheet
At-large Julie Felender, Flor Huerta, Bryan Ouchi
Business/CIS Loretta Calvert, Brandon Tran
Counseling Robert Gamboa, Lorena Marquez, Ruth Sipple
Fine Arts Zachary Harless, Monica Lee
Humanities Amy Garcia, Danielle Fouquette, Bob Lundergan, Jeanette Rodriguez, Matt Taylor
Library Jill Kageyama
Math/Comp. Sci. Kara Pham, Abraham Romero Hernandez, Linda Shideler
Natural Sci. Mike Baker, Colleen Kvaska
Part-time Zahra Ahmed, Sarah Gray
Physical Ed. Tim Byrnes
Social Sci. Moe Abdel Haq, James Crippen
Tech./Engineering Peg Berger, Julie Patel, Marcu Wade
Associated Students Taylor Gaetje
President Josh Ashenmiller
Past President Pete Snyder
Curriculum Comm. Jennifer Combs
Treasurer Karen Markley
Secretary Heather Halverson
Guests Cecilia Arriaza, Director of Transfer Center and Cadena Cultural Center
Carlos Ayon, Director of Institutional Research and Planning
Dana Clahane, UF President and Grievance Representative, Math faculty
Joe Carrithers, Associated Students Advisor, English faculty
I CALL TO ORDER
The meeting was called to order at 3:00P by Josh Ashenmiller.

II APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING
M/S/U (Combs/Markley) to approve the 5-Apr 18 minutes.

III APPROVAL OF THE AGENDA
M/S/U (Markley/Combs) to approve the agenda for this meeting.

IV PUBLIC COMMENTS
None

V EXECUTIVE COMMITTEE REPORTS
President’s Report, Josh Ashenmiller
Administrator of the Year Award. Since 2011, the Senate has presented this award at its final meeting in May. The Senate Execs shared their suggestion for who should receive this award and it was approved.

Academic Senate for California Community Colleges (ASCCC) Plenary Session, San Mateo, 12-14-Apr. Josh attended this and so did Senate President-elect-elect Kim Orlijan. It was a long and eventful Plenary.

Some good news for Fullerton College. Our own Sam Foster (former Senate Pres., Chemistry professor) was elected ASCCC Area D representative. (Area D encompasses the 35 colleges from Cypress and Fullerton south to San Diego.)

Also, the ASCCC members passed the resolution written by FC’s Jennifer LaBounty (Extended Opportunity Programs and Services—EOPS), Ruth Sipple (Counseling), and many others. Their resolution is now an official ASCCC lobbying position. ASCCC will resist efforts to eliminate categorical programs by consolidating their funding.

More ASCCC News: Events to attend, and stuff.
One open Faculty seat on the Community Colleges Board of Governors. Application deadline 30-Jun 18. 
https://www.asccc.org/board-governors-nominations

IEPI Summit: Building Excellence for California’s Formerly Incarcerated Students Hotel Irvine, 19-20 April
https://www.eventbrite.com/e/building-excellence-for-cas-incarcerated-formerlyincarcerated-students-tickets-41389187173

CCC Basic Needs Summit Sacramento Doubletree, 26-27 April

Guided Pathways Implementation Review (peer-to-peer reading group) Hilton Orange County / Costa Mesa, 27 April
https://www.eventbrite.com/e/guided-pathways-implementation-plan-review-tickets-44332583952

ASCCC Leadership Institute Sheraton San Diego, 14-16 June

ASCCC Curriculum Institute Riverside Convention Center, 11-14 July

Part-Time Faculty Leadership Institute Westin San Francisco Airport, 2-4 August

**Diversity in Faculty Hiring.** Josh reported at the 5-Apr Senate meeting that he and several others from our District attended the Center for Urban Education’s (USC) Diversity in Faculty Hiring Institute. Based on what they learned there, they are writing recommendations for how our faculty hiring process can be more equitable. The recommendations are still in draft form and should be ready for our next meeting on 3-May.

**Budget and planning.** Everyone is just sitting around and waiting for the May Revise, which will give us real budget numbers for next year’s planning. The January numbers were promising, but the May Revise is what really counts (and often it is a cold dose of reality). In the meantime, you can content yourself with the College’s Full-Time Equivalent Student (FTES) projections for the next two academic years.

**University of Redlands Memorandum of Understanding.** UR is proposing to make some of their upper-division courses more accessible to FC students by actually teaching the classes at night here on campus.
New Senators. Josh provided senators with the 2018-19 roster. He asked for help to catch any errors and also asked Senators to let new Senators know they are invited to the 17-May meeting for their official seating.

FC Family and High School Senior Night
Wed, 25-Apr, 6:30-8P, Wilshire Quad and Auditorium
To get a table for your department, email Rolando Sanabria at rsanabria@fullcoll.edu

Curriculum Chair Report
Jennifer reported that the District Curriculum Coordinating Committee (DCCC) has created a task force to investigate alternatives to CurricUNET. There are still discussions taking place with the District regarding class size.

Treasurer’s Report
Karen Markley thanked Mike Baker, Peg Berger, and Bob Lundergan for providing snacks for the meeting.

VI ASSOCIATED STUDENTS, Taylor Gaetje
Taylor reported that AS elections are complete. She also stated that AS passed a resolution in support of adopting a winter intersession at Fullerton College.

VII ACCREDITATION UPDATE: How the College will meet the recommendation on Distance Education, Danielle Fouquette
Danielle reviewed the compliance recommendation from the Accrediting Commission for Community and Junior colleges (ACCJC). The Commission determined that the College must demonstrate compliance with the following Standards, as addressed in the College recommendation. This demonstration must be addressed in the required 18-month Follow-Up Report.

• Standards II.A.2, II.A.7, Policy on Distance and Correspondence Education (College Recommendation 2): In order to meet the Standard, the college must develop methods to ensure that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development.

In accordance with federal regulations, compliance requirements must be addressed and the institution must demonstrate that it aligns with Standards within two years.

Danielle shared that ACCJC’s Visiting Team found examples where regular and effective interaction between instructor and students was limited and often consisted of only assignment distribution and collection. There was also no structured process in place to monitor course quality and to confirm the level of faculty to student and student-to-student interaction in the online courses met the requirements provided to
the Curriculum Committee. The College must submit a Follow-Up Report no later than 1-Mar, 2019 followed by a visit from a peer review team. Danielle stated that the Report must show that the deficiency has been resolved in a manner that is sustainable.

Danielle presented a timeline of Fullerton College’s response to the recommendation. On 14-Feb, 2018, the Accreditation Steering Committee (ASC) met to discuss college recommendations for compliance and determined that a first step towards compliance was to require that all faculty must be trained before they teach online, effective Fall 2018. On 15-Feb, 2018, Faculty Senate approved the formation of a work group to discuss how to comply with the recommendation.

The Distance Education Compliance Plan: Stage 1 is that all faculty scheduled to teach an online class in Fall 2018 must have completed training focused on current and innovative pedagogy, technologies, and best practices related to regular and effective contact. Training can be met by completing Fullerton College’s Online Training Certificate (OTC) or by completing a training program determined by the Distance Education Advisory Committee (DEAC) to be the equivalent of the OTC. Danielle shared the Fullerton College OTC Boot Camp schedule. Roger Perez discussed the components of the OTC Boot Camps. Danielle also stated that @ONE is a pre-approved alternative training. Fullerton College has an @ONE cohort scheduled for 21-May through 16-Jun, 2018 and on 9-Jul though 4-Aug, 2018. If faculty chose this option in lieu of the FC OTC Boot Camps, they must attend both sessions. Fullerton College will pay the registration fee for faculty to attend this training. Interested faculty should contact the Office of the Vice President of Instruction to sign-up. Senators were given a draft copy of the Online Teaching Certificate Equivalency process.

M/S/P (Fouquette/Snyder) the Faculty Senate supports the ASC recommendation that all faculty teaching online in Fall 2018 be trained in pedagogy, technologies, and best practices related to regular and effective contact.

Nay: Calvert

M/S/U (Fouquette/Combs) the Faculty Senate endorses @ONE as an alternative to the OTC boot camps offered in June 2018.

M/S/U (Fouquette/Combs) the Faculty Senate approves DEAC’s plan to evaluate prior or additional training programs for equivalency.

VIII ELECTIONS, Pete Snyder
Dean of Counseling Hiring Committee Jon-Michael Hattabough, Linda Kelly-Mandich and Ruth Sipple. United Faculty representative: Jennifer Combs

Faculty Allocation Committee Citlally Santana (Coun)

2018-20 Senator James Crippen (Soc Sci)
IX OLD BUSINESS

Winter Session faculty survey

M/S/U (Fouquette/Calvert) to approve the Winter Session faculty survey.

The survey will be sent out by the Office of Institutional Research and Planning (OIRP) but it will indicate that it is from Josh Ashenmiller. He will also include a statement regarding AS’s resolution in support of offering a Winter Session.

Building User Groups: formation and role

Josh provided Senators with updated draft of the Participant Selection Process for Building User Groups (BUG) that now includes suggested edits he received at the 5-Apr Senate meeting:

• Under “BUG Participant Selection process”, specify that for each constituent group, the corresponding Senate needs to approve the reps from that constituent group. For example, the faculty Senate approves the faculty reps on a BUG.
• Who decides the size of the BUG?

This will be discussed at the next Planning & Budget Steering Committee (PBSC) meeting.

On-line Teaching Certificate (OTC) training for all on-line Fall 18 instructors

This item was discussed as part of the Accreditation update.

IX NEW BUSINESS

Student Success Committee report

Dani Wilson provided an update to Senate regarding the Student Success Committee’s (SSC) activities for the 2017-18 year. The committee conducted a year-end self-evaluation and will use feedback from that evaluation to formulate goals for next year. The SSC discussed ways in which instruction and student services can collaborate in order to improve student success. The committee has continued working on its project to support online, night and weekend students. Based on a request from DEAC, the SSC worked to investigate the feasibility of proposing an Instructional Designer position at Fullerton College to support faculty in integrating emerging, innovative technologies into their classrooms. Dani shared that respondents were mostly positive about the College supporting this position. The SSC was also instrumental in developing the first draft of the Guided Pathways Self-Assessment and will continue to work with the College as Guided Pathways is implemented. Their integrated planning efforts for Basic Skills, Student Equity and SSSP will continue in the coming year.

Possible change to AP 4100: Graduation Requirements for Degrees and Certificates

M/S/U (Fouquette/Markley) to approve the recommendation to amend AP 4100.
Robert Gamboa shared his recommendation to amend AP 4100 Graduation Requirements for Degrees & Certificates. He stated that the current graduation application process does not explore student options or additional degrees beyond those for which the student applies. He recommends that students be awarded all degrees they are eligible to earn without requiring students to submit additional graduation applications. He also recommends that procedures be put into place to follow up with those students when students’ graduation applications are denied.

**Process for selecting new Study Abroad Coordinator**

**M/S/U (Fouquette/Combs) to approve the procedure for the selection of Study Abroad Coordinator.**

Josh presented a procedure for the selection of Study Abroad Coordinator. An amendment was made to change the size of the work group from “five” to “three to five”. Josh Ashenmiller and Danielle Fouquette volunteered to serve on this work group.

**Major Declaration Day follow-up report**

Flor Huerta shared a video, created by an FC student, highlighting Major Declaration Day. She reported that there was a total of 360 student contacts, 57 instructional faculty participated, 104 students met individually with counselors and 313 students publicly declared their majors. The College will host this event again in spring 2019 and she plans to explore more ways to collaborate with instructional faculty.

**United Faculty Resolutions: online college, performance-based funding**

Josh Ashenmiller shared, for a first read, resolutions suggested by United Faculty and California Teachers Association in opposition to Student-Focused Allocation Formula (SFAF) and in opposition to Fully Online Community College (FOCC).

**X LIAISON REPORTS**

**United Faculty**

No report.

**Adjunct Faculty United**

No report.

The meeting adjourned at 5:04P.

Respectfully submitted,
Heather Halverson, secretary
To provide a variety of ways for faculty teaching online in Fall 2018 to meet the distance education training requirement, Fullerton College is offering the following options.

**Fullerton College Online Teaching Certificate**

The OTC begins with Canvas Challenge 1, a series of online tasks related to creating an online course in Canvas. The Challenge takes approximately four hours and can be completed anytime during the week the Challenge is open for the Cohort in which the participant is registered.

Following the Challenge, participants will attend a three-day boot camp on campus. Course content for the boot camp includes definition and examples of regular and effective contact, online pedagogical best practices, and making course content ADA compliant. Instructional support technologies and services will also be presented.

At the end of the boot camp, participants will take Canvas Challenge 2. This series of tasks done online will present advanced features and tools within Canvas that assist instructors in managing student success and retention.

To register for a boot camp, instructors should contact Ericka Adakai at eadakai@fullcoll.edu with Cohort preference. Instructors also need to complete and sign the OTC Statement of Intent (attached) and send to Jeanette Sorenson. Priority registration for faculty teaching online or hybrid courses in Fall 2018 ends Friday May 18. Any remaining spots will be open to any interested full or part-time faculty.

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| **Canvas Challenge 2**        | **Canvas Challenge 2**        | **Canvas Challenge 2**        | **Canvas Challenge 2**        |
| June 7-14                     | June 7-14                     | June 21-28                    | June 21-28                    |
| Approximately 4 hours, self-paced | Approximately 4 hours, self-paced | Approximately 4 hours, self-paced | Approximately 4 hours, self-paced |

Full-time faculty who have not yet reached column E on the salary schedule are eligible to earn one unit of salary advancement credit for completing the OTC program. More information about Equivalent Unit Credit, which must be completed prior to the start of the training, is available at the [Online Teaching Certificate webpage](#).
@ONE online training
The selected @ONE courses provide content similar to the OTC boot camps and Canvas Challenge 1 and 2 and have been endorsed by Faculty Senate as being equivalent to the OTC. Both courses are four weeks long and involve approximately 10 hours a week of instruction and work. Participants must complete both courses to receive OTC equivalency. Participants can receive Continuing Education credit for completing the courses through Fresno Pacific University. The @ONE training can accommodate 30 participants.

Course descriptions and dates:
- 10-10-10: First impressions really do count, and the first ten minutes a student is in your course can make or break their experience. Designing your course with the needs of diverse students in mind allows you to hit just the right note for that crucial first "introduction" and build intuitive elements that support each student's success. You'll discover the power of three important "tens" in your students' interaction in the course--the first 10 minutes, the first 10 hours, and the first 10 days. You'll leave with strategies to authentically welcome students, design impactful home pages and syllabi, and create compelling activities that help your students form a meaningful learning community. Begins May 21 and concludes June 16.

- Creating Accessible Online: This course provides an overview of accessibility within online courses, focusing on the skills you will need to make your course both technically accessible and usable to a broad range of students. The course covers how to use online tools, including your course management system (CMS), to create accessible resources, to retrofit existing resources, and to curate new resources. The focal point of the course is learning how to use editors (both in your CMS and in common software, such as Microsoft Word) to enhance accessibility. Begins July 9 and concludes August 4.

To register for @ONE courses, participants should email Ericka Adakai at eadakai@fullcoll.edu. Priority registration for faculty teaching online or hybrid courses in Fall 2018 ends Monday May 14. Any remaining spots will be open to any interested full or part-time faculty.

Equivalency Request
Instructors who completed training within the last five years at another college or through other educational institutions can submit an Online Teaching Certificate Equivalency Request Form to be evaluated by the Online Teaching Equivalency Committee. The request requires applicants to match the content of the training program with three core objectives from the OTC training and selected @ONE courses.

Equivalency request forms and supporting documents can be submitted to Roger Perez at rperez1@fullcoll.edu starting immediately. Requests submitted by Friday of each week will be evaluated the following Monday. All requests must be submitted by May 18 for applicants to be notified by June 1.

Forms submitted after May 18 will not be evaluated until July 2. As there are no trainings scheduled that would allow faculty to complete the training requirement if the equivalency request is not approved at that time, it is strongly recommended that requests be submitted by May 18.
Fullerton College Faculty Senate
approved minutes
4-Oct 2018

present, according to sign-in sheet
At-large Bill Cowieson, Julie Felender, Flor Huerta, Bryan Ouchi, Marcus Wilson
Business/CIS Kathy Standen, Brandon Tran
Counseling Lorena Marquez, Ruth Sipple
Fine Arts Zachary Harless, Monica Lee, Michael Mueller
Humanities Elizabeth Gaitatjis, Amy Garcia, Jeanette Rodriguez
Library Val Macias
Math/Comp. Sci. Paul Farnham, Nick Huerta, Nicole Rossi
Natural Sci. Mike Baker, Gretchen Stanton
Part-time
Physical Ed.
Social Sci. Moe Abdel Haq, Leonor Cadena, James Crippen
Tech./Engineering Ben Cuatt
Associated Students Joshua Kazarian
President Josh Ashenmiller
President-elect Kim Orlijan
Curriculum Comm. Jennifer Combs
Treasurer Loretta Calvert
Secretary Heather Halverson

Guests Carlos Ayon, Director of Institutional Research and Planning
Stephanie Arroyo, Counseling adjunct faculty
Mary Bogan, Reading faculty
George Bonnand, Machine Tools faculty
Dr. Gil Contreras, Vice President of Student Services
Monique Delatte Starkey, Library faculty
CALL TO ORDER
The meeting was called to order at 3:00P by Josh Ashenmiller.

APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING
M/S/U (Wilson/Harless) to approve the 20-Sept 18 minutes.

APPROVAL OF THE AGENDA
M/S/U (Combs/Wilson) to approve the agenda for this meeting.

PUBLIC COMMENTS
None.

REPORT AND WELCOME FROM FC PRESIDENT GREG SCHULZ
President Schulz reported that Assemblywoman Sharon Quirk-Silva visited the Fullerton College Welding Department on 4-Oct for a ceremonial check presentation. She had secured $1 million in funding in the 2018-19 State Budget for the welding program.

California State University, Fullerton College President Dr. Fram Virjee recently visited Fullerton College. During this visit he was able to visit Accounting courses.

Dr. Schulz also reported that Fullerton College applied for and will be awarded a Developing Hispanic-Serving Institutions Program Title V Grant.

He also stated that food and housing insecurities for our students are the most important challenges our college needs to conquer. He would like to work with community partners to find solutions. He is hopeful that our college can partner with Pathways of Hope, whose Executive Director, David Gillanders, is a Fullerton College alumni.

EXECUTIVE COMMITTEE REPORTS
President’s Report, Josh Ashenmiller
Academic Senate for California Community Colleges (ASCCC)
The next Area D meeting is Sat, 13-Oct, 9:30A-3:00P at the Palomar College South Education Center (northern San Diego—Area D includes the colleges from Long Beach to San Diego, including Fullerton College).

The Fall 2018 ASCCC Plenary is Thu to Sat, 1-Nov to 3-Nov, at the Irvine Marriott. Kim and Josh will attend. (Actually, Kim has to attend a Puente Program event on 13-Oct. Any volunteers to go to the Area D meeting with Josh?) They will represent the FC faculty in voting on resolutions, which are written by faculty members and senates all over the state.

You, too, can write a resolution. If it is endorsed by the Area D meeting and passed by the Plenary, then it will become an official lobbying position of the ASCCC and it will be enshrined here:

https://www.asccc.org/resources/resolutions

Faculty who want to write a resolution, please meet with Josh or Kim.

Scholarships are available for faculty to attend Plenary. In other words, ASCCC will pay for your registration fees and travel. To get the scholarship application, please email Tonya Davis at tonya@asccc.org.

Undocumented Student Action Week, October 15-19

Students at California Community Colleges will engage in a week of activities to support and defend undocumented students throughout the state. Undocumented Student Action Week is a student-led campaign to advocate for a permanent solution to codify the Deferred Action for Childhood Arrivals (DACA) Program that includes a pathway to citizenship, and support and resources to ALL undocumented students. For more information:

https://www.ccleague.org/advocacy/federal-advocacy/DACA

 Declare “Undocumented Student Week of Action” on your college and provide the Chancellor’s Office with a point person for planning purposes. Please email the name and contact information of this person to: rdeanda@cccco.edu.

Revisions to Board Policies (BPs)

To maintain our accreditation, we (i.e., the College, the District) have to review and update all the BPs on a regular basis. At the next District Consultation Council meeting, on 23-Oct, DCC will be making recommendations on substantive review for BPs:

3900: Speech, Time, Place, and Manner
6620: Naming of Facilities and Properties
2745: Board Self-Evaluation
2410: Board Policies and Administrative Procedures
2740: Board Education

If you have input on these, or on any other BPs (https://nocccd.edu/policies-and-procedures) that need attention, please tell your Senate president, or president elect.

Open Educational Resources Webinar

In preparation for launching the statewide Open Educational Resources Initiative (OERI), the Academic Senate for California Community Colleges (ASCCC) is hosting weekly OER webinars on Fridays in October, 9:30A. Each webinar is designed to provide
information, share resources, and hear from you. All will be recorded for later viewing or use and posted on the ASCCC website:

https://asccc.org/directory/open-educational-resources-oer-task-force

5-Oct: OER Basics Part II
12-Oct: Psychology course materials and resources
19-Oct: OER Basics, Part II
26-Oct: Ready-to-use Math and Homework Systems

To register:
https://cccconfer.zoom.us/webinar/register/WN_rf8demWYTQm1G5-rwrimnA

Guided Self-Placement Webinar
Tue, 9-Oct, 12:30-1:30P

Guided Self-Placement (GSP) is a locally developed tool or process that allows students, in consultation with counselors or other faculty, to determine suitable coursework including the appropriate mathematics, English and English as a Second Language (ESL) entry-level class. GSP is a response to considerable research that indicates that placement testing and other placement measures are not always effective predictors of success for individual students. Why would you want to consider GSP at your college? And how does it fit within a guided pathways framework? This webinar will address the why and what of GSP.

To register: https://zoom.us/webinar/register/WN_0mNXm7Y-TnaRyTkUpcb34w

Student-Centered Funding Formula Webinar
Tue, 9-Oct, 2:00-3:30P

The Chancellor’s Office is pleased to announce a three part webinar series focusing on the new Student Centered Funding Formula (SCFF). The series will review the impact of the new comprehensive formula, as well as dive deeper into the metrics that will be utilized and the planning tools geared towards developing a comprehensive plan.

To register: https://cccconfer.zoom.us/webinar/register/WN_yqLm4yLHSRq-9KTyR-tYmw

AB 705 Webinar
Fri, 19-Oct, 1:00-2:30P

Are you confused about what AB 705 means for your college? Are you currently working on new curriculum and not really sure if what you are doing makes sense? The Academic Senate for California Community Colleges will be holding a webinar on 9-Oct to discuss the requirements for default placement, optional and required concurrent support, and other curricular innovations your college may want to consider as you prepare for Fall 2019.

To register: https://zoom.us/webinar/register/WN_jVuFnmlQeu6tO7Zn6tJZw

Diversity Committee Art

At PAC last week, the Diversity Committee presented “A Proposal for Installing Diverse Artwork on Fullerton College Campus.” The basic idea is to create a student competition (with scholarship rewards) that will produce art that can be displayed around campus and inside buildings. The Committee feels it will improve students’
sense of belonging at FC. PAC received it very favorably and recommended that the Planning and Budget Steering Committee read the proposal and comment on the budget estimates.

**Opportunities to work with the statewide academic senate**

ASCCC is looking for volunteers to serve on the CTE (Career and Technical Education) Leadership Committee.

Cheryl Aschenbach (Lassen College) is the chair and she is happy to answer questions: caschenbach@lassencollege.edu

Here is a description of the CTE Leadership Committee:

https://www.asccc.org/directory/cte-leadership-committee

Here is the link to the ASCCC application for statewide service:

https://www.asccc.org/content/application-statewide-service

The California Community Colleges Chancellor’s Office is hiring Guided Pathways Regional Coordinators. See the job announcement for details.

http://cccgp.cccco.edu/Portals/0/GPRegionalCoordinator_ADA_final.pdf

**Umoja program manager position open**

A hiring committee will be formed including Dr. Elaine Lipiz Gonzalez, Dr. Gil Contreras and one faculty member. This faculty member will be elected at the 18-Oct Faculty Senate meeting.

**Curriculum Chair Report**

No report.

**Treasurer’s Report**

Loretta thanked Ben Cuatt and Val Macias for providing snacks for this meeting.

VII **ASSOCIATED STUDENTS REPORT, Josh Kazarian**

Josh reported that new senators have been sworn in and student representatives will be placed on committees soon. He informed the Senate that AS has an Instagram account. One way AS plans to utilize this account is to help students with food insecurity. AS will post end times for events on campus where food will be served so that students can come by after the event to get the food that remains.

VIII **ACCREDITATION UPDATE: UPDATE AND PROPOSAL FROM THE DISTANCE EDUCATION COMPLIANCE WORK GROUP**

Roger Perez and Mike Mangan provided the Senate with an update on behalf of the Distance Education Compliance Workgroup. Mike reminded senators that at the 17-May Faculty Senate meeting, a motion was passed to authorize DEAC Chair Roger Perez to work with the Steering Committee to develop a plan for ensuring regular and effective contact and sustaining professional development. This was in response to the recommendation from the Accrediting Commission for Community and Junior Colleges (ACCJC) that the college must develop methods to ensure that faculty teaching distance education meet generally accepted academic and professional standards and
expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development.

M/S/U (Felender/Rodriguez) that Faculty Senate support requiring all online instructors to complete the survey as part of the college’s effort to “ensure that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students.” The DE Workgroup will work with the Distance Education Advisory Committee (DEAC) to collegially agree and fine tune the survey tool.

It was the “Sense of the Senate” to support the DE Workgroup’s following recommendations:

- The establishment of a distance education faculty coordinator, with duties to include coordinating the self-assessment process
- The establishment of division self-assessment representatives who will work with instructors to complete the self-assessment process
- A two-tiered self-assessment process, with determination of the “aligned” rating for key compliance items to be standardized for the college, with “Exceeds” ratings to be left to divisions to determine.

IX ELECTIONS, Kim Orlijan
Adjunct-Faculty Rep to Faculty Senate Michelle Gomez-Velazquez (Bus/CIS) 2018-20, Michelle Don Vito (Fine Arts) 2018-19

Honors Program Advisory Committee 2018-20 Jay Siedel (Tech/Eng), Jill Kageyama (Lib)

Student Success Committee Ketan (Kenny) Shah (Math/CIS) 2018-19 substitute for Andrew Clifton

Student Learning Outcomes Assessment Committee Chair George Bonnand (Tech/Eng)

Pathways Steering Committee Cindy Zarske (Math/CIS) 2018-20, Instructional

District Professional Growth and Development Committee (Sabbatical Committee) 2018-20 Kim Orlijan (Hum), Deborah Paige (Hum)

District-Wide Technology Coordinating Council Michelle Priest (Nat Sci) Fall 2018 substitute for Gary Graves
OLD BUSINESS
Procedure for choosing committee chairs with reassigned time
Josh Ashenmiller presented a draft procedure for chairs and coordinators with reassigned time. It was the “Sense of the Senate” to move forward with this procedure.

Associated Students resolution on annual faculty training
M/S/U (Orlijan/Combs) that the Faculty Senate organizes a task force (consisting of faculty Senators, Classified professionals, and AS representatives) to do some research regarding equity and cultural sensitivity issues at Fullerton College and to draft a plan about how best to educate faculty and staff about such issues. This task force can then bring an implementation plan to the Faculty Senate for support.

NEW BUSINESS
Faculty Allocation Committee: recommended hiring priority list
M/S/P (Wilson/Calvert) that Senate approve the Faculty Allocation Committee’s ranking of faculty positions, switching the Production and Design/Lighting and Stage Management and the Production and Design/Costuming and Make-up in the rankings.

Abstention: Lee

Marcus Wilson reviewed the criteria for the committee’s rankings. Zachary Harless requested that the Production and Design/Lighting and Stage Management position be switched with the Production and Design/ Costuming and Make-up position on the rankings list. Monica Lee expressed concern about the Strings/Conductor position. This position serves as a recruitment tool for the Music Department and can only be filled by a full-time faculty member.

Because of new State funding models, should the Senate restructure its committees? (Student Equity, Student Success and Support Program, Basic Skills)
M/S/U (Wilson/Orlijan) to charge the Senate Executive to work with the Student Equity, Student Success and Support Program and Basic Skills committee chairs and present to the Faculty Senate their view of restructuring these committees.

Stewart Kimura stated that it is important that our College have centralized guidance and leadership and he recommends combining the committees. President Schulz stated that this will be discussed at the President’s Advisory Council (PAC) as well.
Senate Goals for 2018-19
The Senate discussed the following two goals:
1. Working with Associated Students to create a plan to educate the campus community about cultural responsiveness and equity issues.
2. Working with Associated Students, Classified Senate and administrators to reduce students’ food and housing insecurity.

XII LIAISON REPORTS
Adjunct Faculty United
John Orr reported that AdFac United will have a fall and spring membership drive. The goal is to have 80% of adjunct faculty become members. Adjunct faculty currently have no contract and have not received a raise. AdFac United will offer workshops on topics such as unemployment and retirement. John reminded the Senate that AdFac United has an office on campus.

United Faculty
Jennifer Combs reported that Dale Craig will send out negotiation updates every two weeks.

The meeting adjourned at 4:43P.
Respectfully submitted,
Heather Halverson, secretary
I Call to order

II Approval of 15-Nov 18 minutes

III Approval of agenda

IV Public Comments (limited to 3 minutes per person and 10 minutes total)

V Report from FC Pres. Greg Schulz: Senate approval sought for VP oversight and support of Academic Computing Technology and Campus Safety

VI Executive Committee Reports

A President’s Report, Josh Ashenmiller
B Curriculum Chair Report, Jennifer Combs
C Treasurer’s Report, Loretta Calvert

VII Associated Students Report, Emily Salcido

VIII Elections, Kim Orlijan

IX Old Business

A Distance education self-assessment plan

B Because of new State funding models, should the Senate restructure its committees? (Student Equity, Student Success and Support Program, Basic Skills)

X New Business

A Vice Chancellor of Educational Services and Technology, Cherry Li-Bugg: proposed changes to the IT maintenance schedule

B Counseling Division faculty and the possible reorganization of Student Services

C AB 705—Counseling and assessment, presentation by Flor Huerta and Stewart Kimura

D Student access to printers: should computer labs open at 6:00A?

XI Liaison Reports

A Adjunct Faculty United

B United Faculty

Senate meetings are recorded and available by request. More information about the Fullerton College Faculty Senate is available at facultysenate.fullcoll.edu.

SENATE GOALS, 2018-19
1-Working with Associated Students to create a plan to educate the campus community about cultural responsiveness and equity issues.
2-Working with Associated Students, Classified Senate and administrators to reduce students’ food and housing insecurity.

INFORMATION
1. Agenda
2. Minutes

OLD BUSINESS
1. Distance Education Compliance Workgroup Recommendations (Fouquette) Action

NEW BUSINESS
1. Proposed Student Equity and Achievement Committee (Ashenmiller) Information

COMMITTEE REPORTS/INFORMATIONAL ITEMS
1. President’s Report Information
2. Planning & Budget Steering Committee Report Information
3. PAC Member Reports Information

ANNOUNCEMENTS

Next meeting: February 13, 2019
Insert FACSEN minutes from Feb. 7 meeting when available on Feb. 21
Terminology:
DED: Distance Education Director
DEAC: Distance Education Advisory Committee
OTC: Online Teaching Certificate

1. Review status report from DED indicating which faculty members need to complete the self-assessment survey and their certification status. (annually; fall semester)
2. Review division faculty self-assessments and confirm that the course aligns with regular and effective contact and accessibility standards established by the college; review self-assessment survey for any division-specific standards. (annually)
3. Meet face-to-face with instructors to review self-assessment survey if requested by the instructor. (as needed)
4. Prepare status report of all faculty members in the division who have completed the self-assessment and make a recommendation regarding recertification. (annually; spring semester)
5. Deliver status report to the DED and the division dean. (annually; spring semester)
6. Work with instructors whose courses are not in alignment with college or division standards to bring the course into alignment. (as needed)
7. Hold workshops for division faculty demonstrating how to create strong self-assessments that clearly highlight the ways that the course aligns with the standards. (as needed)
8. Work with DEAC to develop a rubric to be used by the DED to confirm alignment with college standards for regular and effective contact and accessibility. (Spring 2019 and then as needed)
9. Keep confidential any information about students viewed in the review of self-assessment surveys. (ongoing)
10. Serve as a liaison between the DED and the VPI in matters regarding self-assessment surveys and certification/re-certification decisions. (ongoing)
11. Identify and recommend professional development topics related to online teaching to DEAC, the DED, and the OTC trainers. (ongoing)
12. Serve on an appeals committee as needed. At the request of an instructor, the appeals committee will review self-assessment surveys determined to be unaligned with college standards. (as needed)
Insert PAC minutes from Feb. 13 meeting when available on Feb. 27
Institutional Integrity Committee Minutes

May 8, 2018
2:00 p.m. - 4:00 p.m.
Room: 822

Attendees:
Co-Chairs: Carlos Ayon, Danielle Fouquette
Attendees: Michael Gieck, Josh Ashenmiller, Matt Taylor, Ryann Perkins, Andrew Clifton, Hannah Avalos, Shauna Fisher
Recorder: Emma Hangue

HOUSEKEEPING

A. Agenda:
Add to agenda: New Business B: New meeting schedule for Fall Semester 2018

B. Meeting Notes:
Meeting notes for 4.10.18 will

C. Next Meeting – Our next (and FINAL) IIC meeting for the Spring Semester will be held on:
   • Tuesday, May 8, 2018 @2pm – 4pm (Room 822)

ANNOUNCEMENTS

A. None at the moment.

OLD BUSINESS

A. Institutional Set Standards Pilot Project (Top 10 Courses) – The QFE was a pretty complicated projected, Danielle F. admits. She doesn’t think it makes sense to have a complex way to go about something, as opposed to a more focused way. Do we really want to have every single course or department developing plans around the standards when everyone is already looking at this for their program review every 3 years? She’s not sure if we want to focus a lot of the campus energy on that, when we have the funding model and guided pathways as well to look at. Program Review, QFE Project, Guided Pathways, and success metrics – seems like so many things all around the same type of data. We may want to reassess the project surrounded around the QFE (Quality Focus Essay) Essay. Do we really want to worry about the course success rate as opposed to the campus success rate? We can revise the part where we target courses. There are 6 categories (). We focused on course completion and success rates. We didn’t look at degrees,... Maybe we should revise the plan to focus more on Transfer Degree and persistence. Danielle doesn’t feel like it’s a bad idea to change our plan. Now that we have more information, maybe it would be better to focus on other things. Degrees and Certificates would be better for departments to look at instead of course success. Matt Taylor feels that we have very unreliable information with regards to majors because students can become ineligible for financial aid if you change your major too many times. So the main way we find out major data is
when students actually graduate. The data will be a little time-lagged.

Danielle feels that it makes more sense to look at degrees and transfers more frequently than course success. Danielle has not yet heard back from the Math and Political Science departments. Downsides to shifting our focus: Carlos feels that the degree and certificate metric is nice because you can figure out how a student moves, but it becomes more complex when you look at the department level. Maybe the student hasn’t completed their department level course...Maybe they didn’t finish math. How would you figure out....???

Danielle suggests that we might say to departments that they might want to monitor their degrees and certificates more frequently. Math dept. might not feel as bad. You against your 5-year avg. as opposed to comparing to other departments. Compare to the own department. 90% of your 5-year avg. If everybody is asking questions about the degrees and certificates awarded then it might be better. Depts might be more interested in doing this. If we can get Faculty Senate and PAC to agree to this, then Danielle doesn’t mind revising the QFE. Why we shifted from Course Success to Degree and Certificate Completion. It’s not that we’re abandoning Course Success completely, but we’re just focusing our attention on what makes more sense and is more helpful.

Danielle will try to get this suggestion (changing our focus from course success to degrees and certificates) on the first Faculty Senate agenda for Fall 2018. This topic will also be on the agenda for our first IIC Meeting of the Fall 2018 Semester.

B. ISLO’s – Carlos had the draft survey. He made the changes discussed at our last meeting. AS felt question #8 was a little silly since they wouldn’t have transferred yet. So it might be best to leave that question out. This survey is to be given to students.... Matt Taylor feels that it would be better to administer the survey 6 months after. Wording in questions 4-7 might need to be reworded. Maybe add: “Needed to achieve your educational goals” for questions 4 – 7.

Elaine Lipiz Gonzalez feels that it might be good to add to Question #2 (e) – “w/out leading to a degree”.

This survey is going to go to Lisa feels that it would be a good idea to send this to 2017 graduates. Carlos feels that this survey can be sent out to both 2017 graduates AND those who are currently still taking classes.

Question #11 – Danielle feels that it would be good to also add the option: “I am currently still enrolled at a community college.”

Keep 8 and 9. Switch 2 and 3.

Shauna brought out a good idea that it might be a good suggestion to provide the (paper) survey when they come in the office to apply for a certificate.

For ISLO purposes, maybe we might add another question: “Did you get awarded an Degree or a Certificate?”

NEW BUSINESS

A. IEPI PRT Summary Report – It will go to PAC tomorrow.

B. Meeting schedule for FALL 2018 – Danielle and Josh have scheduling conflicts for the current IIC meeting time, so the IIC is trying to revise the meeting time for the Fall Semester.
**Suggestion:** 2nd and 4th Tuesdays from 1pm – 3pm

Jonathan Keller, Kristina Brown – Terming out
Andrew, Matt and Courtney – Just joined

**Next meeting:** Our next (and LAST) meeting of the semester will be held:
- **Tuesday, May 8, 2018  @2pm – 4pm (Room 822)**

**OTHER TOPICS FOR DISCUSSION**
NONE.

**Next meeting:** Tuesday, May 8, 2018 @2pm – 4pm (Room 822)
**Agenda and Minutes:** Greg Schulz, Nitzya Hamblet,
Rodrigo Garcia, Melisa McLellan, José Ramón Núñez, Ericka Adakai, Gilbert Contreras, Sharon Kelly, Joe Carrithers
Survey

Fullerton College is interested in hearing about your experience while completing your certificate/degree with Fullerton College.

What was your main focus while attending Fullerton College?

- General Education
- Career/Technical Related Education
- Personal, Academic, or Professional Development

What was your primary program of study (e.g. Automotive Technology, English, etc.)?

At Fullerton College, what was your primary educational goal?

- Earn an associate degree and transfer to a 4-year university/college
- Transfer to a 4-year university/college without an associate degree
- Obtain an associate degree only
- Earn a career technical certificate without transferring
- Discover/Prepare for a new career (acquire new job skills), advance in a current job/career (update current job skills), or maintain a certificate or license (e.g. Real Estate)
For the next four questions, please refer to the goal you identified above.

How well do you believe your program of study prepared you for the knowledge, skills, and competencies needed to achieve your educational goal?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

How well do you believe your program of study prepared you with the communication skills needed to achieve your educational goal?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

How well do you believe your program of study prepared you with the critical thinking and information competency skills needed to achieve your educational goal?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all
How well do you believe your program of study provided you with an understanding of the world needed to achieve your goals?

- [ ] Extremely well
- [ ] Very well
- [ ] Moderately well
- [ ] Slightly well
- [ ] Not well at all

How well do you believe your program of study prepared you for upper division studies at your 4-year university/college?

- [ ] Extremely well
- [ ] Very well
- [ ] Moderately well
- [ ] Slightly well
- [ ] Not well at all
- [ ] N/A

How well do you believe your program of study prepared you for work in your chosen field?

- [ ] Extremely well
- [ ] Very well
- [ ] Moderately well
- [ ] Slightly well
- [ ] Not well at all
- [ ] N/A
How well do you believe your program of study prepared you for personal, academic, and/or professional development?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

Select a statement that best applies to you:

- I will transfer / I have transferred to a 4-year university/college.
- I am enrolled / I plan to enroll at a community college.
- I work in a career related to my program of study.
- I work in a career NOT related to my program of study, by choice.
- I work, but I am seeking a job related to my program of study.
- I have chosen not to work at this time.
- I am unable to work right now.
- I am not working, but I am currently seeking a job related to my field of study.

What did you find most helpful to reach your goals during your time at Fullerton College? Please be as specific as possible, and list as many aspects you feel are appropriate.

What barriers to reaching your goals did you encounter during your time at Fullerton College? Please be as specific as possible, and list as many aspects you feel are appropriate.
What thoughts do you have on how Fullerton College might improve your program of study?
Survey

Fullerton College is interested in hearing about your experience while completing your certificate/degree with Fullerton College.

What was your main focus while attending Fullerton College?

- General Education
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- Earn a career technical certificate without transferring
- Discover/Prepare for a new career (acquire new job skills), advance in a current job/career (update current job skills), or maintain a certificate or license (e.g. Real Estate)
For the next four questions, please refer to the goal you identified above.

How well do you believe your program of study prepared you for the knowledge, skills, and competencies needed to achieve your educational goal?

- [ ] Extremely well
- [ ] Very well
- [ ] Moderately well
- [ ] Slightly well
- [ ] Not well at all

How well do you believe your program of study prepared you with the communication skills needed to achieve your educational goal?

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- [ ] Not well at all

How well do you believe your program of study prepared you with the critical thinking and information competency skills needed to achieve your educational goal?

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How well do you believe your program of study provided you with an understanding of the world needed to achieve your goals?

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How well do you believe your program of study prepared you for upper division studies at your 4-year university/college?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all
- N/A

How well do you believe your program of study prepared you for work in your chosen field?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all
- N/A
How well do you believe your program of study prepared you for personal, academic, and/or professional development?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

Select a statement that best applies to you:

- I will transfer / I have transferred to a 4-year university/college.
- I am enrolled / I plan to enroll at a community college.
- I work in a career related to my program of study.
- I work in a career NOT related to my program of study, by choice.
- I work, but I am seeking a job related to my program of study.
- I have chosen not to work at this time.
- I am unable to work right now.
- I am not working, but I am currently seeking a job related to my field of study.

What did you find **most** helpful to reach your goals during your time at Fullerton College? Please be as specific as possible, and list as many aspects you feel are appropriate.

What **barriers** to reaching your goals did you encounter during your time at Fullerton College? Please be as specific as possible, and list as many aspects you feel are appropriate.
What thoughts do you have on how Fullerton College might improve your program of study?
The Fullerton College Institutional Effectiveness Committee created a survey to understand student experiences while completing their certificates at Fullerton College. The survey asked several questions regarding how Fullerton College prepared them in achieving their educational goal, how their program of study prepared them in their progression after Fullerton College and what was helpful, barriers they encountered, and improvements that Fullerton College can do to help students. Overall, 28 students who graduated from Fullerton College over the last two years participated in this survey.

Half of students (50.0%) indicated that their overall educational goal was to transfer to a 4-year university/college. In addition, 46.5% students indicated that their overall goal was to pursue a new career and earn career technical certificate without transferring. Furthermore, 42.9% of student indicated they are currently working in their program of study.

The four charts below asked students in how well their program of study prepared to achieve their educational goal: Question 4-knowledge, skills, and competencies, Question 6-communication skills, Question 7-critical thinking and information competency skills, and Question 8-world understanding. On average, 90% of students said the program of study prepared them moderately to extremely well in all four areas.

<table>
<thead>
<tr>
<th>At Fullerton College, what was your primary educational goal?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discover/Prepare for a new career</td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>Earn a career technical certificate without transferring</td>
<td>8</td>
<td>28.6%</td>
</tr>
<tr>
<td>Earn an associate degree and transfer to a 4-year university/college</td>
<td>10</td>
<td>35.7%</td>
</tr>
<tr>
<td>Obtain an associate degree only</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>Transfer to a 4-year university/college without an associate degree</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>28</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Question 4: Knowledge, Skills, and Competencies**

<table>
<thead>
<tr>
<th>Category</th>
<th>Very well</th>
<th>Extremely well</th>
<th>Moderately well</th>
<th>Not well at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42.9%</td>
<td>35.7%</td>
<td>17.9%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

**Question 6: Communications Skills**

<table>
<thead>
<tr>
<th>Category</th>
<th>Very well</th>
<th>Moderately well</th>
<th>Extremely well</th>
<th>Not well at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35.7%</td>
<td>32.1%</td>
<td>21.4%</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

**Question 7: Critical Thinking & Information Competency Skills**

<table>
<thead>
<tr>
<th>Category</th>
<th>Very well</th>
<th>Moderately well</th>
<th>Extremely well</th>
<th>Not well at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39.3%</td>
<td>28.6%</td>
<td>25.0%</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

**Question 8: World Understanding**

<table>
<thead>
<tr>
<th>Category</th>
<th>Very well</th>
<th>Moderately well</th>
<th>Extremely well</th>
<th>Slightly well</th>
<th>Not well at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39.3%</td>
<td>21.4%</td>
<td>21.4%</td>
<td>10.7%</td>
<td>7.1%</td>
</tr>
</tbody>
</table>
Below are some themes that we asked students about what they found most helpful in reaching their goals, barriers encountered to reaching their goals, and their thoughts how Fullerton College might improve.

**What did you find most helpful to reach your goals during your time at Fullerton College? Please be as specific as possible, and list as many aspects you feel are appropriate?**

- Professors
- Financial Aid

**What barriers to reaching your goals did you encounter during your time at Fullerton College? Please be as specific as possible, and list as many aspects you feel are appropriate?**

- Financial (Cost of materials, Financial Aid denied, etc.)
- Parking
- Professors

**What thoughts do you have on how Fullerton College might improve your program of study?**

- Improve Parking
- Classes (add more classes)
- Counselors
- Additional STEM Faculty
- More resources for CTE
The Fullerton College Institutional Effectiveness Committee created a survey to understand student experiences while completing their certificates at Fullerton College. The survey asked several questions regarding how Fullerton College prepared them in achieving their educational goal, how their program of study prepared them in their progression after Fullerton College and what was helpful, barriers they encountered, and improvements that Fullerton College can do to help students. Overall, 295 students who graduated from Fullerton College over the last two years participated in this survey.

The majority of students (89.5%) indicated that their overall educational goal was to transfer to a 4-year university/college. In addition, 79.0% students indicated that they will or have transferred to a 4-year university/college.

At Fullerton College, what was your primary educational goal?

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discover/Prepare for a new career</td>
<td>5</td>
<td>1.7%</td>
</tr>
<tr>
<td>Earn a career technical certificate without transferring</td>
<td>2</td>
<td>0.7%</td>
</tr>
<tr>
<td>Earn an associate degree and transfer to a 4-year university/college</td>
<td>242</td>
<td>82.0%</td>
</tr>
<tr>
<td>Obtain an associate degree only</td>
<td>23</td>
<td>7.8%</td>
</tr>
<tr>
<td>Transfer to a 4-year university/college without an associate degree</td>
<td>22</td>
<td>7.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>295</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The four charts below display student responses to the question of how well their program of study prepared to achieve their educational goal: Question 4-knowledge, skills, and competencies, Question 6-communication skills, Question 7-critical thinking and information competency skills, and Question 8-world understanding. On average, 95% of students said the program of study prepared them moderately to extremely well in all four areas.
Below are some themes that surfaced when we asked students what they found most helpful in reaching their goals, what barriers they encountered to reaching their goals, and their thoughts how Fullerton College might improve.

What did you find most helpful to reach your goals during your time at Fullerton College? Please be as specific as possible, and list as many aspects you feel are appropriate.

- Professors
- Counselors
- Transfer Center
- Small class sizes
- EOPS Counselors/Program
- Tutoring Center

What barriers to reaching your goals did you encounter during your time at Fullerton College? Please be as specific as possible, and list as many aspects you feel are appropriate.

- Financial (Paying for School, Cost of Textbooks, etc.)
- Counselors
- Class Availability
- Parking
- Professors
- Struggle between work and school
- English as a second language
- Transportation

What thoughts do you have on how Fullerton College might improve your program of study?

- Improve Parking
- Classes (add more classes, better times, Saturday classes)
- Counselors
Instructional Programs
2017-2018 Self-Study
Three-Year Program Review Template

[Enter Program Name Here]

[Enter Division Name Here]

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the Self-Study

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

<table>
<thead>
<tr>
<th>Printed name of Principal Author</th>
<th>Signature</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed name of Department Coordinator</td>
<td>Signature</td>
<td>Title</td>
<td>Date</td>
</tr>
<tr>
<td>Printed name of Dean</td>
<td>Signature</td>
<td>Title</td>
<td>Date</td>
</tr>
</tbody>
</table>
1.0 Mission and Goals

The College’s Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College’s Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission:

Vision:

Core Values:

College Goals:

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
</tr>
<tr>
<td>Total FTES</td>
<td></td>
</tr>
<tr>
<td>Sections</td>
<td></td>
</tr>
<tr>
<td>FTEF</td>
<td></td>
</tr>
<tr>
<td>Fill Rate</td>
<td></td>
</tr>
<tr>
<td>WSCH/FTEF</td>
<td></td>
</tr>
<tr>
<td>Retention</td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td></td>
</tr>
</tbody>
</table>
2.2 Peer Institution Comparison
Complete the table below.

<table>
<thead>
<tr>
<th>College/Program:</th>
<th>Your Program</th>
<th>Peer A</th>
<th>Peer B</th>
<th>Peer C</th>
<th>Peer D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees Awarded:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates Awarded:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

2.3 Achievement Gap
Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

<table>
<thead>
<tr>
<th>Group</th>
<th>% Retention</th>
<th>% Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Non-White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range (Max-Min)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.4 Program Effectiveness
Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?
2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

2.6 Provide any other data that is relevant to your self-study.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

3.2 What are the weaknesses of your program?

3.3 What opportunities exist for your program?

3.4 What challenges exist for your program?
4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

<table>
<thead>
<tr>
<th>Program Student Learning Outcomes (PSLOs)</th>
<th>Date Assessment Completed</th>
<th>Date(s) Data Analyzed</th>
<th>Date(s) Data Used For Improvement</th>
<th>Number of Cycles Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 Assessment: Complete the expandable table below.

<table>
<thead>
<tr>
<th>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Outcomes</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

4.6 What challenges remain to make your program level SLOAs more effective?
5.0 Evaluation of Progress Toward Previous Goals/SAP’s (Future program review templates for this section will identify “previous goals” as “previous strategic action plans” -- SAP’s.)

5.1 List the goals from your last self-study/program review.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

5.6 If funds were not allocated in the last review cycle, how did it impact your program?
6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

**SAPs** for this three-year cycle:

<table>
<thead>
<tr>
<th>STRATEGIC ACTION PLAN # 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe Strategic Action Plan: (formerly called short-term goal)</td>
</tr>
<tr>
<td>List College goal/objective the plan meets:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Describe the SAP: (Include persons responsible and timeframe.)</td>
</tr>
<tr>
<td>What <strong>Measurable Outcome</strong> is anticipated for this SAP?</td>
</tr>
<tr>
<td>What specific aspects of this SAP can be accomplished without additional financial resources?</td>
</tr>
</tbody>
</table>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Requested Dollar Amount</th>
<th>Potential Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Hardware</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Requested Amount</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## STRATEGIC ACTION PLAN # 2

**Describe Strategic Action Plan:**  
(formerly called short-term goal)

<table>
<thead>
<tr>
<th>College Goal #:</th>
<th>Objective #:</th>
</tr>
</thead>
</table>

**List College goal/objective the plan meets:**

**Describe the SAP:**  
(Include persons responsible and timeframe.)

<table>
<thead>
<tr>
<th>Measurable Outcome</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>Measurable Outcome</strong> is anticipated for this SAP?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific aspects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific aspects of this SAP can be accomplished without additional financial resources?</td>
<td></td>
</tr>
</tbody>
</table>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Requested Dollar Amount</th>
<th>Potential Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Hardware</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Requested Amount</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Form Revision by Program Review Committee – Approved September 14, 2017  
Page 8 of 12
## STRATEGIC ACTION PLAN # 3

<table>
<thead>
<tr>
<th>Describe Strategic Action Plan: (formerly called short-term goal)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>List College goal/objective the plan meets:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe the SAP: (Include persons responsible and timeframe.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What <strong>Measurable Outcome</strong> is anticipated for this SAP?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What specific aspects of this SAP can be accomplished without additional financial resources?</th>
</tr>
</thead>
</table>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Requested Dollar Amount</th>
<th>Potential Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Hardware</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Total Requested Amount** | | |
7.0 Long Term Plans
Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

8.0 Self-Study Summary
This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

9.0 Publication Review
Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.

Information on the college’s graphic standards is available here: http://news.fullcoll.edu/campus-communications/web-help/graphics/.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study.

<table>
<thead>
<tr>
<th>Publication</th>
<th>Date last reviewed</th>
<th>Is the information accurate?</th>
<th>URL of publication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Form Revision by Program Review Committee – Approved September 14, 2017
Routing & Response Page
Originator → IMS → Appropriate President’s Staff Member → Program Review Chair

Originator

Electronically submit completed Program Review to Division Dean/IMS for review.

Appropriate Immediate Management Supervisor (IMS)
RESPONSE

Printed name of IMS
Title
Date

Select one and provide response if necessary. Forward electronically to appropriate Vice President’s Office.

☐ I concur with the findings contained in this Program Review.

☐ I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:
_________________________________________________________________________________________________________________
___________________________________________________________________________________

☐ I do not concur with the findings contained in this Program Review (include a narrative explanation):
_________________________________________________________________________________________________________________
___________________________________________________________________________________

Appropriate President’s Staff Member
Acknowledging Receipt

Printed Name
Signature
Title
Date

Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.
Fullerton College Mission Statement

MISSION
Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION
Fullerton College will transform lives and inspire positive change in the world.

VALUES
Community
We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity
We embrace and value the diversity of our entire community.

Equity
We commit to equity for all we serve.

Excellence
We honor and build upon our tradition of excellence.

Growth
We expect everyone to continue growing and learning.

Inclusivity
We support the involvement of all in the decision-making process.

Innovation
We support innovation in teaching and learning.

Integrity
We act in accordance with personal integrity and high ethical standards.

Partnership
We work together with our educational and community partners.

Respect
We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility
We accept our responsibility for the betterment of the world around us.

Approved by Fullerton College
President’s Advisory Council and accepted by President Schulz
May 2017.
Annual Program Review Update Form

Program Review (PR) is an integral part of the campus planning process. As programs and areas monitor their progress on the previous comprehensive three-year program review, changes in need and scope can be expected. This PR Update Form (form) is designed to address unforeseen circumstances that may cause portions of your previous program review to become outdated during a three-year cycle.

This form provides a means to submit revision recommendations due to changes that occur between comprehensive three-year review cycles. Examples include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive three-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

Directions: Please read the below instructions and complete by March 25th. This form shall be completed for ALL instructional programs. If there are no additional changes or requests for the upcoming year, check the corresponding box and submit to the appropriate dean or manager. If an update is required, check the applicable box, complete additional pages of the update, and submit the entire form to the appropriate dean or manager.

- All instructional programs must submit their Annual Program Review Update by March 25, 2019, to their dean or manager.
- All forms shall be forwarded by the dean or manager to the Program Review Committee Chair (krobertson@fulcoll.edu) within five (5) days of the above date.

Annual Program Review Update Form

Program: ___________________________ Division: ___________________________ Date: _____________

☐ We have reviewed our most recent self-study and are making progress on Strategic Action Plans, but have not identified any significant changes that necessitate resource requests for the upcoming academic year. Complete and submit only this page.

☐ We have reviewed our most recent self-study and are making progress on Strategic Action Plans, and have identified significant changes that necessitate resource requests. Complete and submit all completed pages.

Program Signature(s): ___________________________ Printed Name: ___________________________

PRC Endorsement: Yes ☐ No ☐
Annual Program Review Update Form – Detailed Request

**Request Justification** (Note: All areas are expandable)

Briefly summarize your request, what significant changes have occurred since the last comprehensive program review that results in this request, and why it cannot wait until the next comprehensive program review.

What data supports these requests? Provide details.

What SLO Assessment or SAO findings, if any, support and guide the resource request?

If personnel related, are changes due to growth, resignations, and/or retirements? Provide details.

How will the resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?

How will the resource enhance your area or program? Consider the College Mission or Strategic Initiatives, physical/organizational restructuring, and/or your program's goals for improvement as stated in your last program review?

Provide any other information that supports your request in the space below.

Append any data to support the request after this page.
**Resource Request Funding**

Complete and submit this section ONLY if you have a NEW resource request. Complete as many resource requests as necessary. Support each request with appropriate detail.

Requested by: ___________________________ Email: ___________________________ Phone ___________________________

Division_________________________ Department_________________________ Total Requested $_________

This request is intended as an update to a previously submitted program review. List and provide the cost to implement this request.

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Requested Dollar Amount</th>
<th>Potential Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Hardware</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Amount:**

Describe the location of the equipment and include a description of additional space and/or maintenance needed.

Approximate annual number of students affected directly or indirectly by this request. ____________

Dean: Signature/Approval: ___________________________ Date: ___________________________

Rank (if appropriate): ___________ Dean Priority Ranking: _____ of _____
Fullerton College
SLO Performance Report
ISLO Report with Subpopulation Disaggregation
Date: August 2017
Courses: All Courses  Terms: Spring 2017, Fall 2016, Spring 2016, Fall 2015, Spring 2015, Fall 2014

SLO Category: Communication: Students will be able to apply the principles of language and rational thought to communicate effectively.

<table>
<thead>
<tr>
<th>Overall by Demographic Element for Demographic Category: Gender</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>2306</td>
<td>3.60%</td>
<td>54487</td>
</tr>
<tr>
<td>M</td>
<td>1660</td>
<td>2.99%</td>
<td>47096</td>
</tr>
<tr>
<td>N</td>
<td>109</td>
<td>4.56%</td>
<td>1955</td>
</tr>
<tr>
<td>X</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNKNOWN</td>
<td>2365</td>
<td>3.12%</td>
<td>64503</td>
</tr>
<tr>
<td>Y</td>
<td>1710</td>
<td>3.71%</td>
<td>39035</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall by Demographic Element for Demographic Category: Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>63</td>
<td>1.42%</td>
<td>3562</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>19</td>
<td>2.33%</td>
<td>732</td>
</tr>
<tr>
<td>Asian</td>
<td>950</td>
<td>7.14%</td>
<td>10881</td>
</tr>
<tr>
<td>Filipino</td>
<td>128</td>
<td>3.39%</td>
<td>3138</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2207</td>
<td>3.12%</td>
<td>59939</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
<td>0.67%</td>
<td>509</td>
</tr>
<tr>
<td>Unknown</td>
<td>50</td>
<td>5.30%</td>
<td>805</td>
</tr>
<tr>
<td>Unspecified</td>
<td>7</td>
<td>9.21%</td>
<td>57</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>640</td>
<td>2.37%</td>
<td>23753</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall by Demographic Element for Demographic Category: Foster Youth Status</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>0</td>
<td>0.00%</td>
<td>164</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall by Demographic Element for Demographic Category: Veteran Status</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>35</td>
<td>1.25%</td>
<td>2257</td>
</tr>
</tbody>
</table>
Overall by Demographic Element for Demographic Category: Age Range

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 and Younger</td>
<td>42</td>
<td>19.63%</td>
<td>155</td>
</tr>
<tr>
<td>18-19</td>
<td>429</td>
<td>1.75%</td>
<td>20956</td>
</tr>
<tr>
<td>20-24</td>
<td>770</td>
<td>2.42%</td>
<td>26969</td>
</tr>
<tr>
<td>25-29</td>
<td>221</td>
<td>2.53%</td>
<td>7440</td>
</tr>
<tr>
<td>30-34</td>
<td>108</td>
<td>3.02%</td>
<td>3088</td>
</tr>
<tr>
<td>35-39</td>
<td>107</td>
<td>5.17%</td>
<td>1764</td>
</tr>
<tr>
<td>40-49</td>
<td>21</td>
<td>0.95%</td>
<td>1945</td>
</tr>
<tr>
<td>50+</td>
<td>84</td>
<td>5.78%</td>
<td>1200</td>
</tr>
<tr>
<td>Unknown</td>
<td>85</td>
<td>1.21%</td>
<td>6087</td>
</tr>
</tbody>
</table>

Overall by Demographic Category for SLO Category: Communication: Students will be able to apply the principles of language and rational thought to communicate effectively.

<table>
<thead>
<tr>
<th>Demographic Element</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>4075</td>
<td>3.34%</td>
<td>103538</td>
</tr>
<tr>
<td>Economically</td>
<td>4075</td>
<td>3.34%</td>
<td>103538</td>
</tr>
<tr>
<td>Disadvantaged Status</td>
<td>Ethnicity</td>
<td>4068</td>
<td>3.34%</td>
</tr>
<tr>
<td>Foster Youth Status</td>
<td>0</td>
<td>0.00%</td>
<td>164</td>
</tr>
<tr>
<td>Veteran Status</td>
<td>35</td>
<td>1.25%</td>
<td>2257</td>
</tr>
<tr>
<td>Age Range</td>
<td>1867</td>
<td>2.29%</td>
<td>69604</td>
</tr>
<tr>
<td>Age</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
</tbody>
</table>

SLO Category: Critical Thinking and Information Competency: Students will be able to think critically by analyzing data addressing and evaluating problems and issues in making decisions.

Overall by Demographic Element for Demographic Category: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>1209</td>
<td>1.71%</td>
<td>56042</td>
</tr>
<tr>
<td>M</td>
<td>849</td>
<td>1.35%</td>
<td>49171</td>
</tr>
<tr>
<td>N</td>
<td>63</td>
<td>2.53%</td>
<td>2000</td>
</tr>
<tr>
<td>X</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
</tbody>
</table>

Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status

<table>
<thead>
<tr>
<th>Economically Disadvantaged Status</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNKNOWN</td>
<td>1221</td>
<td>1.45%</td>
<td>67235</td>
</tr>
<tr>
<td>Y</td>
<td>908</td>
<td>1.75%</td>
<td>39978</td>
</tr>
</tbody>
</table>
### Overall by Demographic Element for Demographic Category: Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>62</td>
<td>3186</td>
<td>1032</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>8</td>
<td>682</td>
<td>117</td>
</tr>
<tr>
<td>Asian</td>
<td>482</td>
<td>13992</td>
<td>3337</td>
</tr>
<tr>
<td>Filipino</td>
<td>86</td>
<td>3946</td>
<td>1018</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1028</td>
<td>57973</td>
<td>15487</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2</td>
<td>465</td>
<td>145</td>
</tr>
<tr>
<td>Unknown</td>
<td>24</td>
<td>887</td>
<td>137</td>
</tr>
<tr>
<td>Unspecified</td>
<td>3</td>
<td>51</td>
<td>15</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>425</td>
<td>25860</td>
<td>5222</td>
</tr>
</tbody>
</table>

### Overall by Demographic Element for Demographic Category: Foster Youth Status

<table>
<thead>
<tr>
<th>Foster Youth Status</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>0</td>
<td>95</td>
<td>43</td>
</tr>
</tbody>
</table>

### Overall by Demographic Element for Demographic Category: Veteran Status

<table>
<thead>
<tr>
<th>Veteran Status</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>18</td>
<td>2478</td>
<td>744</td>
</tr>
</tbody>
</table>

### Overall by Demographic Element for Demographic Category: Age Range

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 and Younger</td>
<td>16</td>
<td>195</td>
<td>43</td>
</tr>
<tr>
<td>18-19</td>
<td>228</td>
<td>18759</td>
<td>4692</td>
</tr>
<tr>
<td>20-24</td>
<td>460</td>
<td>28500</td>
<td>6594</td>
</tr>
<tr>
<td>25-29</td>
<td>144</td>
<td>8333</td>
<td>1756</td>
</tr>
<tr>
<td>30-34</td>
<td>73</td>
<td>3494</td>
<td>637</td>
</tr>
<tr>
<td>35-39</td>
<td>54</td>
<td>1812</td>
<td>309</td>
</tr>
<tr>
<td>40-49</td>
<td>11</td>
<td>2045</td>
<td>328</td>
</tr>
<tr>
<td>50+</td>
<td>32</td>
<td>1151</td>
<td>178</td>
</tr>
<tr>
<td>Unknown</td>
<td>57</td>
<td>5971</td>
<td>1376</td>
</tr>
</tbody>
</table>
Overall by Demographic Category for SLO Category: Critical Thinking and Information Competency: Students will be able to think critically by analyzing data addressing and evaluating problems and issues in making decisions.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2121</td>
<td>107213</td>
<td>26609</td>
</tr>
<tr>
<td>conomically disadvantaged Status</td>
<td>2121</td>
<td>107213</td>
<td>26609</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2118</td>
<td>107043</td>
<td>26510</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foster Youth Status</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>95</td>
<td>43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Veteran Status</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2478</td>
<td>744</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

SLO Category: Global Awareness: Students will be able to demonstrate an understanding of the world.

Overall by Demographic Element for Demographic Category: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>2941</td>
<td>24503</td>
<td>4539</td>
</tr>
<tr>
<td>M</td>
<td>1914</td>
<td>21393</td>
<td>4225</td>
</tr>
<tr>
<td>N</td>
<td>93</td>
<td>964</td>
<td>163</td>
</tr>
<tr>
<td>X</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status

<table>
<thead>
<tr>
<th>Economically Disadvantaged Status</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNKNOWN</td>
<td>3016</td>
<td>28102</td>
<td>5166</td>
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<tr>
<td>Y</td>
<td>1933</td>
<td>18758</td>
<td>3761</td>
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Overall by Demographic Element for Demographic Category: Ethnicity

<table>
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<tr>
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<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>153</td>
<td>1562</td>
<td>396</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>29</td>
<td>399</td>
<td>69</td>
</tr>
<tr>
<td>Asian</td>
<td>930</td>
<td>6100</td>
<td>1044</td>
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<tr>
<td>Filipino</td>
<td>296</td>
<td>2056</td>
<td>369</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2204</td>
<td>23642</td>
<td>5091</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>15</td>
<td>215</td>
<td>40</td>
</tr>
<tr>
<td>Unknown</td>
<td>55</td>
<td>440</td>
<td>51</td>
</tr>
<tr>
<td>Unspecified</td>
<td>5</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1249</td>
<td>12290</td>
<td>1833</td>
</tr>
</tbody>
</table>
### Overall by Demographic Element for Demographic Category: Foster Youth Status

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Y</strong></td>
<td>5</td>
<td>5.00%</td>
<td>68</td>
</tr>
</tbody>
</table>

### Overall by Demographic Element for Demographic Category: Veteran Status

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Y</strong></td>
<td>47</td>
<td>4.25%</td>
<td>834</td>
</tr>
</tbody>
</table>

### Overall by Demographic Element for Demographic Category: Age Range

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 and Younger</td>
<td>26</td>
<td>16.05%</td>
<td>112</td>
</tr>
<tr>
<td>18-19</td>
<td>749</td>
<td>6.77%</td>
<td>8650</td>
</tr>
<tr>
<td>20-24</td>
<td>1092</td>
<td>5.97%</td>
<td>14493</td>
</tr>
<tr>
<td>25-29</td>
<td>300</td>
<td>7.01%</td>
<td>3423</td>
</tr>
<tr>
<td>30-34</td>
<td>105</td>
<td>6.97%</td>
<td>1228</td>
</tr>
<tr>
<td>35-39</td>
<td>72</td>
<td>9.97%</td>
<td>581</td>
</tr>
<tr>
<td>40-49</td>
<td>44</td>
<td>6.06%</td>
<td>607</td>
</tr>
<tr>
<td>50+</td>
<td>56</td>
<td>8.67%</td>
<td>531</td>
</tr>
<tr>
<td>Unknown</td>
<td>156</td>
<td>5.31%</td>
<td>2364</td>
</tr>
</tbody>
</table>

### Overall by Demographic Category for SLO Category: Global Awareness: Students will be able to demonstrate an understanding of the world.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>4948</td>
<td>8.15%</td>
<td>46860</td>
</tr>
<tr>
<td>Economically Disadvantaged Status</td>
<td>4949</td>
<td>8.15%</td>
<td>46860</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>4936</td>
<td>8.15%</td>
<td>46731</td>
</tr>
<tr>
<td>Foster Youth Status</td>
<td>5</td>
<td>5.00%</td>
<td>68</td>
</tr>
<tr>
<td>Veteran Status</td>
<td>47</td>
<td>4.25%</td>
<td>834</td>
</tr>
<tr>
<td>Age Range</td>
<td>2600</td>
<td>6.45%</td>
<td>31990</td>
</tr>
<tr>
<td>Age</td>
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<td>0.00%</td>
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</tr>
</tbody>
</table>
SLO Category: Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.

### Overall by Demographic Element for Demographic Category: Gender

<table>
<thead>
<tr>
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<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F</strong></td>
<td>5661</td>
<td>23819</td>
<td>2953</td>
</tr>
<tr>
<td></td>
<td>17.45%</td>
<td>73.44%</td>
<td>9.10%</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>2664</td>
<td>18305</td>
<td>2520</td>
</tr>
<tr>
<td></td>
<td>11.34%</td>
<td>77.93%</td>
<td>10.73%</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>149</td>
<td>869</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>13.20%</td>
<td>76.97%</td>
<td>9.83%</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status

<table>
<thead>
<tr>
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<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNKNOWN</strong></td>
<td>5646</td>
<td>26998</td>
<td>3672</td>
</tr>
<tr>
<td></td>
<td>15.55%</td>
<td>74.34%</td>
<td>10.11%</td>
</tr>
<tr>
<td><strong>Y</strong></td>
<td>2828</td>
<td>15995</td>
<td>1912</td>
</tr>
<tr>
<td></td>
<td>13.64%</td>
<td>77.14%</td>
<td>9.22%</td>
</tr>
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</table>

### Overall by Demographic Element for Demographic Category: Ethnicity

<table>
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<tr>
<td><strong>African American</strong></td>
<td>417</td>
<td>1759</td>
<td>403</td>
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<tr>
<td></td>
<td>16.17%</td>
<td>68.20%</td>
<td>15.63%</td>
</tr>
<tr>
<td><strong>American Indian/Alaskan Native</strong></td>
<td>51</td>
<td>334</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>12.23%</td>
<td>80.10%</td>
<td>7.67%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>1088</td>
<td>4135</td>
<td>579</td>
</tr>
<tr>
<td></td>
<td>18.75%</td>
<td>71.27%</td>
<td>9.98%</td>
</tr>
<tr>
<td><strong>Filipino</strong></td>
<td>442</td>
<td>1229</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>23.60%</td>
<td>65.62%</td>
<td>10.78%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>4303</td>
<td>24821</td>
<td>3073</td>
</tr>
<tr>
<td></td>
<td>13.36%</td>
<td>77.09%</td>
<td>9.54%</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td>41</td>
<td>175</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>15.24%</td>
<td>65.06%</td>
<td>19.70%</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>35</td>
<td>357</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>8.18%</td>
<td>83.41%</td>
<td>8.41%</td>
</tr>
<tr>
<td><strong>Unspecified</strong></td>
<td>13</td>
<td>41</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>20.97%</td>
<td>66.13%</td>
<td>12.90%</td>
</tr>
<tr>
<td><strong>White Non-Hispanic</strong></td>
<td>2056</td>
<td>10082</td>
<td>1193</td>
</tr>
<tr>
<td></td>
<td>15.42%</td>
<td>75.63%</td>
<td>8.95%</td>
</tr>
</tbody>
</table>

### Overall by Demographic Element for Demographic Category: Foster Youth Status

<table>
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<tr>
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<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Y</strong></td>
<td>3</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>3.45%</td>
<td>82.76%</td>
<td>13.79%</td>
</tr>
</tbody>
</table>

### Overall by Demographic Element for Demographic Category: Veteran Status

<table>
<thead>
<tr>
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<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Y</strong></td>
<td>96</td>
<td>796</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td>8.67%</td>
<td>71.91%</td>
<td>19.42%</td>
</tr>
</tbody>
</table>
### Overall by Demographic Element for Demographic Category: Age Range

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 and Younger</td>
<td>28 (30.43%)</td>
<td>58 (63.04%)</td>
<td>6 (6.52%)</td>
</tr>
<tr>
<td>18-19</td>
<td>1673 (15.70%)</td>
<td>7889 (74.02%)</td>
<td>1096 (10.28%)</td>
</tr>
<tr>
<td>20-24</td>
<td>2044 (14.90%)</td>
<td>10453 (76.22%)</td>
<td>1217 (8.87%)</td>
</tr>
<tr>
<td>25-29</td>
<td>426 (11.07%)</td>
<td>3040 (78.98%)</td>
<td>383 (9.95%)</td>
</tr>
<tr>
<td>30-34</td>
<td>147 (8.63%)</td>
<td>1413 (82.97%)</td>
<td>143 (8.40%)</td>
</tr>
<tr>
<td>35-39</td>
<td>88 (9.35%)</td>
<td>788 (83.74%)</td>
<td>65 (6.91%)</td>
</tr>
<tr>
<td>40-49</td>
<td>111 (9.07%)</td>
<td>978 (79.90%)</td>
<td>135 (11.03%)</td>
</tr>
<tr>
<td>50+</td>
<td>123 (14.09%)</td>
<td>665 (76.17%)</td>
<td>85 (9.74%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>484 (13.82%)</td>
<td>2635 (75.24%)</td>
<td>383 (10.94%)</td>
</tr>
</tbody>
</table>

### Overall by Demographic Category for SLO Category: Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.

<table>
<thead>
<tr>
<th>Demographic Category</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>8474 (14.85%)</td>
<td>42993 (75.36%)</td>
<td>5584 (9.79%)</td>
</tr>
<tr>
<td>Economically Disadvantaged Status</td>
<td>8474 (14.85%)</td>
<td>42993 (75.36%)</td>
<td>5584 (9.79%)</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>8446 (14.83%)</td>
<td>42933 (75.38%)</td>
<td>5579 (9.79%)</td>
</tr>
<tr>
<td>Foster Youth Status</td>
<td>3 (3.45%)</td>
<td>72 (82.76%)</td>
<td>12 (13.79%)</td>
</tr>
<tr>
<td>Veteran Status</td>
<td>96 (8.67%)</td>
<td>796 (71.91%)</td>
<td>215 (19.42%)</td>
</tr>
<tr>
<td>Age Range</td>
<td>5124 (14.02%)</td>
<td>27920 (76.37%)</td>
<td>3513 (9.61%)</td>
</tr>
<tr>
<td>Age</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>
Core ISLO 1 Communication: Students will be able to apply the principles of language and rational

**ISLO: Read:** Comprehend and interpret various types of written information.

<table>
<thead>
<tr>
<th>Demographic Category</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>13 0.93%</td>
<td>1123 80.73%</td>
<td>255 18.33%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>2 0.79%</td>
<td>226 89.68%</td>
<td>24 9.52%</td>
</tr>
<tr>
<td>Asian</td>
<td>178 4.10%</td>
<td>3634 83.64%</td>
<td>533 12.27%</td>
</tr>
<tr>
<td>Filipino</td>
<td>24 1.97%</td>
<td>1020 83.68%</td>
<td>175 14.36%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>359 1.65%</td>
<td>18529 85.03%</td>
<td>2903 13.32%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0 0.00%</td>
<td>171 83.41%</td>
<td>34 16.59%</td>
</tr>
<tr>
<td>Unknown</td>
<td>9 3.06%</td>
<td>251 85.37%</td>
<td>34 11.56%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>131 1.53%</td>
<td>7547 88.30%</td>
<td>869 10.17%</td>
</tr>
</tbody>
</table>

**Overall by Term for ISLO: Read: Comprehend and interpret various types of written information.**

<table>
<thead>
<tr>
<th>Term</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>5 0.22%</td>
<td>1952 84.80%</td>
<td>345 14.99%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>12 0.93%</td>
<td>1183 91.35%</td>
<td>100 7.72%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>358 3.33%</td>
<td>9210 85.60%</td>
<td>1191 11.07%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>198 1.57%</td>
<td>10649 84.37%</td>
<td>1775 14.06%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>104 1.01%</td>
<td>8727 84.47%</td>
<td>1501 14.53%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>41 0.87%</td>
<td>4146 87.63%</td>
<td>544 11.50%</td>
</tr>
</tbody>
</table>

**Overall by Demographic Category for ISLO: Read: Comprehend and interpret various types of written information.**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>19 1.40%</td>
<td>1081 79.90%</td>
<td>253 18.70%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>7 2.61%</td>
<td>233 86.94%</td>
<td>28 10.45%</td>
</tr>
<tr>
<td>Asian</td>
<td>333 6.63%</td>
<td>4091 81.45%</td>
<td>599 11.93%</td>
</tr>
<tr>
<td>Filipino</td>
<td>47 3.46%</td>
<td>1118 82.21%</td>
<td>195 14.34%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>747 3.24%</td>
<td>19170 83.11%</td>
<td>3150 13.66%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2 1.01%</td>
<td>172 86.43%</td>
<td>25 12.56%</td>
</tr>
<tr>
<td>Unknown</td>
<td>17 5.88%</td>
<td>241 83.39%</td>
<td>31 10.73%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>3 15.00%</td>
<td>14 70.00%</td>
<td>3 15.00%</td>
</tr>
</tbody>
</table>
### Overall by Term for ISLO: Write

Communicate opinions, ideas, and information in writing, including the creation of letters, reports, manuals, and graphs using correct grammar, spelling, punctuation, and appropriate language, style and format.

<table>
<thead>
<tr>
<th>Term</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>0</td>
<td>1136</td>
<td>208</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>18</td>
<td>1036</td>
<td>91</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>772</td>
<td>10697</td>
<td>1569</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>373</td>
<td>10476</td>
<td>1867</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>154</td>
<td>9060</td>
<td>1479</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>89</td>
<td>4642</td>
<td>662</td>
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</table>

### Overall by Demographic Category for ISLO: Write

Communicate opinions, ideas, and information in writing, including the creation of letters, reports, manuals, and graphs using correct grammar, spelling, punctuation, and appropriate language, style and format.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>13</td>
<td>769</td>
<td>168</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>4</td>
<td>161</td>
<td>9</td>
</tr>
<tr>
<td>Asian</td>
<td>149</td>
<td>1829</td>
<td>189</td>
</tr>
<tr>
<td>Filipino</td>
<td>25</td>
<td>599</td>
<td>81</td>
</tr>
<tr>
<td>Hispanic</td>
<td>391</td>
<td>12402</td>
<td>1534</td>
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<tr>
<td>Pacific Islander</td>
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<td>17</td>
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<tr>
<td>Unknown</td>
<td>9</td>
<td>170</td>
<td>14</td>
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<tr>
<td>Unspecified</td>
<td>1</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>106</td>
<td>4771</td>
<td>457</td>
</tr>
</tbody>
</table>

### ISLO: Listen

Interpret, and respond appropriately to verbal and nonverbal messages.

Overall by Demographic Element for Demographic Category: Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>13</td>
<td>769</td>
<td>168</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>4</td>
<td>161</td>
<td>9</td>
</tr>
<tr>
<td>Asian</td>
<td>149</td>
<td>1829</td>
<td>189</td>
</tr>
<tr>
<td>Filipino</td>
<td>25</td>
<td>599</td>
<td>81</td>
</tr>
<tr>
<td>Hispanic</td>
<td>391</td>
<td>12402</td>
<td>1534</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>108</td>
<td>17</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td>170</td>
<td>14</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>106</td>
<td>4771</td>
<td>457</td>
</tr>
</tbody>
</table>

Overall by Term for ISLO: Listen

Interpret, and respond appropriately to verbal and nonverbal messages.

<table>
<thead>
<tr>
<th>Term</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>0</td>
<td>254</td>
<td>43</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>0</td>
<td>878</td>
<td>48</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>358</td>
<td>7642</td>
<td>814</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>216</td>
<td>4576</td>
<td>545</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>78</td>
<td>6237</td>
<td>827</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>48</td>
<td>2951</td>
<td>429</td>
</tr>
</tbody>
</table>

Overall by Demographic Category for ISLO: Listen

Interpret, and respond appropriately to verbal and nonverbal messages.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>699</td>
<td>20819</td>
<td>2471</td>
</tr>
</tbody>
</table>
ISLO: Speak: Organize ideas and communicate verbally as appropriate to the audience and the situation, including participation in conversations, discussions, and group activities.

Overall by Demographic Element for Demographic Category: Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>18</td>
<td>589</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>2.44%</td>
<td>79.92%</td>
<td>17.64%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>6</td>
<td>5.04%</td>
<td>110</td>
</tr>
<tr>
<td>Asian</td>
<td>290</td>
<td>1327</td>
<td>146</td>
</tr>
<tr>
<td>Filipino</td>
<td>32</td>
<td>401</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>6.49%</td>
<td>81.34%</td>
<td>12.17%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>710</td>
<td>9838</td>
<td>1047</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>58</td>
<td>8</td>
</tr>
<tr>
<td>Unknown</td>
<td>15</td>
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<td>2</td>
<td>15</td>
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</tr>
<tr>
<td>White Non-Hispanic</td>
<td>186</td>
<td>3644</td>
<td>337</td>
</tr>
<tr>
<td></td>
<td>4.46%</td>
<td>87.45%</td>
<td>8.09%</td>
</tr>
</tbody>
</table>

Overall by Term for ISLO: Speak: Organize ideas and communicate verbally as appropriate to the audience and the situation, including participation in conversations, discussions, and group activities.

<table>
<thead>
<tr>
<th>Term</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
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<tbody>
<tr>
<td>Fall 2014</td>
<td>0</td>
<td>305</td>
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<td>0</td>
<td>727</td>
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</tr>
<tr>
<td>Fall 2015</td>
<td>700</td>
<td>6260</td>
<td>783</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>333</td>
<td>3613</td>
<td>326</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>140</td>
<td>4317</td>
<td>496</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>89</td>
<td>1990</td>
<td>226</td>
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<tr>
<td></td>
<td>3.86%</td>
<td>86.33%</td>
<td>9.80%</td>
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</table>

Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Does not meet expectations</td>
</tr>
<tr>
<td></td>
<td>1260</td>
<td>16124</td>
<td>1744</td>
</tr>
<tr>
<td></td>
<td>6.59%</td>
<td>84.30%</td>
<td>9.12%</td>
</tr>
</tbody>
</table>

Core ISLO 2. Critical Thinking and Information Competency: Students will be able to think critically

ISLO: Analysis: Apply rules and principles to new situations; discover rules and apply them to solve problems, use logic to draw conclusions from data, and differentiate between facts, influences, assumptions, and conclusions.

Overall by Demographic Element for Demographic Category: Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>34</td>
<td>1580</td>
<td>495</td>
</tr>
<tr>
<td></td>
<td>1.61%</td>
<td>74.92%</td>
<td>23.47%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>7</td>
<td>1.87%</td>
<td>317</td>
</tr>
<tr>
<td>Asian</td>
<td>363</td>
<td>7287</td>
<td>1744</td>
</tr>
<tr>
<td>Filipino</td>
<td>57</td>
<td>1965</td>
<td>510</td>
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<tr>
<td>Hispanic</td>
<td>829</td>
<td>28835</td>
<td>7765</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>256</td>
<td>72</td>
</tr>
<tr>
<td>Unknown</td>
<td>20</td>
<td>431</td>
<td>68</td>
</tr>
<tr>
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<td>3</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>276</td>
<td>12468</td>
<td>2579</td>
</tr>
<tr>
<td></td>
<td>1.80%</td>
<td>81.37%</td>
<td>16.83%</td>
</tr>
</tbody>
</table>
Overall by Term for ISLO: Analysis: Apply rules and principles to new situations; discover rules and apply them to solve problems, use logic to draw conclusions from data, and differentiate between facts, influences, assumptions, and conclusions.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>18 0.46%</td>
<td>3300 83.44%</td>
<td>637 16.11%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>12 0.36%</td>
<td>2888 85.60%</td>
<td>474 14.05%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>851 3.57%</td>
<td>18031 75.65%</td>
<td>4953 20.78%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>444 2.31%</td>
<td>15376 79.89%</td>
<td>3427 17.81%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>184 0.90%</td>
<td>15936 77.91%</td>
<td>4335 21.19%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>89 1.27%</td>
<td>6000 85.87%</td>
<td>898 12.85%</td>
</tr>
</tbody>
</table>

Overall by Demographic Category for ISLO: Analysis: Apply rules and principles to new situations; discover rules and apply them to solve problems, use logic to draw conclusions from data, and differentiate between facts, influences, assumptions, and conclusions.

<table>
<thead>
<tr>
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<th>Exceeds expectations</th>
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<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>1590 2.34%</td>
<td>53172 78.13%</td>
<td>13291 19.53%</td>
</tr>
</tbody>
</table>

**ISLO: Compute: Use basic numerical concepts, tables, graphs, charts, and basic geometric shapes to explain concepts or ideas.**

Overall by Demographic Element for Demographic Category: Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>5 0.57%</td>
<td>598 67.80%</td>
<td>279 31.63%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>0 0.00%</td>
<td>102 77.27%</td>
<td>30 22.73%</td>
</tr>
<tr>
<td>Asian</td>
<td>27 0.68%</td>
<td>3013 75.44%</td>
<td>954 23.89%</td>
</tr>
<tr>
<td>Filipino</td>
<td>5 0.44%</td>
<td>824 72.22%</td>
<td>312 27.34%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>31 0.20%</td>
<td>10532 69.23%</td>
<td>4649 30.56%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0 0.00%</td>
<td>104 68.87%</td>
<td>47 31.13%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1 0.55%</td>
<td>153 84.53%</td>
<td>27 14.92%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>0 0.00%</td>
<td>4 80.00%</td>
<td>1 20.00%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>35 0.55%</td>
<td>4825 75.26%</td>
<td>1551 24.19%</td>
</tr>
</tbody>
</table>

Overall by Term for ISLO: Compute: Use basic numerical concepts, tables, graphs, charts, and basic geometric shapes to explain concepts or ideas.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>5 0.92%</td>
<td>451 82.60%</td>
<td>90 16.48%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>12 1.15%</td>
<td>796 76.46%</td>
<td>233 22.38%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>16 0.14%</td>
<td>7751 69.69%</td>
<td>3355 30.17%</td>
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<tr>
<td>Spring 2016</td>
<td>51 0.80%</td>
<td>4813 75.94%</td>
<td>1474 23.26%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>20 0.22%</td>
<td>6251 70.17%</td>
<td>2638 29.61%</td>
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<tr>
<td>Spring 2017</td>
<td>0 0.00%</td>
<td>1217 81.35%</td>
<td>279 18.65%</td>
</tr>
</tbody>
</table>

Overall by Demographic Category for ISLO: Compute: Use basic numerical concepts, tables, graphs, charts, and basic geometric shapes to explain concepts or ideas.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>104 0.37%</td>
<td>20156 71.70%</td>
<td>7851 27.93%</td>
</tr>
</tbody>
</table>
Core ISLO 2. Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.

**ISLO: Research** Identify the need for data, obtain data from various sources, organize, process and maintain records of data collected, and analyze data for relevancy by using current technology.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
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</thead>
<tbody>
<tr>
<td>African American</td>
<td>9</td>
<td>549</td>
<td>165</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>140</td>
<td>19</td>
</tr>
<tr>
<td>Asian</td>
<td>63</td>
<td>2127</td>
<td>401</td>
</tr>
<tr>
<td>Filipino</td>
<td>16</td>
<td>665</td>
<td>120</td>
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<tr>
<td>Hispanic</td>
<td>109</td>
<td>10008</td>
<td>1844</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>61</td>
<td>20</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>151</td>
<td>28</td>
</tr>
<tr>
<td>Unspecified</td>
<td>0</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>71</td>
<td>4622</td>
<td>683</td>
</tr>
</tbody>
</table>

Overall by Term for ISLO: Research: Identify the need for data, obtain data from various sources, organize, process and maintain records of data collected, and analyze data for relevancy by using current technology.

<table>
<thead>
<tr>
<th>Term</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>19</td>
<td>1279</td>
<td>313</td>
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<tr>
<td>Spring 2015</td>
<td>24</td>
<td>1286</td>
<td>322</td>
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<tr>
<td>Fall 2015</td>
<td>59</td>
<td>6158</td>
<td>1231</td>
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<tr>
<td>Spring 2016</td>
<td>50</td>
<td>5605</td>
<td>925</td>
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<tr>
<td>Fall 2016</td>
<td>97</td>
<td>4553</td>
<td>750</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>41</td>
<td>2318</td>
<td>364</td>
</tr>
</tbody>
</table>

Overall by Demographic Element for ISLO: Research: Identify the need for data, obtain data from various sources, organize, process and maintain records of data collected, and analyze data for relevancy by using current technology.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>272</td>
<td>18334</td>
<td>3284</td>
</tr>
</tbody>
</table>

**ISLO: Solve Problems** Recognize whether or not a problem exists, identify components of a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>14</td>
<td>459</td>
<td>93</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>123</td>
<td>17</td>
</tr>
<tr>
<td>Asian</td>
<td>29</td>
<td>1565</td>
<td>238</td>
</tr>
<tr>
<td>Filipino</td>
<td>6</td>
<td>492</td>
<td>76</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59</td>
<td>8598</td>
<td>1229</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>44</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>151</td>
<td>14</td>
</tr>
<tr>
<td>Unspecified</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>43</td>
<td>3945</td>
<td>409</td>
</tr>
</tbody>
</table>

Overall by Demographic Category for ISLO: Solve Problems: Recognize whether or not a problem exists, identify components of a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.
Overall by Term for ISLO: Solve Problems: Recognize whether or not a problem exists, identify components of a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.

<table>
<thead>
<tr>
<th>Term</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>2 0.78%</td>
<td>210 82.35%</td>
<td>43 16.86%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>6 0.74%</td>
<td>746 91.87%</td>
<td>60 7.39%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>66 1.27%</td>
<td>4417 84.93%</td>
<td>718 13.81%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>35 0.85%</td>
<td>3747 90.51%</td>
<td>358 8.65%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>43 0.83%</td>
<td>4534 87.09%</td>
<td>629 12.08%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>0 0.00%</td>
<td>2403 86.25%</td>
<td>383 13.75%</td>
</tr>
</tbody>
</table>

Overall by Demographic Category for ISLO: Solve Problems: Recognize whether or not a problem exists, identify components of a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>11 1.58%</td>
<td>480 68.77%</td>
<td>207 29.66%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>2 1.52%</td>
<td>105 79.55%</td>
<td>25 18.94%</td>
</tr>
<tr>
<td>Asian</td>
<td>120 3.80%</td>
<td>2390 75.70%</td>
<td>647 20.49%</td>
</tr>
<tr>
<td>Filipino</td>
<td>33 3.11%</td>
<td>811 76.44%</td>
<td>217 20.45%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>147 1.33%</td>
<td>8320 75.00%</td>
<td>2626 23.67%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0 0.00%</td>
<td>55 67.90%</td>
<td>26 32.10%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6 3.77%</td>
<td>134 84.28%</td>
<td>19 11.95%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1 5.00%</td>
<td>14 70.00%</td>
<td>5 25.00%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>124 2.32%</td>
<td>4270 79.81%</td>
<td>956 17.87%</td>
</tr>
</tbody>
</table>

Core ISLO 3. Global Awareness: Students will be able to demonstrate an understanding of the world.

**ISLO: Scientific Observation and Methodology:** Apply scientific processes to solve problems and measure and observe natural phenomena; and will be able to design and perform experiments to analyze the major differences and connections between social, natural, and physical science.

Overall by Demographic Element for Demographic Category: Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>64 5.83%</td>
<td>607 62.63%</td>
<td>346 31.54%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>94 4.51%</td>
<td>1465 70.30%</td>
<td>525 25.19%</td>
</tr>
<tr>
<td>Asian</td>
<td>128 2.53%</td>
<td>3910 77.33%</td>
<td>1018 20.13%</td>
</tr>
<tr>
<td>Filipino</td>
<td>161 2.19%</td>
<td>5620 76.49%</td>
<td>1566 21.31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59 1.11%</td>
<td>4097 76.90%</td>
<td>1172 22.00%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0 0.00%</td>
<td>1753 79.97%</td>
<td>439 20.03%</td>
</tr>
</tbody>
</table>

Overall by Term for ISLO: Scientific Observation and Methodology: Apply scientific processes to solve problems and measure and observe natural phenomena; and will be able to design and perform experiments to analyze the major differences and connections between social, natural, and physical science.

<table>
<thead>
<tr>
<th>Term</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>64 5.83%</td>
<td>607 62.63%</td>
<td>346 31.54%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>94 4.51%</td>
<td>1465 70.30%</td>
<td>525 25.19%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>128 2.53%</td>
<td>3910 77.33%</td>
<td>1018 20.13%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>161 2.19%</td>
<td>5620 76.49%</td>
<td>1566 21.31%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>59 1.11%</td>
<td>4097 76.90%</td>
<td>1172 22.00%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>0 0.00%</td>
<td>1753 79.97%</td>
<td>439 20.03%</td>
</tr>
</tbody>
</table>

Overall by Demographic Category for ISLO: Scientific Observation and Methodology: Apply scientific processes to solve problems and measure and observe natural phenomena; and will be able to design and perform experiments to analyze the major differences and connections between social, natural, and physical science.
**ISLO: Global Systems and Civic Responsibility:** Interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors; recognize important economic and political issues in the local community, the state, the country, and the world. Students will also be able to evaluate the importance of the natural environment to human well being and the impact of human activity on the well being of the global environment.

**Overall by Demographic Element for Demographic Category: Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>16</td>
<td>364</td>
<td>57</td>
</tr>
<tr>
<td>American/Alaskan Native</td>
<td>4</td>
<td>64</td>
<td>7</td>
</tr>
<tr>
<td>Asian</td>
<td>122</td>
<td>855</td>
<td>91</td>
</tr>
<tr>
<td>Filipino</td>
<td>26</td>
<td>320</td>
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<td>Hispanic</td>
<td>462</td>
<td>4916</td>
<td>747</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2</td>
<td>48</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
<td>78</td>
<td>5</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>150</td>
<td>1819</td>
<td>189</td>
</tr>
</tbody>
</table>

**Overall by Term for ISLO: Global Systems and Civic Responsibility:** Interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors; recognize important economic and political issues in the local community, the state, the country, and the world. Students will also be able to evaluate the importance of the natural environment to human well being and the impact of human activity on the well being of the global environment.

<table>
<thead>
<tr>
<th>Term</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>0</td>
<td>103</td>
<td>108</td>
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<tr>
<td>Spring 2015</td>
<td>0</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>491</td>
<td>2826</td>
<td>464</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>181</td>
<td>2145</td>
<td>224</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>77</td>
<td>2385</td>
<td>278</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>45</td>
<td>1246</td>
<td>144</td>
</tr>
</tbody>
</table>

**Overall by Demographic Category for ISLO: Global Systems and Civic Responsibility:** Interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors; recognize important economic and political issues in the local community, the state, the country, and the world. Students will also be able to evaluate the importance of the natural environment to human well being and the impact of human activity on the well being of the global environment.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>793</td>
<td>7.62%</td>
<td>8475</td>
<td>1137</td>
</tr>
</tbody>
</table>

**ISLO: Artistry:** To assess the visual arts, dance, music, and literature of many cultures, and will be able to analyze the methods used to create art and interpret its meaning. Student will also be able to engage in some artistic creative endeavors.

**Overall by Demographic Element for Demographic Category: Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>126</td>
<td>717</td>
<td>132</td>
</tr>
<tr>
<td>American/Alaskan Native</td>
<td>23</td>
<td>230</td>
<td>37</td>
</tr>
</tbody>
</table>

**Exceeds expectations** is the percentage of students who met or exceeded the expectations set for the course

**Meets expectations** is the percentage of students who met the expectations set for the course

**Does not meet expectations** is the percentage of students who did not meet the expectations set for the course
Overall by Term for ISLO: Artistry: To assess the visual arts, dance, music, and literature of many cultures, and will be able to analyze the methods used to create art and interpret its meaning. Student will also be able to engage in some artistic creative endeavors.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>244</td>
<td>683</td>
<td>46</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>475</td>
<td>2694</td>
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</tr>
<tr>
<td>Fall 2015</td>
<td>1038</td>
<td>5126</td>
<td>846</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>921</td>
<td>6033</td>
<td>792</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>770</td>
<td>5845</td>
<td>801</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>383</td>
<td>3343</td>
<td>448</td>
</tr>
</tbody>
</table>

Overall by Demographic Category for ISLO: Artistry: To assess the visual arts, dance, music, and literature of many cultures, and will be able to analyze the methods used to create art and interpret its meaning. Student will also be able to engage in some artistic creative endeavors.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>144</td>
<td>826</td>
<td>168</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>19</td>
<td>176</td>
<td>20</td>
</tr>
<tr>
<td>Asian</td>
<td>477</td>
<td>2282</td>
<td>352</td>
</tr>
<tr>
<td>Filipino</td>
<td>172</td>
<td>605</td>
<td>91</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1749</td>
<td>11555</td>
<td>1397</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>15</td>
<td>91</td>
<td>22</td>
</tr>
<tr>
<td>Unknown</td>
<td>22</td>
<td>179</td>
<td>23</td>
</tr>
<tr>
<td>Unspecified</td>
<td>5</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>788</td>
<td>4907</td>
<td>569</td>
</tr>
</tbody>
</table>

Core ISLO 4. Personal Responsibility and Professional Development: Students will be able to

**ISLO: Self-Awareness: Accurately assess their own knowledge, skills, and abilities; to self motivate and set realistic goals; to accept criticism; and to respond appropriately to changing situations.**

Overall by Demographic Element for Demographic Category: Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>144</td>
<td>826</td>
<td>168</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>19</td>
<td>176</td>
<td>20</td>
</tr>
<tr>
<td>Asian</td>
<td>477</td>
<td>2282</td>
<td>352</td>
</tr>
<tr>
<td>Filipino</td>
<td>172</td>
<td>605</td>
<td>91</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1749</td>
<td>11555</td>
<td>1397</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>15</td>
<td>91</td>
<td>22</td>
</tr>
<tr>
<td>Unknown</td>
<td>22</td>
<td>179</td>
<td>23</td>
</tr>
<tr>
<td>Unspecified</td>
<td>5</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>788</td>
<td>4907</td>
<td>569</td>
</tr>
</tbody>
</table>
Overall by Term for ISLO: Self-Awareness: Accurately assess their own knowledge, skills, and abilities; to self motivate and set realistic goals; to accept criticism; and to respond appropriately to changing situations.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>5</td>
<td>0.59%</td>
<td>679</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>114</td>
<td>8.66%</td>
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</tr>
<tr>
<td>Fall 2015</td>
<td>1339</td>
<td>14.75%</td>
<td>6909</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>702</td>
<td>13.32%</td>
<td>4137</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>489</td>
<td>6.61%</td>
<td>6108</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>776</td>
<td>17.03%</td>
<td>3257</td>
</tr>
</tbody>
</table>

Overall by Demographic Category for ISLO: Self-Awareness: Accurately assess their own knowledge, skills, and abilities; to self motivate and set realistic goals; to accept criticism; and to respond appropriately to changing situations.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>3391</td>
<td>12.71%</td>
<td>20641</td>
</tr>
</tbody>
</table>

**ISLO: Social and Physical Fitness and Wellness: Manage personal health and well being and to demonstrate appropriate social skills in group settings.**

Overall by Demographic Element for Demographic Category: Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>152</td>
<td>24.56%</td>
<td>365</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>17</td>
<td>26.98%</td>
<td>43</td>
</tr>
<tr>
<td>Asian</td>
<td>313</td>
<td>31.14%</td>
<td>597</td>
</tr>
<tr>
<td>Filipino</td>
<td>140</td>
<td>32.41%</td>
<td>239</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1311</td>
<td>21.73%</td>
<td>4002</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>13</td>
<td>23.64%</td>
<td>30</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>12.77%</td>
<td>38</td>
</tr>
<tr>
<td>Unspecified</td>
<td>4</td>
<td>23.53%</td>
<td>11</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>678</td>
<td>28.94%</td>
<td>1427</td>
</tr>
</tbody>
</table>

Overall by Term for ISLO: Social and Physical Fitness and Wellness: Manage personal health and well being and to demonstrate appropriate social skills in group settings.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>0</td>
<td>0.00%</td>
<td>25</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>102</td>
<td>34.81%</td>
<td>164</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>813</td>
<td>23.07%</td>
<td>2236</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>440</td>
<td>21.81%</td>
<td>1462</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>377</td>
<td>16.84%</td>
<td>1560</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>935</td>
<td>34.16%</td>
<td>1539</td>
</tr>
</tbody>
</table>

Overall by Demographic Category for ISLO: Social and Physical Fitness and Wellness: Manage personal health and well being and to demonstrate appropriate social skills in group settings.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>2634</td>
<td>24.81%</td>
<td>6754</td>
</tr>
</tbody>
</table>
**ISLO: Workplace Skills:** Learn to be dependable, reliable, and accountable; to meet deadlines and complete tasks; to maintain a professional attitude; and to work as a productive member of a team.

### Overall by Demographic Category for ISLO: Workplace Skills

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>121</td>
<td>567</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>14.74%</td>
<td>69.06%</td>
<td>16.20%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>15</td>
<td>115</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10.79%</td>
<td>82.73%</td>
<td>6.47%</td>
</tr>
<tr>
<td>Asian</td>
<td>298</td>
<td>1256</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td>17.67%</td>
<td>74.50%</td>
<td>7.83%</td>
</tr>
<tr>
<td>Filipino</td>
<td>130</td>
<td>385</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>22.69%</td>
<td>67.19%</td>
<td>10.12%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1243</td>
<td>9264</td>
<td>956</td>
</tr>
<tr>
<td></td>
<td>10.84%</td>
<td>80.82%</td>
<td>8.34%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>13</td>
<td>54</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>15.12%</td>
<td>62.79%</td>
<td>22.09%</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>139</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4.49%</td>
<td>89.10%</td>
<td>6.41%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>4</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>25.00%</td>
<td>62.50%</td>
<td>12.50%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>590</td>
<td>3748</td>
<td>386</td>
</tr>
<tr>
<td></td>
<td>12.49%</td>
<td>79.34%</td>
<td>8.17%</td>
</tr>
</tbody>
</table>

### Overall by Term for ISLO: Workplace Skills

<table>
<thead>
<tr>
<th>Semester</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>0</td>
<td>199</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>0.00%</td>
<td>83.61%</td>
<td>16.39%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>102</td>
<td>585</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>14.09%</td>
<td>80.80%</td>
<td>5.11%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>811</td>
<td>5408</td>
<td>563</td>
</tr>
<tr>
<td></td>
<td>11.96%</td>
<td>79.74%</td>
<td>8.30%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>430</td>
<td>3812</td>
<td>304</td>
</tr>
<tr>
<td></td>
<td>9.46%</td>
<td>83.85%</td>
<td>6.69%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>381</td>
<td>3988</td>
<td>478</td>
</tr>
<tr>
<td></td>
<td>7.86%</td>
<td>82.28%</td>
<td>9.86%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>730</td>
<td>2444</td>
<td>378</td>
</tr>
<tr>
<td></td>
<td>20.55%</td>
<td>68.81%</td>
<td>10.64%</td>
</tr>
</tbody>
</table>

### Overall by Demographic Category for ISLO: Workplace Skills

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>2421</td>
<td>15538</td>
<td>1705</td>
</tr>
<tr>
<td></td>
<td>12.31%</td>
<td>79.02%</td>
<td>8.67%</td>
</tr>
</tbody>
</table>
Fullerton College and ISLOs

- ISLOs are the *knowledge, skills, abilities, and attitudes that students are expected to develop as a result of* their overall experiences with any aspect of the college, including courses, programs, and student services.

- FC ISLOs were adopted in 2010
College ISLOs

- Communication: Students will be able to apply the principles of language and rational thought to communicate effectively.

- Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.

- Global Awareness: Students will be able to demonstrate an understanding of the world.

- Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.
ISLO Data

Collection:
1. Course level (CSLO data)
2. Completer survey for degree and certificate awardees

Reported at:
1. FC SLO website - https://slo.fullcoll.edu/
2. Program Review - http://programreview.fullcoll.edu/
Why now? ... Accreditation

Compliance Requirements
The Commission also determined that the College must demonstrate compliance with the following Standards, as addressed in the College recommendations. This demonstration must be addressed in the required Follow-Up Report.

1. Standards I.B.1, II.A.2, II.A.3 (College Recommendation 1): In order to meet the Standard, the college must assess Institutional Student Learning Outcomes (ISLOs) and engage in sustained substantive and collegial dialog of outcomes in pursuit of continuous quality improvement of courses and programs.

- We are currently collecting and reporting ISLO data

Need sustained dialog and plan for improvement
Today’s Activity

- **Goals**
  - College-wide ISLO dialog
  - Shared understanding of ISLOs across FC
  - Feedback on ISLO process
  - Suggested improvements

- **Directions**
  - Individual notes on small paper, group notes on flipchart
  - Don’t get stuck in the weeds
  - Everyone contributes to ISLOs
College ISLOs

- Communication: Students will be able to apply the principles of language and rational thought to communicate effectively.

- Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decision.

- Global Awareness: Students will be able to demonstrate an understanding of the world.

- Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.
Join us for Fall Convocation 2018!

Friday, August 17

Breakfast
Campus Dining Room

Convocation
Campus Theatre
8-8:45 a.m.  
9-11 a.m.

**Breakout Sessions**
Building 200, Rooms 224-229
11-11:50 a.m.

Fullerton College | 321 East Chapman Avenue, Fullerton, CA 92832

Unsubscribe cayon@fullcoll.edu
Update Profile | About our service provider
Sent by campus.communications@fullcoll.edu in collaboration with

Try it free today
1. Recall the student presentations in the campus theatre. What connections can you draw from the students exhibited skills, knowledge, and performances to the College’s ISLOs?

2. In your everyday work at the College, how/where/when do you see students attaining ISLOs?

3. Please review the survey data. What resonates with you? What do you find useful or compelling? What does not make sense or what additional information do you need?
4. Please review the eLumen data. What resonates with you? What do you find useful or compelling? What does not make sense or what additional information do you need?

5. After reviewing the survey and eLumen data, what suggested improvements do you recommend the College implement to improve student attainment of ISLOs?

6. One of the necessary improvements the College needs to make with regard to ISLOs in the accreditation review process is identifying where to regularly discuss ISLO data and suggest improvements. Where do you believe ISLO data and suggested improvements should be regularly discussed at Fullerton College?
## ISLO Break-Out Session Activity Results & Responses

**Question 1.** Recall the student presentations in the campus theater. What connections can you draw from the students exhibited skills, knowledge, and performances to the College's ISLOs?

<table>
<thead>
<tr>
<th>Survey Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Couldn't hear the words very well. Talked too fast. Bad sound reproduction.</td>
</tr>
</tbody>
</table>
| 2             | Communication - Well-framed and communicated arguments  
Critical thinking - research - cited sources  
Global awareness |
| 3             | The student presentations showed high levels of critical thinking. They communicated ideas effectively. The debates showed ability to organize their ideas, especially in the debates, but also in the cultural piece, or the last performance piece. |
| 4             | Communication - Able to read something and then communicate about it.  
Speak - Organic ideas and communicate verbally.  
Personal responsibility - students were very professional - asked listeners to take personal responsibility  
Global awareness - aware of things going on in the world |
| 5             | #1 - Read, write, listen, speak  
#2 - Analysis, compute, research, solve problems  
#3 - Current issues, different perspectives, artistry, cultural beliefs  
#4 - Last 2 were very related to wellness, team work, professional attitude |
| 6             | Professionalism  
Organization  
Trending Topics  
Critical Thinking/Analysis  
Took responsibility in sending a specific message  
Solve problems |
<p>| 7             | They exhibited professionalism. Trending topic - World understanding. |
| 8             | Professionalism, organization, fundamental knowledge, public speaking skills, trending topics. |
| 9             | Rational thoughts communicated; self awareness; knowledge of the world and apply it to fiction and end of the world scenarios. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 10 | A. 2 rational thoughts on hot topics  
B. Interpret and respond appropriately  
C. Included participation and discussion  |
| 11 | Communicate effectively and rationally  
Appropriate to all audiences  
Organizational skills were great  
Appropriate  |
| 12 | ISLO  
#1. Communication  
a) Read  
b) Write  
c) Listen  
d) Speak  
#2. Critical thinking & information implementing research  
#3. Global Awareness  
a) Global systems  
b) Civic responsibility  
**50 Minutes to answer 6 questions not enough time.**  
Suggestions:  
#1 - Limit questions to 3  
#2 - Split rooms into two - one for questions #1 - 3 and other room #4 - 5  |
| 13 | 1) Communication - rational thoughts & effective  
2) Critical Thinking: Analysis, compute, research solve  
4) Personal Responsibility - self awareness - social & physical wellness  |
| 14 | Clearly, the speech/debate students, demonstrated skills in the communication (all areas)/critical thinking and info competency (research, analysis especially).  
The speaker on Black Panther demonstrated powerful interpretative strategies for making cultural meaning of the movie.  |
<p>| 15 | They are obviously well-trained and demonstrated clear traits of communication, critical thinking, and global awareness  |
| 16 | [NO RESPONSE]  |
| 17 | The students all represented one of the ISLOs  |
| 18 | [NO RESPONSE]  |</p>
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</table>
| 19 | #3 - Global awareness, critical thinking, communication.  
I believe all the ISLOs were met with the student presentations. Communication was obviously emphasized. However, students exhibited a good use of critical thinking and information completely.  |
| 20 | Speech & debate classes support ISLOs |
| 21 | Speech & debate courses contribute to successful ISLO completion |
| 22 | The students today all exhibited all ISLOs  
1D They could read, reply - wrote their speeches, listened, they mastered the spoken language  
Critical thinking - had to research/problem-solve  
3. Global awareness - cited scientific journal, b) historical perspective c) Artistry in debate form/cadence, Black Panther prose  
4. Personal responsibility [illegible]/Prose on fatness |
| 23 | [NO RESPONSE] |
| 24 | Communication: Comprehend and interpret information/sources  
Critical Thinking: Research conducted and they addressed problems (analyzing)  
Global Awareness: Artistry was reflected  
Personal Responsibility: They showed self-awareness |
| 25 | *Communication  
*Critical thinking & Information competency  
*Global awareness  
*Professional development  
*Personal responsibility |
| 26 | 1) Communication - They read scholarly works; comprehended them, and communicated them back well.  
2) Critical thinking was clear in every speech.  
3) Global awareness of public policy, etc.  
4) They all behaved/acted/presented themselves professionally |
| 27 | Communication - Student presentations very polished with regards to language (grammar, appropriate language) (#1.A) & (#1.D)  
1.A Students all displayed the ability to incorporate journal articles in their speech. |
| 28 | SLO #4C - Professionalism/deadlines  
Citing reliable sources  
Communication - read research, write speeches, listen to each other (respond)  
Critical thinking - analysis, debate  
SLO #4 - a) respond to criticism  
SLO #3 - c) artistry (last speech weaving voices together) - Black Panther - Interpreting meaning of art |
| 29 | [NO RESPONSE] |
| ISLO #1 | Communicate verbally - AV  
Listening to peer - debate  
Read - Speeches mentioned referenced articles and quotes  
Artistry - Last presenter |
| --- | --- |
| ISLO #2 | Analysis - debate demonstrated this concept  
Research - debate - researched and utilized data in argument |
| ISLO #3 | Solve problems - speaker on "Stealthing", why problem, how to resolve  
Global systems & civic responsibility - debate - issue of civic responsibilities |
| ISLO #4 | Self Awareness - last presenters |
| 1D | Articulated research |
| 1C | Listened to opposing debate views |
| 1A | Read research |
| 3C | Poetry, creative speech |
| 3B | Political issues worldwide impact |
| 1A, B, C, D | Referenced publications read |
| 2A | Analyzed information gathered prior to debates |
| 2C | Research various topics presented |
| 2D | Acknowledging, reporting on problems |
| 3B | Global systems & civic responsibility - stealing, no first use policy, body size acceptance |
| 3C | Artistry - Black Panther (movie) |
| 4A | Self-awareness debate, body acceptance, Black Panther speech |
| 4B | Self-awareness debate, body shaming, acceptance |
| 4C | Workplace(?) skills, professional appearance, non-verbals, debate plan(?), collaboration |
| 30 | Objective demonstration in rational thought and communication. Awards in communication and rational thought. |
| 34 | [NO RESPONSE] |
| 35 | They met all SLOs |
| 36 | The students demonstrated performance at a very high level. They were able to engage the audience and carry a very effective message. The K, S, D's exhibited were above expectation for an average community college student. They were outstanding. |
| 37 | Effective Communication, Analysis, Critical Thinking  
Addressed global concerns |
| 38 | Communication skills - all communication skills are important, hence communication skills in our classrooms are important to emphasize. Make communication skills a part of the CSLOs. |
| 39 | 1A. - Students demonstrated comprehension of various types of written info.  
    1B. - Demonstrated - Assuming they wrote what was presented.  
    1C. - Demonstrated  
    1D. - Demonstrated  
    2A. - ✓  
    2B. - ?  
    2C. - Presented Data  
    2D. - ✓  
    3A. - ?  
    3B. - Political issues  
    3C. - ?  
    4A. - Yes ✓  
    4B. - Yes ✓  
    4C. - ? |
| 40 | 1, 2, 3 & 4  
    Presentations connected students’ skills, knowledge & performance to each of the ISLOs. Communication, critical thinking, and info competency, understanding of world issues, and professional development were all displayed during presentations. |
| 41 | Demonstrated the ability to research, obtain and organize data into a presentation. Verbally communicate the problem, causes of problems and damages as a result. Apply critical thinking skills to provide possible solutions and conclusions to the problem. |
| 42 | Students exceeded expectations in their delivery. Demonstrated critical thinking. |
| 43 | The students are ready to perform with effectiveness and professionalism. The students used well chosen words (#1) Research data |
| 44 | Communication ability - Verbal, oral  
    Connecting knowledge to impact on global issues  
    Analysis of knowledge to various topics  
    Research  
    Identification of issues and offering solutions |
| 45 | Artistry - Wakanda interpretation demonstrated arts appreciation.  
    Global Awareness - Debate re: nuclear codes  
    Research Skills - To support debate points  
    Problem-Solving - Analysis to get to their arguments  
    Writing - Had to write arguments  
    Note-taking - Wanted to rebuff, so taking notes  
    Non-verbal - Use of hands |
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<tr>
<th>Survey Number</th>
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<tbody>
<tr>
<td>1</td>
<td>(Illegible)</td>
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</table>
| 2             | Students read and understand concepts in texts and articles  
   Students are asked to critically evaluate articles  
   Summarize and interpret scientific research |
| 3             | Students in the art area are creating work that represents various observations on global issues, self awareness, and communication of ideas. I have had students do artwork from the Wounded Warrior project which are then donated to the local veterans hospitals.  
   The ability to learn drawing skills is really learning perception. Also in developing right brain skills, students report to me that they find creative solutions in other areas of their life. |
| 4             | Classroom activities - reading & writing - English classes 520 1 & 2 are done all the time.  
   Global Awareness - study abroad teaches this. Also in my English classes we have a global focus.  
   Personal responsibility - have to take charge of your education  
   Research - students have to do research papers  
   Talking to students about their future |
| 5             | In class assignments (especially #1-3), during in-class activities (especially #3-4), in clubs and appointments on College (probably all; especially 1, 3, 4) |
| 6             | Projects: Architectural Designs  
   Energy Conscience  
   Form & Function  
   Model/Case Study  
   Presentation of Work:  
   Adhering to client needs  
   Social/environmental needs  
   Creating a general feel of  
   Carbon neutrality |
| 7             | By achieving their goals set to industry standards they reach the degree of certification. |
| 8             | Hands on, one-on-one working with students in the classroom and lab |
| 9             | Learning a little about finding and using trustworthy info in essays. |
| 10            | A. Solve problems, create a plan of action to resolve an issue  
   B. Communication, listen and speak  
   C. Global awareness - engage in artistic creative endeavors. [Illegible]  
   D. Personal responsibility and professional development, self awareness, work place skills |
| 11 | Classroom - Teachers  
|    | Club activities - Outreach/activities  
|    | College mentors  
|    | Tutoring/skills center  
|    | Canvas - Self efficacy  
|    | - Competency  
|    | - Communication self awareness  
|    | - Physical awareness  
|    | - Critical thinking  
| Acts of Kindness  
|    | - Global Awareness  
|    | - World Fest  
|    | - Ma De Los Muertes (?) |
| 12 | In classroom:  
|    | #1 - Communication - class discussions about lecture  
|    | #2 - Critical thinking & information competency - servicing clients to address hair needs, problem solving for hair solutions.  
|    | #3 Global awareness - Students participating in campus functions, such as Dia De Los Muertes, World Fest |
| 13 | Classroom  
|    | Club meeting/planning events, organizing, accountability  
|    | Campus functions (global, cultural, community)  
|    | Canvas/communications (tech) |
| 14 | Associated Students and student clubs help students develop a sense of Civic responsibility, an understanding of important issues in their local community. |
| 15 | When students demonstrate in my classes knowledge that they learned in another class in a different discipline - Very hard to capture, but it might be useful to gather groups of faculty within the ISLO areas to discuss these ideas/results. |
| 16 | [NO RESPONSE] |
| 17 | Everywhere on campus in my classes as well as in clubs there are students accomplishing ISLOs |
| 18 | [NO RESPONSE] |
| 19 | ISLO #1  
|    | A. Reading assignments are given from the textbook, internet articles, and professional journals.  
<p>|    | B. Students analyze their diet and write an essay summarizing their results and areas they need to improve and how they will do that. |</p>
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| 20   | In an ESL Class:  
ISLO #1 - A, B, C, D  
#2 - A  
#3 - B, C  
#4 - A, C |
| 21   | #4 - Tutors at Writing Center  
#3 - ESL course work & group work |
| 22   | As coaches, we try to implement the ISLOs. Encouraging communication, critical thinking (solving prepared)  
1) Communications - Have to present in class. Working on group projects, have to talk in front of team - listening  
Spin Class - self aware when demonstrating in class  
Artistry - Visual Arts |
| 23   | (Persistence, professionalism)  
-In the classroom  
-Registration process  
-Skills center  
Navigating administration  
-Civil responsibility: student government, athletics, volunteering (ie. Food bank, KinderCaminata, etc) |
| 24   | *In the classrooms  
*In performances  
*In competition  
*Study groups  
*Project  
*Tutoring Center  
*Counseling Center |
| 25   | Study Abroad = Global awareness  
Library = 2C research & analysis  
English = 1A/1B/2A, C, D  
SI/Tutors = 4C - Professionalism & personal growth  
Music = 2A need to recognize repetition/4C working as team |
| 26   | 2.A - Analysis: Music students must recognize sections in their individual assignments and determine when to adjust (illegible) in order to attain balance  
4.C - This also requires them to demonstrate self-awareness and allows them to work as a productive member of a team |
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| 28   | English Composition (60/99, 100, 101) = ISLO # 1A & 1B are the core tasks  
Tutors in particular 4a  
Study abroad ISLO #3  
SLO #4C - Student workers (this is a great group to survey) - (ESP, SI, offices on campus) - LRISSPS - hundreds of tutors!  
Music -2a - noticing repetition, understanding hierarchy/value of information (theory, applied) |
| 29   | In physics and astronomy classes, students attain critical thinking and information competency as they learn scientific theories and solving problems. In a science club, students can attain all ISLOs as they develop their own projects. |
| 30   | ISLO #1 - Students demonstrate competencies in all 4 areas we give students opportunity to communicate during classes both verbally & in written word  
ISLO #2 - D - Solve problems - Fund Labs - students work together to solve issues in [illegible] labs. Collaborate to making recipes as needed.  
Dean Shared - ISLO #4 - Self awareness: student communicates their point of view on issues.  
ISLO #4 - Social & Physical fitness & wellness - nutrition courses cover all aspects of this.  
ISLO #3 A - Scientific observation & methodology - scientific method taught and used in study of nutrition science. |
| 31   | 1A - Reading math questions carefully  
1D - Speaking to professors  
2A - Using logic in math  
3B - Cultural events on campus  
4C - Meeting assignment deadlines |
| 32 | 1A - Reading text, prepare, discussions, assignments  
1B - Unite: projects, assignments, quizzes, exams, discussion  
1C - Listen to lecture, group discussions, videos in online classes or in class  
1D - Speech - class presentation, online questions, in class to teacher or peers, group work  
2A - Analyze their diet, food label evaluation, evaluating nutrition/food  
2B - Calculate nutrition info, health info |
| 33 | Kinesiology - Self-awareness  
Counseling - Appointments  
Library - Personal responsibility (asking, researching, looking up, booking instruction/sessions/research)  
Getting foot in library is taking personal responsibility |
| 34 | Personal Responsibility - Professional development on teams  
Going to the library, personal consultations, complete homework assignments |
| 35 | Critical Thinking - Massag Labs/Pilates Lab |
| 36 | *Counseling: #1, #4  
*Library Sciences: #2, #4  
*Humanities: #3, #1, #2  
*P.E. : #4 B101 |
| 37 | In my work I am able to visit businesses/employers that have hired Fullerton College students. They employers are very pleased with the Fullerton College learners. They have always reported the learners performed at or above expectations. Employers also give feedback on how the college can strengthen the curriculum to meet the changing needs of the workforce. |
| 38 | When you least expect it.  
You realize that the students are listening and applying what was taught and related.  
I see students attaining these skills everyday in class & in the Lab. Working in teams and collaborating with each other. A must for every student and future employees in an organization. |
In counseling sessions (45 min. appointments) 
I can observe:
1A - Directions/instructions
1B - Emails and receive from students
1C - Yes
1D - in counseling course - I can observe this
2A - ?
2B - ?
2C - ?
2D - In counseling sessions I see evidence of this in transfer & degree planning.
3B - Observed in COUN 151 - diversity conversations
3C - COUN 151 Course projects do involve creativity
4A - COUN 151 - Through assessments and reflection assignments (ie. transfer & degree & cert requirements)
4B - In Class ✓
4C - Through attendance & class assignments

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<tr>
<td>39</td>
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<tr>
<td>40</td>
<td>The entire process from preparation to enrollment to graduation. Students learn/attain the ISLOs through active participation in the entire process.</td>
</tr>
<tr>
<td>41</td>
<td>Students create assignments and projects by analyzing results from past experiences, evaluating relevance to current problems, and applying best practices to form solutions.</td>
</tr>
<tr>
<td>42</td>
<td>When students present final projects to a class and explain the process leading to a solution to the problem. Students listening to the presentation learn from the presenter.</td>
</tr>
<tr>
<td>43</td>
<td>Analysis using critical thinking and computing numerical components [illegible]. More communication with instructors.</td>
</tr>
</tbody>
</table>
| 44  | Classes  
|     | Student activities  
|     | Interactions with peers, professors  
|     | Use of student services  
|     | Managing various roles  
|     | Homework  
|     | Team work  
|     | In and out of the classroom  

| 45  | Research - The Librarians see students everyday doing research  
|     | Peer teaching - Sees this everyday (Speak in LIB 100 presentations - 1D)  
|     | Critical Thinking (3A in Labs)  
|     | 1D. Communicate Verbally - explain to audience  
|     | Deadlines - a transferable skill  
|     | 1C - Library Book Club 1A  
|     | Communication, reading, writing (daily in library), composing & MLA style  
|     | Domestic & International students - counseling - communicating  
|     | Student employer - personal responsibility in Library & Counseling.  
|     | Library instruction sessions (cultural learning research)  

| 45  | Counselors - Motivate to achieve plans - personal responsibility & professional development (4A, B, C)  

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<tbody>
<tr>
<td>1</td>
<td>Illusion (?)</td>
</tr>
<tr>
<td>2</td>
<td>How were the questions worded or framed? How sampled?</td>
</tr>
<tr>
<td>3</td>
<td>I am glad to see that overall the numbers tend toward the high end. Increase participation for certificates and vocational students. The use of words like extremely well, very well, moderately well, and slightly well seem vague, and not based on specific objectives.</td>
</tr>
<tr>
<td>4</td>
<td>Increase participation students from certificate students What was the survey - let us see it If profession are helpful and barriers - how is that possible. What does it mean?</td>
</tr>
<tr>
<td>5</td>
<td>This is an overwhelming amount of data and a lot of the handouts look similar. -Can we increase the number of participants who responded to the survey? -We question the validity of self-reporting. What are the questions? How well can respond/differentiate between &quot;extremely well&quot;, &quot;very well&quot;, etc.? -We talked about how the survey may help us ID what skills students perceive they're not getting (even if our data shows they are).</td>
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<td>6</td>
<td>Our students tend to do well but there is room for improvement Certificates aren't doing as well as degrees. 46% just wanted to gain a certificate There is about a 10% gap in students who indicate the want to transfer and who actually transfer. Why?</td>
</tr>
<tr>
<td>7</td>
<td>The histogram of data need to be consistent. Extreme. Very. Mod. Not.</td>
</tr>
<tr>
<td>8</td>
<td>The layout of the graph is inconsistent. Very well, moderately well, extremely well are out of order. Overall results are moderately well and above.</td>
</tr>
<tr>
<td>9</td>
<td>&quot;C&quot; or &quot;B&quot; grade for effective communication by gender (better than I thought it would be).</td>
</tr>
<tr>
<td>10</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>11</td>
<td>Job placement -Those who are not doing well, how many are seeking support -[Illegible] : Closing the gap ---&gt; Meeting expectations</td>
</tr>
<tr>
<td>12</td>
<td>In both data (degrees/certificates) lower in communication &amp; world understanding</td>
</tr>
<tr>
<td>13</td>
<td>Where do expectations come from?</td>
</tr>
<tr>
<td>14</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>15</td>
<td>Students feel very confident about their success even though the results don't seem to back that up. Would a comparable faculty survey be useful for comparison purposes?</td>
</tr>
<tr>
<td>16</td>
<td>Re: Elumen…. Need info on what courses go into each SLO cat's - need to know to move the needle</td>
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<tr>
<td>17</td>
<td>I think it is great that students feel confident about their course performance.</td>
</tr>
<tr>
<td>18</td>
<td>The students report they are doing quite well however this is not completely reflective(?) in the eLumen faulty collected data.</td>
</tr>
<tr>
<td>19</td>
<td>Interesting that parking is such a concern. Perhaps they were interpreting the survey as what needs improvement vs. barriers to their goals.</td>
</tr>
<tr>
<td>20</td>
<td>In the survey, English as a Second Language is listed as a barrier to reaching a student's goal. Does that mean the program sequence is the barrier (being held back) or that their English skills is the barrier?</td>
</tr>
<tr>
<td>21</td>
<td>What does ESL mean as a barrier? The ESL classes are a barrier or speaking English as a second language is a barrier?</td>
</tr>
<tr>
<td>22</td>
<td>Survey doesn't reflect what students here want. 7% earning career technical</td>
</tr>
<tr>
<td></td>
<td>Present promotional programs @ High School level.</td>
</tr>
<tr>
<td></td>
<td>Promote technical skills training.</td>
</tr>
<tr>
<td></td>
<td>Specificity of occupational programs.</td>
</tr>
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<td>First person to go to college.</td>
</tr>
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<td>Lucky to complete and how many more on to the next level and finish it.</td>
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<tr>
<td></td>
<td>Goal achieve AA degree.</td>
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<td></td>
<td>Sometimes the technical degree gives us the job instead of AA degree.</td>
</tr>
<tr>
<td>23</td>
<td>Data slightly confusing.</td>
</tr>
<tr>
<td>24</td>
<td>Counselors as barriers</td>
</tr>
<tr>
<td></td>
<td><strong>Sample size is too small</strong></td>
</tr>
<tr>
<td>25</td>
<td>We were concerned with the low numbers for #7 &amp; #8 for certificates. We could promote Library 100 courses for critical thinking &amp; information competency skills…. And the study abroad program for #8 (world understanding)</td>
</tr>
<tr>
<td>26</td>
<td>Question 7; Critical Thinking &amp; Information Competency 7% responded not well at all…. This means there is an opportunity for students to take advantage of Library Instructional Services</td>
</tr>
<tr>
<td>27</td>
<td>SLO #3C - music appreciation, lit. classes in English #7 - We’re surprised by low #s for in certificate Critical thinking - encourage more students to take Lib 100/instructors to do library instruction sessions Participation in band - SLO #4C Professors can help or hurt - how? More info!</td>
</tr>
<tr>
<td>28</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>29</td>
<td>*Not many certificate respondents Offer survey as part of process to receive certificate</td>
</tr>
<tr>
<td>30</td>
<td>*Both professors and counselors are identified as barriers and helpful factors in the process</td>
</tr>
<tr>
<td>31</td>
<td>Comments that professors most help and most hinder their efforts to reach goals.</td>
</tr>
</tbody>
</table>
| 32 | Not many respondents for certificate  
Professors helpful but also can be a barrier  
Financial Aid a help but also a barrier (certificate)  
Counselors are help & a barrier |
| 33 | [NO RESPONSE] |
| 34 | [NO RESPONSE] |
| 35 | *We need to focus more on equity for underserved student populations  
*What about AB705? |
| 36 | The student responses are in alignment with faculty and management responses and recommendations to college improvements. The program review process captures this information and calls out the resources to improve the college experience. The amount of physical change that is planned will address all of the concerns. I would recommend that a student version of the college/district year end report be developed for students. In addition to surveys, conduct listening sessions. |
| 37 | Many have completed AA degrees and would transfer.  
Not many Tech degrees - 7% (why?) |
| 38 | I believe all data exhibits an accurate "Bell Curve" in each data set which means it is valid. More students need to complete the survey. Perhaps give some type of "Gifts" for completing the survey. This would ensure more data points. |
| 39 | [NO RESPONSE] |
| 40 | Need significantly more time to review and analyze the survey data. |
| 41 | More students are needed for certificate data to be meaningful. The majority of our students are here to earn a certificate, prepare for a new career, and not for an AS or transfer. |
| 42 | Only 28 students surveyed for certificate data is insufficient to draw conclusions. I understand there was a poor response from those who earned certificates.  
Suggestion: Have faculty contact students who received certificates, and/or degrees to complete questionnaire. There's a "connection" there. |
| 43 | Students think that they were better served positively |
| 44 | Overall very positive |
| 45 | Reported by students - counselors are helpful but also a hinderance and also need improvement. Exceeds expectations - eLumen didn't include "Exceeds Expectations"  
*Knowledge, skills, competencies - too general, drill down specifics  
*Tutors - surveying tutors isn't a great pool because they are higher-achieving students |
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<td>2</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>3</td>
<td>Financial is the biggest problem to success which makes sense. Counselors have been reported to me as not providing accurate information. We see a lack of understanding about the are programs by the counselors. Parking (lack of) is high on the daily frustrations of a student. I have had students reporting that they came to school but could not park and left. They also miss content given early in the class due to parking problems.</td>
</tr>
<tr>
<td>4</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>5</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>6</td>
<td>The data can serve as a way to use and adjust particular pedagogy. The data collected seems to reflect a well-rounded individual.</td>
</tr>
<tr>
<td>7</td>
<td>The students seem to exhibit an overwhelming exuberance in the field of communication in transitive state of vernacular verbosity.</td>
</tr>
<tr>
<td>8</td>
<td>Not meeting expectations is 4x greater than exceeding them on average. SLO average 80%+ avg. in meeting expectations.</td>
</tr>
<tr>
<td>9</td>
<td>“Professors” were listed as both helpful and barriers to students achieving their goals.</td>
</tr>
<tr>
<td>10</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>11</td>
<td>Grateful this information is provided. Thank you for your sincerity and dedication.</td>
</tr>
<tr>
<td>12</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>13</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>14</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>15</td>
<td>It’s tough without a context - it would be useful/interesting to know which courses/types of courses are within each category - the data also seems to mirr or the success/completion rates, don’t they?</td>
</tr>
<tr>
<td>16</td>
<td>Re: The Survey….. The students believe they are doing well.</td>
</tr>
<tr>
<td>17</td>
<td>The eLumen data needs more information about what courses were included/input into each ISLO.</td>
</tr>
<tr>
<td>18</td>
<td>Although the data has become more complex it disaggregates, sharing which classes feed into each SLO and how improvements can occur.</td>
</tr>
<tr>
<td>19</td>
<td>Core ISLO on scientific observation and methodology. This data reflects prior data on success rates as African American and Pacific Islanders were lowest in the % of meets expectations.</td>
</tr>
<tr>
<td>20</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>21</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>22</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>23</td>
<td>[NO RESPONSE]</td>
</tr>
</tbody>
</table>
| 24 | Data needs to be broken down.  
(Specific Groups): ethnicity (intersectionality is missing), gender and age  
Add DSS Students |
| 25 | [NO RESPONSE] |
| 26 | I found it interesting that professors showed up on both the “barriers” and “helpful” lists. |
| 27 | We see persistent achievement gaps in course success, but we do not see those same gaps in this ISLO data. This is problematic if we see students can do these things but they aren't passing classes - it points to a systematic problem at the course level. Why do students who have these skills not pass? |
| 28 | [NO RESPONSE] |
| 29 | *African American students almost in all cases answer with highest frequency "Does Not Meet Expectations" |
| 30 | *Student Services not tied into ISLOs |
| 31 | African American "Does Not Meet Expectations" have higher percentages than other ethnic groups. (And low "exceeds" expectations) |
| 32 | Generally [illegible] meet expectations.  
African Americans higher: Not meeting expectations (read, write, listen, speak, analyze, compute, research)  
Pacific Islander: More not meeting (read, research)  
Hispanics: Not meeting expectations (write) |
| 33 | [NO RESPONSE] |
| 34 | [NO RESPONSE] |
| 35 | *Make students more aware of the process so that it's clear & they don't feel frustrated/left out  
*More cohesiveness w/in & w/out departments  
*More equity-minded staff development/problem-solving |
| 36 | The number of students meeting expectations is great. The 15-20% (on average) amount of improvement will be in [illegible] and change over significant time. It is critical for the college to share trend information (which is currently being done) will be critical to improvement planning. |
| 37 | Communication _ About 10% felt that it "Does Not Meet Expectations". Mostly feel that it "Does Meet Expectations"  
Critical thinking: about 20% feel that it "Does Not Meet Expectations"  
Global Awareness: Seems to need improvement |
<p>| 38 | Breakdown by division and department would be essential to make informed decisions and corrections. All data seems to be well represented. I would like to drill down a bit further in the data. More data from students is critical. |
| 39 | I would appreciate more qualitative data. Example: Professors and counselors are listed as helpful and a barrier. What specifically are they doing or not doing? |
| 40 | As further questions &amp; larger sample size will be beneficial as surveys continue |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>Data appears to match data that has been input and matches student success rates.</td>
</tr>
<tr>
<td>42</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>43</td>
<td>Students have a high level of appreciation of the courses for their skills and competencies.</td>
</tr>
<tr>
<td>44</td>
<td>[NO RESPONSE]</td>
</tr>
</tbody>
</table>
| 45 | *How does % data translate into the stats that we're seeing?  
*Follow-up surveys of transferring students  
*We're confused about the scale  
*It's different in every area  
*242 of 295 want to xyz - we'd like a comparison to a decide(?) info  
*Maybe some pie charts would be helpful?  
*Only some of the students would have some of this info because only some graduated |
<table>
<thead>
<tr>
<th>Survey Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>2</td>
<td>I’m not sure how well the sub-categories map onto global.</td>
</tr>
<tr>
<td>3</td>
<td>Overall higher &quot;does not meet&quot; numbers seem to be higher in the non-white categories. We should look into ways to get [illegible] to students of ethnicity.</td>
</tr>
<tr>
<td>4</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>5</td>
<td>Intersectional data would be helpful. We’re wondering why “exceeds expectations” is included since not all departments collect data on this. We’re wondering how the SLOs are mapped to the ISLOs.</td>
</tr>
<tr>
<td>6</td>
<td>CTE isn’t represented. Socioeconomic.</td>
</tr>
<tr>
<td>7</td>
<td>You can see low spots in the data and reinforce.</td>
</tr>
<tr>
<td>8</td>
<td>Focus on the requirements that are sought out in the SLO. Class by class.</td>
</tr>
<tr>
<td>9</td>
<td>Perhaps, students should know that these outcomes exist and are a force working at this college so that they understand why some things are done in classes and are expected of them.</td>
</tr>
<tr>
<td>10</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>11</td>
<td>Closing the gap. Determine the barriers.</td>
</tr>
<tr>
<td>12</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>13</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>14</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>15</td>
<td>A series of meetings with reps from different departments across campus to discuss the data - can there be disaggregated by course for such a meeting? Identify the kinds of issues in particular courses within the category.</td>
</tr>
<tr>
<td>16</td>
<td>Spring convocation should include the map up. Add data beyond the classroom experience. I agree w/Doug.</td>
</tr>
<tr>
<td>17</td>
<td>There is a discrepancy between student perception of successful course completion and what the eLumen data represents. This highlights the problem that students may not know they are being assessed for student learning outcomes.</td>
</tr>
<tr>
<td>18</td>
<td>A future breakout session to discuss this further.</td>
</tr>
<tr>
<td>19</td>
<td>Give instructors hands on techniques to utilize in the classroom to close the achievement gap and meet SLOs.</td>
</tr>
<tr>
<td>20</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>21</td>
<td>[NO RESPONSE]</td>
</tr>
</tbody>
</table>

**Question 5.** After reviewing the survey and eLumen data, what suggested improvements do you recommend the College implement to improve student attainment of ISLOs?
24. Reflect intersectionality  
   - DSS Students missing  
   - Add age w/foster youth and veteran population  
   - Problems with how the data is presented

29. We can apply the same ISLO assessment tool to all the same classes to get some systematic result. It would be nice to get more information about campus resources.

30. **The Student Services data into ISLOs??**

31. *Since CLSOs map to the ISLOs, faculty can focus on improving CSLOs.  
   *Improve reading skills.  
   *Increase use of services like Math Lab, Tutoring, etc.

32. Prereqs: Reading & Math?

36. Develop a method for students to engage in continuous improvement at Fullerton College.

37. Address more global issues

38. More questions on the survey which lead us to understand student success and failures. What is it that we did well? What is it that we need to do better in? Specifics!!

39. Improve parking. That seems pretty clear. We need more parking! More STEM faculty which probably means more classes.

40. Participation rate in surveys lead to questionable statistical data. 28 certificate & 295 degree students is a very small sample of total certificates & degree earners.


42. **[Illegible]** our student's goals are shifting - making sure we keep up on needs. E.g. - STEM - having enough classes for STEM.

43. **More supporting materials/resources, e.g. if we partner w/Redlands in the business program. Do we have the databases & books that Redlands has?**

44. **Personal(?) fulfillment doesn't need to end in a degree, etc.**
<table>
<thead>
<tr>
<th>Survey Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[NO RESPONSE]</td>
</tr>
<tr>
<td>2</td>
<td>[NO RESPONSE]</td>
</tr>
</tbody>
</table>
| 3             | Department meetings.  
Dean-level meetings.  
Needed - Bring students into.  
There are more jobs [illegible] in skilled trades and that is not being addressed. There are many graduates of four-year and graduate degrees that aren't finding jobs. Meanwhile, many skilled trades have jobs that pay well (many better than what I make as a teacher). That focus has lessened over my years here (20+). |
| 4             | [NO RESPONSE] |
| 5             | [NO RESPONSE] |
| 6             | [NO RESPONSE] |
| 7             | [NO RESPONSE] |
| 8             | [NO RESPONSE] |
| 9             | In required division meetings, then report these findings to Institutional Research. |
| 10            | [NO RESPONSE] |
| 11            | Workshop | Staff Development | Within every department/training |
| 12            | [NO RESPONSE] |
| 13            | [NO RESPONSE] |
| 14            | This should be part of the Guided Pathway conversations! |
| 15            | Rethink mapping the CSLOs to ISLOs - A different way to determine (perhaps a sampling rather than something so comprehensive?) |
| 16            | Division meetings |
| 17            | ISLOs [illegible] interdepartmental meetings ie. Division meetings. |
| 18            | [illegible] Division meeting [illegible] discussions on suggestions to improvements |
| 19            | Incorporate into division meetings since divisions/departments develop their own ISLOs  
May add to another committee that has representatitves from all divisions such as PAC or Student Success Committee |
| 20            | Division level discussion  
Add ISLOs in program reviews |
<table>
<thead>
<tr>
<th>No.</th>
<th>Text</th>
</tr>
</thead>
</table>
| 21  | At the division level & possibility dept. level  
No new committees or work groups are needed, or add to an existing committee's responsibilities. |
| 22  | [NO RESPONSE] |
| 23  | Guided Pathways |
| 24  | [NO RESPONSE] |
| 25  | [NO RESPONSE] |
| 26  | [NO RESPONSE] |
| 27  | [NO RESPONSE] |
| 28  | [NO RESPONSE] |
| 29  | [NO RESPONSE] |
| 30  | [NO RESPONSE] |
| 31  | For input from all faculty, have an online tool to submit thoughts. Maybe some kind of 1 hour monthly open discussion. |
| 32  | [NO RESPONSE] |
| 33  | [NO RESPONSE] |
| 34  | [NO RESPONSE] |
| 35  | *In our department curriculum committees  
*In activities like these |
| 36  | The most effective place would be a professionally directed Flex Day activities that allow the time for faculty/teams to discuss data together and develop strategies for effective improvement. |
| 37  | Monthly meeting in 200 Building |
| 38  | These ISLOs should be at the division level in concept with the overall school goals. BBQ and cookouts for students hosted by faculty to encourage students taking a survey. We need to have a better tool to catch and encourage students to “apply for” and receive their certificates & degrees. |
| 39  | [NO RESPONSE] |
| 40  | Discussion could occupy a significantly greater amount of time during convocation along with monthly open forums and panels open to all staff and students during the semester. Need to provide refreshments to encourage participation. |
| 41  | Data is normally input at the end of a semester, a session at the end of the semester could help instructor get data in quicker and more accurate. |
| 42  | [NO RESPONSE] |
| 43  | Employment - We need to have the data of students that earn certificates and degrees and get employed. Also, data on students who get a raise based on a single or combination of courses without a certificate. |
| 44  | [NO RESPONSE] |
| 45  | Convo day is fine - M.D.S. |
Institutional Integrity Committee Minutes

September 11, 2018
1:00 p.m. - 3:00 p.m.
Room: 226

Attendees:
Co-Chairs: Carlos Ayon, Danielle Fouquette
Attendees: Josh Ashenmiller, Andrew Clifton, Lisa McPherson
Recorder: Emma Hangue

HOUSEKEEPING

A. Agenda:
Add to agenda: No Changes.

B. Meeting Notes:
No Changes.

C. Next Meeting – Our next IIC meeting for the Fall Semester will be held on:
   •  Tuesday, September 25, 2018  @1pm – 3pm (Room 229)

ANNOUNCEMENTS

A. Toni Nielsen will not be able to join the IIC committee meetings in the Fall due to scheduling conflicts with classes. She won’t have free time in her schedule until the Spring semester. Matt Taylor will be subbing for Toni in the Fall semester.
B. Johnathan Keller’s term has expired.
C. Andrew Clifton’s term has been renewed for another two years.
D. Emma will contact Pamela Spence about getting a replacement for Ryann Perkins for a Classified Staff recruit on the committee.

College Goals Forum
The College Goals Forum will be held on Monday, October 9th, 2018 in Room 224. IIC Chair Carlos Ayon stated that there is a 4th goal that is currently being worked on. The draft goals are currently ready to see. The forum will be similar to the mission statement workgroups. The goal of the forum is to get good feedback and engage campus members in discussion to look at college goals. Emma will add the 4 old Campus Goals as well as the 4 new proposed Campus Goals to the back of the flyer, and will add the IIC as the invitee.

OLD BUSINESS

A. Institutional Set Standards Pilot Project – Program Review – Unfortunately, due to scheduling conflicts, Kelly Robertson will not be able to attend our IIC committee meetings for the Fall semester. One of the reasons why we wanted Kelly to attend our meeting was to have a discussion on how we can use
Program Review to set up Institutional Set Standards. Danielle made some changes to the QFE document and made some changes to section 2.2.1. This is for instructional review only. Danielle states that non-instructional programs don’t have retention, success, etc. Co-Chair Danielle Fouquette feels that we should propose to Program Review to change 2.2 (Peer Institution Comparison). Carlos feels that we show them what we want and suggest that they change the name of 2.2. Danielle will take it to Senate and notify them of the change, assuming Program Review accepts our suggestion. Carlos will take the 2.2 page document (QFE) to Kelly.

B. ISLO’s (Mapping) – Carlos found ISLO mappings that were sent to him from Nora Spencer. Carlos shared the Communication ISLO on the computer screen to the IIC during the meeting. He showed on Tableau the mappings. This gives us something to look at. Carlos feels that what we want to do is put in the Course Level Outcomes Data (CSLOs) so that departments can have discussions on it. Danielle feels that the data in Tableau might not be all that accurate. She’s not sure who decided which courses match up to which ISLOs. Danielle wants to know where the evidence is that Dance is using the Scientific Method and who decided that they are? Next Step: Ask Faculty Senate to provide access to eLumen for Carlos Ayon so the IE office can implement the data into Tableau in order for it to be easier for people to see the data, and in turn generate discussion. Danielle feels the conversations would be more productive if the presentation was more along the lines of: “Here are the courses that map to these particular ISLOs.” She worries that some departments would feel that they are doing fine and that they don’t have to worry about their data numbers. She doesn’t feel that we need to disaggregate the data. She also thinks it’s a good idea to know how this spreadsheet was created. Danielle feels that having programs bring their own data and sharing it will be a better idea than just handing them their data. The IIC is simply creating the process for discussing these topics. We’ve created a mapping system that only looks at Instructional programs. But the committee agreed that it would be good to find a way to map the SAOs (Non-Instructional areas/programs) to ISLOs to see how they all map. Carlos also asked: “How do we get people to show up to this ISLO discussion? We have to call people in, walk them through a discussion.” Some made the suggestion that this discussion could become a Flex Day activity. Maybe it would be a good Flex Day activity for the Spring. Funding requests are tied into Program Review. That’s the main incentive. But Danielle feels that since there isn’t a real incentive for looking at this information, people won’t really come to this discussion. Look at the process for mapping, look at the results of that process, and determine what should be done. Danielle doesn’t feel that this information should only go to department faculty. She feels that these institutional issues should be addressed institutionally. She thinks that PAC should also be looking at ISLO data. We will review the current process for mapping stuff to ISLOs. Also, the decision to have courses put where they were put. How is it all done? We don’t know this info. This is the first thing we can do in facilitating a conversation about the ISLO process. The IIC feels that maybe taking this to non-instructional departments as well in order to get a discussion going is a good idea. Perhaps making this a convocation post activity might be a benefit as well. Carlos proposed maybe hosting a SLOA/IIC joint mixer. Danielle agreed that it would be a good idea. Next Step: Danielle will go to Faculty Senate and Carlos will attend as well to request access to eLumen. Then, we will discuss ideas for having SLOA come join us for a discussion. Danielle will send to Emma the ISLO roster, and Emma will send out an invite to SLOA members to come to our next IIC Meeting. We’re going to request the Program Review committee to add Institutional Set Standards to Program Review.
NEW BUSINESS

None at the moment.

Next meeting: Our next meeting will be held:
• Tuesday, September 25, 2018 @1pm – 3pm (Room 229)

OTHER TOPICS FOR DISCUSSION

NONE.

Next meeting: Tuesday, September 25, 2018 @1pm – 3pm (Room 229)
Agenda and Minutes: Greg Schulz, Jean Foster, Nitzya Hamblet, Rodrigo Garcia, Melisa McLellan, José Ramón Núñez, Ericka Adakai, Gilbert Contreras, Sharon Kelly, Joe Carrithers
INSTITUTIONAL INTEGRITY
Committee Minutes

November 13, 2018
1:00 p.m. - 3:00 p.m.
Room: 822

Attendees:
Co-Chairs: Carlos Ayon, Danielle Fouquette
Attendees: Josh Ashenmiller, Andrew Clifton, Mike Gieck, Elaine Lipiz Gonzalez, Lisa McPherson, Melissa Serrato, Annika Thompson (Student Rep), Hannah Worthington (Student Rep)
Recorder: Emma Hangue

HOUSEKEEPING

A. Agenda:
Add to agenda: “Discussion of the College Goals Forum” (For next IIC meeting). Emma has sent out an email of the feedback received from the Forum (held on October 29th) to committee members.

B. Meeting Notes:
Change: Nothing to change.

C. Next Meeting – Our next IIC meeting for the Fall Semester will be held on:
   • Tuesday, November 27, 2018 @1pm – 3pm (Room 229)

ANNOUNCEMENTS

None.

OLD BUSINESS

A. ISLO Assessment Results & Discussion – During the meeting, the committee reviewed ISLO data from Fall 2014 – Spring 2017. Carlos feels that it would be good to focus on one ISLO at a time. The goal is to focus on one that is most applicable to the faculty that we will have as our audience. Danielle brought out that the Critical Thinking ISLO (ISLO #2) should be pretty applicable to everyone. It was noted during the meeting that perhaps there is something the campus needs to address since there is an issue where students are meeting outcomes, but are still not being overall successful. If students are meeting the outcomes but are still not passing the classes, then Danielle feels that this needs to be addressed. Josh Ashenmiller also brought out a good point that there are several factors why students don’t pass courses that have nothing to do with the class (could be outside factors, attendance rates, skipping exams, etc). It appears that the gap between our highest and lowest in ISLO’s (based on race/ethnicity) is lower than the gap for our success rates. The assumption is that students are meeting the outcomes but are not passing the classes. Danielle suggested that this is something that should be addressed and discussed with various departments in order to figure out why this is the case. 16% at the Core Success Level and 4% for the ISLO Level. A good idea might be to ask every major department
to look at this data and find out why the students are having the skills but aren’t passing the classes. Why is this? Some might argue that the ISLOs are too easy. Danielle thinks that these are good questions to explore. The committee agrees. Carlos will complete comparisons of success rates across demographic groups. Should the IIC be responsible for assessing the data, or is the IIC’s role only to put this data out there and get discussions started? Some of the best ideas might actually come from students on why there is that gap. Danielle thinks that asking Associated Students some of these questions would be a good idea. What is the policy/guideline for how frequently our ISLOs are assessed? After receiving the answer to that question we may want to do a recommendation on how often our ISLOs are assessed. Danielle feels that the Critical Thinking ISLO would be one of the ISLOs that we would want to have robust success on. It is the hallmark that we base most of the other ISLOs on. Carlos thinks we can include the goal as another talking point on our report. Danielle will bring this topic up at the next Senate Meeting this week.

**NEW BUSINESS**

None.

**Next meeting:** Our next meeting will be held:

- **Tuesday, November 27, 2018 @1pm – 3pm (Room 229)**

**OTHER TOPICS FOR DISCUSSION**

None.

**Next meeting:** Tuesday, November 27, 2018 @1pm – 3pm (Room 229)

**Agenda and Minutes:** Greg Schulz, Jean Foster, Nitzya Hamblet, Rodrigo Garcia, Melisa McLellan, José Ramón Núñez, Ericka Adakai, Gilbert Contreras, Sharon Kelly, Joe Carrithers
Institutional Integrity Committee Minutes

November 27, 2018
1:00 p.m. - 3:00 p.m.
Room: 229

Attendees:
Co-Chairs: Carlos Ayon
Attendees: Josh Ashenmiller, Andrew Clifton, Shauna Fisher, Mike Gieck, Michelle Gomez, David Grossman, Lisa McPheron, Annika Thompson (Student Rep), Hannah Worthington (Student Rep)
Recorder: Emma Hangue

HOUSEKEEPING

A. Agenda:
   Add to agenda: Nothing to add.

B. Meeting Notes:
   Change: Nothing to change.

C. Next Meeting – Our next IIC meeting will be held in the Spring Semester.
   • No Meetings Until New Spring Semester

ANNOUNCEMENTS

A. New member of the IIC – Michelle Gomez (Business/CIS).

OLD BUSINESS

A. ISLO Assessment Results & Discussion – Carlos drafted and brought to the meeting a draft document of the ISLO findings so that the committee could take a look and review. Will send to PAC and Faculty Senate. Once they receive it we will send to Associated Students, Managers, Dean’s Councils…. Ask: What might account for the discrepancy between ISLO attainment and course success? What steps can the college take to ensure that students who have attained CSLOs and ISLOs successfully complete classes? They will document their responses and send them to Carlos so that he will present them to the IIC. Back to Carlos some time in February. March 15th is when the TEAM is coming. Our goal is to finish by early March before the TEAM visit.

SSSE-Student Satisfaction Survey – We had 300 students complete the survey. We can use this as additional information to send out to the groups as well. We will send this survey out with the other ISLO information…Disaggregating it by the same sub-populations.
B. College Goals Forum – Event Discussion – A common theme in the responses was to really look into the housing and needs of our students. Also, really focusing on the students and less on the failures. Fostering a sense of belonging and creating a sense of inclusion (some wanted to add a 5th objective). Many didn’t like the term “Good steward”. Sounded too much like a butler. Some had wordsmithing ideas for the goals.

The IIC committee will eventually try to revise the goals based on some of the feedback from the goals forum.

Lisa recommends that we all individually look at the feedback closely and then discuss together. Carlos will create a Teams Site where people can put their ideas out there to discuss.

NEW BUSINESS

None.

Next meeting: Our next meeting will be held:
• No Meetings Until New Spring Semester

OTHER TOPICS FOR DISCUSSION

None.

Next meeting: No Meetings Until New Spring Semester
Agenda and Minutes: Greg Schulz, Jean Foster, Nitzya Hamblet, Rodrigo Garcia, Melisa McLellan, José Ramón Núñez, Ericka Adakai, Gilbert Contreras, Sharon Kelly, Joe Carrithers
On November 13, 2018, the Institutional Integrity Committee reviewed all of the ISLO assessment data reports produced from eLumen for the three-year period from Fall 2014 to Spring 2017. These reports are available at https://slo.fullcoll.edu/institutional-slos/. Based on this data, the committee decided to focus on the Critical Thinking ISLO:

Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.

A. Analysis: Students will be able to apply rules and principles to new situations; discover rules and apply them to solve problems, use logic to draw conclusions from data, and differentiate between facts, influences, assumptions, and conclusions.

B. Compute: Students will be able to use basic numerical concepts, tables, graphs, charts, and basic geometric shapes to explain concepts or ideas.

C. Research: Students will be able to identify the need for data, obtain data from various sources, organize, process and maintain records of data collected, and analyze date for relevancy by using current technology.

D. Solve Problems: Students will be able to recognize whether or not a problem exists, identify components of a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.

Below is a table with disaggregated data by demographic groups on campus showing that the achievement gaps between the highest performing group of significant sample size and the other groups. There were significantly smaller gaps in ISLO attainment than the achievement gap for course success data for those same groups.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Course Success 2018</th>
<th>ISLO 2 Attainment</th>
<th>Difference from highest attaining large subpopulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Amer. Indian / Alaska Native</td>
<td>67.30%</td>
<td>86.40%</td>
<td>77.27%</td>
</tr>
<tr>
<td>Asian</td>
<td>76.80%</td>
<td>81.43%</td>
<td>76.11%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>52.50%</td>
<td>76.53%</td>
<td>68.37%</td>
</tr>
<tr>
<td>Filipino</td>
<td>72.60%</td>
<td>79.86%</td>
<td>72.66%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>66.00%</td>
<td>79.25%</td>
<td>69.44%</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>57.40%</td>
<td>78.12%</td>
<td>68.87%</td>
</tr>
<tr>
<td>White</td>
<td>74.20%</td>
<td>83.17%</td>
<td>75.81%</td>
</tr>
</tbody>
</table>

The following graphics highlight the smaller gaps in attainment of ISLOs, in comparison to gaps in course success, by student subpopulations highlighted in the Fullerton College student equity efforts.
The FC Institutional Integrity Committee requests this information be forwarded to the following groups:

- Associate Students
- Classified Senate
- Faculty Senate
- President’s Advisory County
- Managers Meeting
- Deans Council

Groups receiving this information should discuss the following:

- What might account for the discrepancy between ISLO attainment and course success?
- What steps can the college take to ensure that students who have attained CSLOs and ISLOs successfully complete classes?

Documented discussions and responses to these questions should be returned to the Institutional Integrity Committee Co-Chair Carlos Ayon.
Attendees: Barry McCarthy, Cynthia Sands, Ruth Sipple, Todd Smith, Katie King, Jane Ishibashi, Debbie McQueen, Calvin Young, Yolanda Duron, Kelly Robertson, David Grossman, Megan Beck, and Carlos Ayon.

Agenda: Today’s agenda was approved.

Topics:

1. Approved the minutes from October 11, 2018.

2. Welcome to new PRC members – Yolanda Duran (PE) and Katie King (Humanities).

3. Meetings & Workshop Schedules – Kelly Robertson advised committee members to encourage faculty to attend the Program Review Workshops. Kelly is also available to schedule division/department workshops on Fridays.

4. Review Templates and Update Information – Carlos Ayon (OIE Director) provided the committee with updated information regarding ISLO’s and ISS’s regarding institutional data and evidence for accreditation. The committee found this information to be relevant to the PRC, and agreed to add it to the next cycle. It was suggested to reflect this information to Section 4.0 in the Self-Study. Carlos, David Grossman, and Kelly Robertson agreed to meet and provide a draft to the PRC for further review. The PRC concurred with amending template for the next cycle.

5. Workshops for Self-Study reports and Reader’s Reports scheduled.

6. PR & OIE Workshops for Non-Instructional: Wednesday’s in the TEC 12-1:30, or by appointment.

Next PRC Meeting: November 8th
Online Teaching Certificate

The Online Teaching Certificate (OTC) strives to train educators on teaching in an online environment with a focus on current and innovative pedagogy, technologies, and best practices.

To earn the certificate, educators will engage in 20 workshop hours, which are comprised of the Canvas Challenge and in-person workshops. There are five in-person workshops and they will be offered throughout each semester. The certificate could be completed in one semester or over the course of several semesters. We will also be offering an intensive week-long version in January.

Full-time faculty who have not yet reached column E on the salary schedule will be eligible to earn 1 unit of salary advancement credit for completing the OTC program. Complete the Equivalent Unit Credit Form and submit it to your Immediate Management Supervisor (IMS) before starting the program. Once you receive a verified and signed copy of the Equivalent Unit Form with all three signatures (IMS, VPI, & HR) in your Campus Mailbox, submit a copy...
To Participate:

- Check the Calendar for workshop dates and locations.
- Fill out the OTC Statement of Intent to register your participation.
- Print out the OTC Tracking and Verification Form to keep track of your progress.

Return all completed forms to AMezzano@fullcoll.edu.

ONLINE TEACHING EQUIVALENCY

If you wish to submit materials that demonstrate completing an Online Teaching Certificate from another college or educational organization, download and fill out this OTEC form. Submit form and supporting materials to Roger Perez via email rperez1@fullcoll.edu.

Workshop Descriptions

Core Workshops – 2 hours each

Communication: Regular and Effective Contact
Learn what constitutes “regular and effective contact” and the methods of communication that support student retention and success.

Accessibility 101 (2 parts, 4 hours total)
Learn about the basics of creating accessible documents and options for video captioning.
Learn about the basics of creating accessible documents and options for
captioning videos.

**Pedagogy**
Learn about concepts of online learning theory and how it relates to current best practices in course design and the use of technology in an online classroom.

**continued workshops—**

**Video Making for Instruction**
Learn about how to write a script and record video that is learning/learner focused. The use of web cams and mobile recording devices will be explored.

**Online Tips and Tools**
Learn about up-to-date tips on teaching online and about the latest and most useful programs and apps for teaching and learning.

**Frequently Asked Questions**

*How do I sign up for the Canvas Challenge (Part 1)?*

1. Click on (or copy and paste in your web browser address bar) this URL: [https://fullcoll.instructure.com/enroll/HYR9AA](https://fullcoll.instructure.com/enroll/HYR9AA) and sign in to Canvas through our district authentication portal.
2. Sign in to the district portal, using your banner ID and myGateway password
3. Click on “Enroll in Course”

*Do I have to be a part of the Online Teaching Certificate to go to any one of these workshops?*

No. However, we strongly encourage you to sign up for the OTC! Because space is limited in some face-to-face workshop spaces, it would be great to have all workshop participants be signed up for the OTC!
How do I sign up for the Online Teaching Certificate?

Fill out the Online Teaching Certificate “Statement of Intent” form, located on the staff development website at staffdev.fullcoll.edu and submit to Aaron Mezzano in the staff develop office (TEC – room 800-D). Once the Statement of Intent is submitted, the staff development office will track workshops attended and your progress toward the Online Teaching Certificate.

How will the workshops be conducted?

Generally (for two hour workshops), they are set up so that the first hour the presenter will lecture and (mostly) demonstrate and the second hour is hands-on practice for participants. For most workshops, there may be supplemental reading or resources offered after the workshop. All the workshops will be in-person and on campus, with opportunities for online collaboration and idea-exchange outside the workshop(s).

How do I sign up for the workshops?

You may sign up on the District-Wide Staff Development Calendar through myGateway. Space may be limited depending on the workshop space and capacity, so be sure to sign up soon!

Who can I contact if I have questions about the OTC or any of the workshops?

You may contact the staff coordinator for the OTC, Roger Perez, at rperez1@fullcoll.edu.

Will the technology I need be provided?

Yes. For the face-to-face workshops, we will be working in a computer classroom that will be equipped with hardware, such as webcams, and software necessary for the workshop(s). For the Canvas Challenge, you may use a campus computer or your personal computer.

Can I show up to a workshop without signing up?

You may show up to a scheduled workshop, but, with limited space, we must give
priority access to participants who registered for the workshop through the District-Wide Staff Development Calendar prior to the start of the workshop. If there is space available at the start of the workshop, you are welcome to stay and participate fully in the workshop.
DISTANCE EDUCATION
STRATEGIC PLAN 2016-2020

Prepared by the Distance Education Advisory Committee
Signatures and Approvals Page

Date: August 1, 2016

The Fullerton College Distance Education Strategic Plan is submitted for the purpose of providing a framework for planning, decision-making, and budgeting related to the delivery of distance education and technology-enhanced education at Fullerton College. We certify that there was broad participation by constituents involved in Distance Education, and we believe the DE Strategic Plan accurately reflects their goals.

SIGNATURES

________________________________________  
Angela E. Henderson, Professor, Reading; Chair, DEAC (Co-Author)

________________________________________  
Marcus Wilson, Professor, Business & CIS (Co-Author)

________________________________________  
Laura Melella, Professor, Business & CIS (Co-Author)

________________________________________  
Anupama Mande, Professor, History (Co-Author)

________________________________________  
Pete Snyder, President, Faculty Senate

________________________________________  
Sharon Kelly, President, Classified Senate

________________________________________  
Nikolaus Diehr, President, Associated Students

________________________________________  
Dr. Greg Schulz, President, Fullerton College

APPROVALS

Distance Education Advisory Committee on May 3, 2016

Faculty Senate on May 19, 2016

President’s Advisory Council on November 9, 2016
The Distance Education Advisory

Committee Members (2015 - 2016)

- Angela Henderson: Chair
- Sergio Banda: Social Sciences
- Dale Craig: At Large
- Monique Delatte Starkey: Library
- Nancy Ikeda: Math & Computer Science
- Darnell Kemp: Humanities
- Scott Lee: Counseling
- Anu Mande: At Large
- Laura Melella: Business/CIS
- Roger Perez: At Large
- Eddie Rapp: Physical Education
- Matt Taylor: Technology Committee
- Marcus Wilson: Business

The committee would like to thank the following resource members for their contributions:

- Kathy Bakhit: Dean, Academic Services
- Scott Begneski: Student Trustee
- Danielle Fouquette: Faculty Chair, Accreditation Steering Committee
- Terry Gleason: Manager, Distance Learning
- Mike Mangan: Faculty, Accreditation Steering Committee
- Lisa Montagne: Manager, Educational Technology
- Cory Thomas: Classified, Disabled Student Services
- Dan Willoughby: Dean, Humanities
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Status and Trends</td>
<td>3</td>
</tr>
<tr>
<td>Strategic Goals</td>
<td>5</td>
</tr>
<tr>
<td>Action Plans</td>
<td>6</td>
</tr>
<tr>
<td>Appendix A</td>
<td>7</td>
</tr>
<tr>
<td>Appendix B</td>
<td>8</td>
</tr>
</tbody>
</table>
Executive Summary

The Fullerton College Distance Education Strategic Plan (DESP) defines a common vision for distance education and instructional technology at the college. It establishes comprehensive strategic goals, and it charts the steps to success for the coordinated implementation of distance learning and instructional technology across the campus. Most importantly, it integrates Distance Education planning, budgeting, training, and improvement into regular college planning and procedures for the future.

The DESP positions the college to improve and to promote effective technology-enhanced instruction while responding to the rapidly changing fields of online learning, instructional technology, and the need for students to achieve digital literacy at the college level. The DESP also aligns the college more closely to accreditation standards related to supporting student learning, providing access to student services, improving institutional effectiveness, and integrating technology planning and budgeting with institutional planning and budgeting. The purpose of this plan is to establish a collaborative and comprehensive strategic plan that supports the effectiveness and the quality of instructional technology at Fullerton College. The DESP positions the college to evaluate the DE program for quality and consistency to improve student success and access in the rapidly growing field of instructional technology.

A comprehensive strategic plan considers the roles and responsibilities of all stakeholders, and serves as a mechanism to guide the college in implementing the plan. In review of the 2010-2015 Strategic Plan and previous Distance Education Program Review reports, the college has slowly improved towards meeting these goals. Although the Distance Education Advisory Committee (DEAC) recognizes that few of the strategic goals for 2010-2015 were met, we are confident that Fullerton College has renewed its focus and dedication to meeting the strategic goals for 2016-2020. The DESP establishes four integrated strategic goals for improving Distance Education at Fullerton College.

Strategic Goal 1: Develop a training plan for faculty in online pedagogies, emerging technologies and tools, and the Learning Management System, including a written manual.

Strategic Goal 2: Expand access to support services for enrolled distance education students

Strategic Goal 3: Ensure all DE courses meet Section 508c accessibility standards

Strategic Goal 4: Develop a campus policy for ensuring regular effective contact including frequency, type, quality, and activities that complies with California Code of Regulations, Title 5 §55202 and U.S. Department of Education, Section 55204.

In order to meet the above goals, it is essential that Fullerton College prioritize the needs of the Distance Education Program.
Introduction

Distance Education began at Fullerton College in 1981 with telecourses offered via cable television. The first distance education (online) course was offered in 1998. In 2008-2009, we had approximately 289 course sections using distance education methodologies. In spring 2016, we had approximately 122 online courses and 67 hybrid sections. In addition we estimate that 300 courses are web enhanced by using Blackboard, the current learning management system (LMS).

The DEAC was formed in 2000 as a campus-level committee to advise the College Planning and consultative Council (PCC). In 2008-2009, DEAC reporting changed from reporting to President’s Advisory Council (PAC), formerly PCC, to the Faculty Senate. In 2012 DEAC's responsibilities were absorbed into the Technology committee until November 2015 when DEAC was reconstituted by the Senate with its current mission.

In November 2000, a Distance Education Ad-Hoc Committee, initiated under the leadership of faculty Senate President, Sean Chamberlin and former Fullerton College President Michael Viera, prepared the first Strategic Plan. The plan clearly set forth a vision to increase access to student support services to meet the diverse needs of distance education students. This remains a high need of the program to date. Likewise, the same goals that were addressed in the 2009 Distance Education Program Review remain on our campus today in 2016. These issues referenced in the 2009 Program Review as “still pending since 2002” include:

- Funding for a full-time instructional designer/trainer.
- Training for distance education faculty.
- Providing support for online educators.
- Funding for a full-time, permanent manager for Distance Education.
- Implementing campus-wide recommendations for testing for distance education.

During 2016-2020, we anticipate the majority of our courses offered at Fullerton College to be “technology enhanced” which means faculty will use the college’s learning management system (LMS) to give students access to course content online. Therefore, the DEAC feels strongly that faculty and staff training for the LMS must be a high priority as well as funding for a full-time instructional designer/trainer.

This year, in an effort to address the above needs, the DEAC made two key determinations to move the Fullerton College campus forward:

1. The DEAC voted to adopt the Online Education Initiative’s Course Design Rubric as a “working model” for the Distance Education Program to determine if we are meeting integral faculty needs such as: design goals, accessibility standards and learner support.
2. The DEAC has reviewed the new LMS, Canvas and developed a plan to present Canvas to the Faculty Senate for consideration in the fall 2016.

The recommendations that DEAC sets forth in this strategic plan need to be embraced across campus to begin the process to meet these goals. The Distance Education Program continues to function at the same level as in 2002 with a temporary manager, funded on an annual basis, minimal training for distance education faculty, and limited technical support.
Status and Trends

With the new construction on the Fullerton College campus and the combined efforts to maintain current enrollment numbers, Distance Education provides an alternative option that does not impact facilities. The DE program continues to focus on students and to provide access to online learning. Without a DE management position, students have been served through contact with individual faculty through their online courses instead of through a collective, campus-wide approach to providing equal access to student support services.

Through the campus curriculum process, faculty members can request to add an online and/or hybrid component to new and revised courses. We have seen an increase in these requests. Furthermore, in 2015, Blackboard shells were made available to all courses on campus to offer technology-enhanced instruction. The entire campus is moving forward towards this technology-enhanced instruction.

While the campus expands in these areas, the commitment to the management and support of the Distance Education Program has been inconsistent. Since 2002, the position for Special Projects Manager for DE continues to be temporarily funded year to year. Likewise, requests for hiring an instructional designer have not been fulfilled. With the pending accreditation evaluation, the need to address accessibility goals in distance education is critical. The campus is in need of providing accessibility specialists to assist DE faculty in meeting Section 508c compliance. The last time there was reassigned time for technology and online coordinators was fall 2007 when faculty from divisions participated in Blackboard Product Specialist training that was paid for. Once trained, faculty were responsible for assisting others in the transition from WebCT to Blackboard.

Currently, there is a need for release time for faculty coordinators. Furthermore, technical support staff for online students is provided on a limited basis by student workers paid hourly.

In order to stay current with accreditation standards and department of education regulations concerning online and distance education, the college should offer ongoing staff development for instructors teaching online and using technology-enhanced instruction. In 2015, training of faculty in new and emerging online pedagogies was provided by the temporary DE manager. Plans have been developed in conjunction with Staff Development for an Online Teaching Certificate (OTC) with workshops to be offered in fall 2016. As we move forward to develop a campus-wide training standards, the DEAC will actively seek the collaboration with the Dean’s council, Classified Staff and Faculty Senate in the implementation of these standards as well as the recognition of faculty who have already received training through @One or other institutions in online teaching.

The DEAC will work collaboratively with Academic Senate, United Faculty and the Dean’s counsel towards a plan for best practices in assigning online courses to instructors who have training, who have been “grandfathered in,” or who have completed the OTC. It is our vision that Fullerton College adopt a policy in the future that assigns online courses to faculty who have met the training requirements adopted by Faculty Senate.

As online education becomes more integral to campus programs, it is important to establish standards for our program. The DEAC has recommended adopting the Online Educational Initiative (OEI) Course Design Rubric as a working model to begin a dialogue across campus about the evaluation process of distance education courses at Fullerton College. The OEI
Course Design Rubric has been endorsed by the California Chancellor’s Office and the California State Academic Senate. The DEAC has also endorsed a statement of Faculty Supremacy as it related to using the OEI Rubric for online courses (Appendix A).

The Distance Education Advisory Committee is committed to working towards increased consistency and quality in the distance education program to ensure high-quality instruction and to provide access for DE students to support services. In 2016-2020, the DEAC will seek support and input from various constituents across campus to develop a comprehensive approach to meeting our strategic goals.
Strategic Goals

The DEAC identified four overarching strategic goals. Each strategic goal includes a measureable outcome. Each goal relies on the support of the other, and as such, represents a comprehensive plan for maintaining and improving the quality of Distance Education at Fullerton College.

Strategic Goal 1: Develop a training plan for faculty in online pedagogies, emerging technologies and tools, and the LMS.

   Measurable Outcome: Creation and offering of a program that leads to an Online Teaching Certificate (OTC) - Appendix B - Draft of OTC

Strategic Goal 2: Expand access to Support Services for enrolled DE students

   Measurable Outcome: Student satisfaction survey will show comparable levels of satisfaction in access to Support Services

Strategic Goal 3: Ensure all DE courses meet accessibility standards

   Measurable Outcome: With the support of an accessibility specialist, 100% of DE courses will meet Section 508c standards by 2020.

Strategic Goal 4: Develop a campus policy for ensuring regular effective contact including frequency, type, quality, and activities that complies with California Code of Regulations, Title 5 §55202 and according to relevant ACCJC Guidelines, and U.S. Department of Education, Section 55204.

   Measurable Outcome: Creation of a Distance Education handbook
ACTION PLANS

Additionally, the DEAC developed an Action Plan that delineates more specifically the needs to meet the above strategic goals, and the processes that may facilitate meeting these goals. In 2016-2020, it is the intention of the DEAC to develop a handbook of minimum standards, best practices and recommendations for Distance Education at Fullerton College.

Comprehensive Items:
- Establish funding for a permanent Distance Education Manager in collaboration with instructional design and accessibility specialist personnel, and technical support staff. (G1. G2. G3)
- Establish a cycle of sustainable, continuous quality improvement through survey instruments, data collection, program review, and other institutional effectiveness practices. (G1. G2. G3)
- Develop a plan to provide online support training. (G1. G3)
- Create procedures for meeting Section 508c standards and accessibility. (G1. G3)

Develop a Training Plan for faculty in online pedagogies, emerging technologies and tools and the current LMS.
- Establish minimum standards and best practices for frequency and type of faculty-to-student, student-to-student, and student-to-faculty regular effective contact in online courses at the college in compliance with Education Code. (G1)
- Create resource materials of practices for effective interaction and collaboration among students and faculty in distance education courses. (G1)
- Develop a plan to document regular effective contact in compliance with Ed. Code. (G1)
- Develop methods to organize content in LMS using various effective instructional strategies. (G1)
- Create resource materials of various online activities to meet the needs of a wide range of learners within an online course. (G1)
- Create resource materials with collaboration activities that are designed to build a sense of community among learners. (G1)
- Implement assessment activities designed to measure progress towards learning outcomes while providing feedback to student and instructor. (G1)
- Establish a comprehensive instructional technology and online education evaluation model.

Expand Access to Support Services for enrolled DE students
- Create a distance education orientation that is recommended for new online students. (G2)
- Establish a resource link for distance education students on the DE homepage. (G2)
- Develop syllabus guidelines for DE courses that include instructional resources and institutional services. (G2)
- Update tutorial material for how to navigate the LMS. (G2)

Ensure all DE courses meet accessibility standards
- Develop a process to assess Section 508 and WCAG 2.0 accessibility compliance of online courses. (G3)
- Coordinate with DSS to provide a plan for accommodation to ensure accessible learning activities or instructional media. (G3)
Maintaining faculty **primacy** (17.02) and authority in all matters of curriculum for online courses is important to assure faculty support for the Distance Education Strategic Plan. Accordingly, the following principles are adopted as part of the Distance Education Strategic Plan.

1. Each online course will follow the course outline, course objectives, student learning outcomes and department standards so that the online course will be an equivalent of a face-to-face course. This includes the course material, grading standards, assignments, student evaluation, and types of assessments.

2. Each department will be responsible for developing the specific practices, including methods of instruction and instructor-initiated contact, for ensuring the course is consistent with the college’s distance education policies and definitions.

3. Academic departments will be responsible for developing any operational terms for the OEI rubric and/or modifications to the OEI rubric needed to apply the rubric to the department’s online courses. Any modifications or operation terms shall be consistent with the college’s distance education policies and definitions.

4. Faculty scheduled or assigned to any online course shall be hired and selected by the department’s usual faculty selection process in accordance with the relevant Board policies and faculty contracts.

5. Courses will be offered online with the collaboration of that department’s full-time faculty, following the regular curriculum process and in accordance with the United Faculty contract.

6. Fullerton College is not currently participating in the statewide exchange to offer online classes.

7. Faculty’s rights of academic freedom, consistent with UF contract and state law, shall apply when faculty teach online.

**APPENDIX A**

**Faculty Primacy with OEI Course Design Rubric for Online Courses**

17.02 Faculty Primacy in Distance Education Instructional Programs and Student Services.
APPENDIX B

Online Teaching Certificate (OTC) Proposal

RATIONALE:
1. Having an Online Teaching Certificate is a way of laying a foundation for campus-wide online teaching standards and best practices.
2. It is one concrete way of showing accreditation examiners that DE quality is being addressed on campus.
3. Making it official would benefit faculty in several ways, including: salary advancement, meeting the demand for instructional technology training on campus, and acknowledgement that faculty have received specific training in online teaching. *Some adjuncts can use this certificate at other institutions where this is required.
4. It enhances the offerings of the Staff Development program.
5. It is not just for online instructors; all faculty need training in instructional technology

I. Core Workshops – required for all participants (the sessions are 2 hours each, which would be a total of 16 hours, depending on the finalization of the offerings)

   A. Communication in an online environment: student-student and faculty to student, including regular effective contact
   B. Accessibility – 2 parts
      1. Documents [and the LMS]
      2. Video [captioning]
   C. Pedagogy (includes online learning theory, best practices, and rationale for instructional technology)
   D. Collaboration (student-to-student interaction) – Group Work online
   E. LMS – 2 parts (Beginning and Intermediate)
   F. Apply OEI Rubric to your class (final workshop)

II. Optional – sessions are 1 to 2 hours - (must take 4 hours total)

   A. Digital Literacy
   B. Tips and Tools
   C. Making Videos
   D. Creating Rubrics
   E. HTML Code Training
   F. Division/department specific trainings

VISION: The workshops would be designed with a hands-on approach, so faculty would have time to work on their course or course materials during the workshop.

FACULTY PRESENTERS: Gary Graves, Angela Henderson, Darnell Kemp, Laura Melella, Lisa Montagne, Deborah Paige, Roger Perez

Appendix B was submitted on 4/14/16 to the Staff Development Committee by Angela Henderson, Darnell Kemp, Lisa Montagne and Cory Thomas.
# Table of Contents

1. Welcome & Introduction 3  
2. General Information 4  
3. Faculty Preparation 7  
4. Course Quality & Standards 10  
5. Course Assessment 15  
6. Course Materials 16  
7. Course Scheduling & Delivery 21  
8. Accessibility 25  
9. Appendix 30
1. Welcome & Introduction

About this Handbook

The Fullerton College Distance Education Handbook has been developed based on the recommendations of the Distance Education Advisory Committee.

The goals of this handbook are to:

- Articulate the mission and goals of the Distance Education program, especially as they pertain to the Fullerton College Educational Master Plan.
- Provide technical and pedagogical support and resources for faculty teaching online and hybrid courses.
- Furnish information about training and mentoring for online and hybrid course delivery methods.
- Inform faculty about the mandatory policies and procedures (Title IV, V, Ed. Code, ADA, etc.) that relate to Distance Education courses.
- Define best practices in Distance Education and how those should be incorporated into course design and delivery.
- Offer comprehensive resources for ongoing faculty development.

Contact Information

321 E. Chapman Ave.
Fullerton, CA 92832
Phone: (714) 992-7000
Fax: (714)992-7000
2. General information

Contents

1. Distance Education Mission
   a. Mission Statement
2. Definition of Online Learning
   a. Online
   b. Hybrid
3. Purpose of Online Learning
4. Principles of Online Learning
   a. Principle 1
   b. Principle 2
   c. Principle 3
   d. Principle 4

Distance Education Mission Statement

Mission Statement – to be revised fall 2017
Definition of Online Learning

Distance Education is an approach to learning where instruction takes place outside the traditional classroom setting. Instead of teaching face-to-face, instructors use electronic or a blend of face-to-face and electronic delivery methods to develop and furnish content for instruction and interaction with students.

At Fullerton College there are three modes of Distance Education instruction: *

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Online</td>
<td>An online Distance Education course is delivered via the Internet using a campus-supported Learning Management System (LMS). <strong>On-campus meetings are determined by each Department.</strong> Students are required to use a computer with Internet access as the primary technology and may be required to use other available technologies to acquire and learn course content. Through regular effective contact, instructor and students interact to complete assignments and assessments and to demonstrate <strong>Student Learning Outcomes.</strong> An online course will be designated as <strong>Online</strong> in published campus materials.</td>
</tr>
<tr>
<td>Hybrid</td>
<td>A hybrid Distance Education course replaces some face-to-face class time with online instructional time. Any Distance Education course that provides a percentage of class time online and a percentage on campus is considered a hybrid course. A campus-supported Learning Management System is used to provide course content replacing face-to-face time. Students must have access to a computer and the Internet. A hybrid course will be designated as <strong>Hybrid</strong> in published campus materials.</td>
</tr>
<tr>
<td>Teleweb</td>
<td>A teleweb Distance Education course combines video viewing (via cable television and/or streaming), online technologies, and some campus attendance. A campus-supported Learning Management System may be used to provide course content replacing face-to-face time. Students must have access to a computer and the Internet. A teleweb course will be designated as <strong>Teleweb</strong> in published campus materials.</td>
</tr>
</tbody>
</table>

*If instructors use the LMS to post materials and engage in discussion but do not replace their classroom time with online instruction, this is a web-enhanced course and is not considered a Distance Education course.*
**Principles of Online Learning**

Fundamental teaching and learning standards for undergraduate education also apply to teaching online and hybrid courses. This means that the following components, based on California Community Colleges Online Education Initiative, should guide Distance Education courses:

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Component 1</strong></td>
<td><strong>Course Design</strong> addresses elements of instructional design. Course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies that foster student-centered learning.</td>
</tr>
<tr>
<td><strong>Component 2</strong></td>
<td><strong>Interaction &amp; Collaboration</strong> can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. “Interaction” denotes communication between and among learners and instructors, synchronously or asynchronously. “Collaboration” is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. Students should have a sense of belonging to a group, rather than each student perceiving himself/herself studying independently. <strong>Regular effective contact</strong> is a California requirement for distance learning which states that instructors must initiate contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation standards.</td>
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<tr>
<td><strong>Component 3</strong></td>
<td>Online assessments should measure progress towards learning outcomes, and provide feedback to students and instructor. Instructors should use assessments as an ongoing means of measuring and assessing student learning.</td>
</tr>
<tr>
<td><strong>Component 4</strong></td>
<td>Distance education <strong>instructors should engage all types of learners</strong> by providing content and assessments that respect and accommodate the different needs, learning styles and strategies of each student. In addition, instructors should address the support resources available to students taking the course. Such resources may be accessible within or external to the course environment.</td>
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<tr>
<td><strong>Component 5</strong></td>
<td>Instructors should make certain that their courses meet all the necessary <strong>accessibility requirements</strong> (508 compliance). They should also create course content and assessments that are user-friendly in terms of technology and provide alternate means of access to the course material should there be problems with the Learning Management System.</td>
</tr>
</tbody>
</table>
3. Faculty Preparation

Contents

1. Technological Readiness
2. Pedagogical Readiness
3. Training Process & Requirements
   a. New Online or Hybrid Instructor Training
   b. Training Waivers

Technological Readiness

Faculty members who wish to teach online should not only possess basic proficiency in computer skills but should also be acquainted with and feel comfortable using more advanced programs and applications. The following technical skills, listed from least to most complex, are examples of what would be recommended to teach online and hybrid courses:

<table>
<thead>
<tr>
<th>Type of Technology</th>
<th>Necessary Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Skills</td>
<td>• File management</td>
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<tr>
<td></td>
<td>• Using multimedia</td>
</tr>
<tr>
<td></td>
<td>• Audio recording (microphone)</td>
</tr>
<tr>
<td>LMS Specific</td>
<td>• Creating a basic LMS page</td>
</tr>
<tr>
<td></td>
<td>• Managing content to include assignments, assessments, modules, and discussions</td>
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<tr>
<td></td>
<td>• Creating accessible content</td>
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<tr>
<td></td>
<td>• Importing and exporting content</td>
</tr>
<tr>
<td></td>
<td>• Creating and manage multimedia files</td>
</tr>
<tr>
<td></td>
<td>• Using a publisher plugin</td>
</tr>
<tr>
<td>Presentation</td>
<td>• Create, edit, and save presentations</td>
</tr>
<tr>
<td>Software</td>
<td>• Adding multimedia to presentation</td>
</tr>
<tr>
<td></td>
<td>• Recording audio narration for presentation</td>
</tr>
<tr>
<td></td>
<td>• Understanding of word processing software</td>
</tr>
<tr>
<td></td>
<td>• Creating accessible .pdf files</td>
</tr>
<tr>
<td>Email</td>
<td>• Sending and receiving email</td>
</tr>
<tr>
<td></td>
<td>• Attaching documents and images</td>
</tr>
<tr>
<td></td>
<td>• Creating and managing contact groups</td>
</tr>
<tr>
<td>Internet</td>
<td>• Understanding and using different browser types</td>
</tr>
<tr>
<td></td>
<td>• Utilizing social media applications</td>
</tr>
<tr>
<td></td>
<td>• Understanding the use of online database</td>
</tr>
</tbody>
</table>
Pedagogical Readiness

The following pedagogical skills are recommended to teach online and hybrid courses:

<table>
<thead>
<tr>
<th>Pedagogical Area</th>
<th>Necessary Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamental Principles</strong></td>
<td>• Understand the differences between face-to-face and online instruction</td>
</tr>
<tr>
<td></td>
<td>• Utilize learner-centered pedagogy where concepts of interactivity, instructor-led</td>
</tr>
<tr>
<td></td>
<td>facilitation and feedback are core elements</td>
</tr>
<tr>
<td></td>
<td>• Create learning activities that actively engage students and which encourage top-</td>
</tr>
<tr>
<td></td>
<td>down cognitive learning</td>
</tr>
<tr>
<td></td>
<td>• Accommodate a variety of learning styles and strategies in both content delivery</td>
</tr>
<tr>
<td></td>
<td>and learning activities</td>
</tr>
<tr>
<td><strong>Management &amp; Interaction</strong></td>
<td>• Follow guidelines for regular effective contact with students in both synchronous</td>
</tr>
<tr>
<td></td>
<td>and asynchronous modalities</td>
</tr>
<tr>
<td></td>
<td>• Communicate and maintain learning objectives</td>
</tr>
<tr>
<td></td>
<td>• Cultivate and develop learning communities through group activities</td>
</tr>
<tr>
<td></td>
<td>• Create and maintain an atmosphere of trust</td>
</tr>
<tr>
<td></td>
<td>• Communicate clear participation requirements, facilitate and monitor interaction</td>
</tr>
<tr>
<td></td>
<td>accordingly</td>
</tr>
<tr>
<td></td>
<td>• Lead discussions rooted in inquiry that challenge students to question and develop</td>
</tr>
<tr>
<td></td>
<td>their own conclusions</td>
</tr>
<tr>
<td></td>
<td>• Provide ongoing personalized feedback and suggestions for improving student</td>
</tr>
<tr>
<td></td>
<td>performance</td>
</tr>
<tr>
<td></td>
<td>• Make additional resources available for learning</td>
</tr>
<tr>
<td><strong>Technology Integration</strong></td>
<td>• Identify the most appropriate technologies for content and learning outcomes</td>
</tr>
<tr>
<td></td>
<td>• Determine the modalities that are best used for course communication, discussion</td>
</tr>
<tr>
<td></td>
<td>and assessment</td>
</tr>
<tr>
<td></td>
<td>• Present content that is easily navigable and accessible to all learners</td>
</tr>
<tr>
<td></td>
<td>• Integrate multimedia content that meets the learning styles and needs of all students as well as accessibility requirements</td>
</tr>
<tr>
<td></td>
<td>• Encourage cooperative learning through group activities that utilize current technology</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>• Provide multiple opportunities for ongoing authentic assessment that measure both</td>
</tr>
<tr>
<td></td>
<td>student understanding of course content and participation</td>
</tr>
<tr>
<td></td>
<td>• Ensure that assessment tools are linked to learning objectives</td>
</tr>
<tr>
<td></td>
<td>• Use a variety of asynchronous assessment techniques in which students are able to</td>
</tr>
<tr>
<td></td>
<td>demonstrate higher-order critical thinking skills</td>
</tr>
<tr>
<td></td>
<td>• Employ multiple assessment strategies to maintain active student engagement</td>
</tr>
<tr>
<td></td>
<td>• Make use of data from the assessment tools in the LMS to evaluate the validity and reliability of the various assessment instruments</td>
</tr>
<tr>
<td></td>
<td>• Incorporate surveys to receive regular constructive student feedback and integrate it into the course structure.</td>
</tr>
<tr>
<td></td>
<td>• Understand the unique challenges that affect academic integrity and student authentication in the online environment</td>
</tr>
<tr>
<td><strong>Accessibility</strong></td>
<td>• Create or modify all course content so that it is accessible to students with disabilities</td>
</tr>
<tr>
<td></td>
<td>• Design the course layout so that it is easily navigable and readable and has alternate options for students with special needs</td>
</tr>
</tbody>
</table>
Training Process & Requirements

Fullerton College Online or Hybrid Instructor Training

The Online Teaching Certificate at Fullerton College includes a series of workshops where educators learn best practices and new approaches to teaching in an online environment. Twenty workshop hours are required to achieve the Online Teaching Certificate.

Core Workshops -- 2 hours each
- Introduction to Learning Management System
- Communication: Regular and Effective Contact
- Accessibility 101 (2 parts, 4 hours total)
- Online Pedagogy
- Collaboration (student-to-student interaction)
- Online Education Initiative (OEI) Rubric

Additional/Supplemental Workshops -- 1 to 2 hours
- Methods of Organizing Content
- Video-Making for Instruction
- Turnitin.com/GradeMark
- Using Open Resources
- Online Tips and Tools
- Digital Literacy

<table>
<thead>
<tr>
<th>Potential OTC Training Exemption</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous online teaching experience</td>
<td>Faculty who have taught online at another institution within the past 5 years, but not at Fullerton College, may meet the faculty training requirements. They will need to arrange a meeting with their department coordinator (or immediate management supervisor) to discuss their experience and be prepared to present a course (or courses) that have been taught online. Courses should include all the required elements in an online course from the Online Education Initiative (OEI) Rubric. The department coordinator will then make a recommendation to the Division Dean. Training on the Learning Management System is highly recommended.</td>
</tr>
<tr>
<td>Previous online training/certification</td>
<td>Faculty who have not taught online but have taken the equivalent coursework, meaning courses that cover the same material as the required OTC Sessions listed above, within the past 5 years may meet the Fullerton College training requirements. The courses must cover the same content as the Fullerton College Online or Hybrid Instructor Training. Proof of completion, as well as course descriptions are required.</td>
</tr>
</tbody>
</table>

Recognizing that these are the Distance Education Advisory Committee recommendations, ultimately, the Division Deans retain right of assignment.
4. Course Quality & Standards

Contents

1. Course Quality: Title V Language & Explanation
   a. Section 55200: Definition & Application
   b. Section 55202: Course Quality Standards
   c. Section 55204: Instructor Contact
   d. Section 55206: Separate Course Approval
   e. Section 55208: Faculty Selection & Workload
2. Regular Effective Contact in Detail
   a. Types of Regular Effective Contact
3. Guidelines for Regular Effective Contact

Course Quality: Title V Language & Explanation

Title V Distance Education Guidelines were developed to describe best practices for quality Distance Education in the California Community College system. These include: instructor contact, course design and approval, faculty training and workload and class size caps.

The following sections of Title V are most applicable to Distance Education courses at Fullerton College:

Section 55200: Definition & Application

<table>
<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means at Fullerton College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All Distance Education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as Distance Education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).</td>
<td>This section provides a general definition of Distance Education. At Fullerton College, the term <strong>Distance Education</strong> applies to online and hybrid but not to web-enhanced courses. Section 55200 also specifies that all Distance Education content and delivery need to be <strong>accessible to all learners</strong>.</td>
</tr>
</tbody>
</table>
### Section 55202: Course Quality Standards

<table>
<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means at Fullerton College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The same standards of course quality shall be applied to any portion of a course conducted through Distance Education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of Distance Education under the course quality standards shall be made with the full involvement of faculty in accordance with the provision of subchapter 2 (commencing with section 53200) of chapter 2.</td>
<td>Online and hybrid courses should have the same course quality standards as face-to-face instruction. Instructors should use the OEI Rubric for Online Instruction (PDF) to develop, teach, modify, and reevaluate their courses to ensure that best practices in instructional design and implementation are followed.</td>
</tr>
</tbody>
</table>

### Section 55204: Instructor Contact

<table>
<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means at Fullerton College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:</td>
<td>Instructors need to make certain that there are measures for instructor-initiated regular effective contact incorporated into online and hybrid course design and delivery. Regular effective contact means that instructors must keep in contact with students in a consistent and timely basis (at least weekly) to both ensure the quality of instruction and verify their performance and participation status. The frequency of contact will be at least the same as would be established in a face-to-face course. Lack of activity in the course such as in the LMS or third party Web sites by instructors or students indicates a lack of regular effective contact.</td>
</tr>
<tr>
<td>• Any portion of a course conducted through Distance Education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence voicemail, email, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.</td>
<td></td>
</tr>
<tr>
<td>• Any portion of a course provided through Distance Education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.</td>
<td></td>
</tr>
</tbody>
</table>
**Section 55206: Separate Course Approval**

<table>
<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means at Fullerton College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If any portion of the instruction in a proposed or existing course or course</td>
<td>All online and hybrid courses need to be approved by the Curriculum &amp; Instruction Committee via a</td>
</tr>
<tr>
<td>section is designed to be provided through Distance Education in lieu of face-to-</td>
<td>separate approval process.</td>
</tr>
<tr>
<td>face interaction between instructor and student, the course shall be separately</td>
<td></td>
</tr>
<tr>
<td>reviewed and approved according to the district’s adopted course approval</td>
<td></td>
</tr>
<tr>
<td>procedures.</td>
<td></td>
</tr>
</tbody>
</table>

**Section 55208: Faculty Selection & Workload**

<table>
<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means at Fullerton College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors of course sections delivered via Distance Education technology shall</td>
<td>All faculty teaching Distance Education courses should be trained in best practices for online and</td>
</tr>
<tr>
<td>be selected by the same procedures used to determine all instructional assignments.</td>
<td>hybrid instruction. This means that faculty new to Distance Education should complete all the</td>
</tr>
<tr>
<td>Instructors shall possess the minimum qualifications for the discipline into</td>
<td>requirements for Online or Hybrid Instructor Training or present verification of the equivalent.</td>
</tr>
<tr>
<td>which the course’s subject matter most appropriately falls, in accordance with</td>
<td></td>
</tr>
<tr>
<td>article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with</td>
<td></td>
</tr>
<tr>
<td>the list of discipline definitions and requirements adopted by the Board of</td>
<td></td>
</tr>
<tr>
<td>Governors to implement that article, as such list may be amended from time to</td>
<td></td>
</tr>
<tr>
<td>time. The number of students assigned to any one course section offered by</td>
<td></td>
</tr>
<tr>
<td>Distance Education shall be determined by and be consistent with other district</td>
<td></td>
</tr>
<tr>
<td>procedures related to faculty assignment. Procedures for determining the number</td>
<td></td>
</tr>
<tr>
<td>of students assigned to a course section offered in whole or in part by Distance</td>
<td></td>
</tr>
<tr>
<td>Education may include a review by the curriculum committee established pursuant</td>
<td></td>
</tr>
<tr>
<td>to section 55002(a)(1). Nothing in this section shall be construed to impinge</td>
<td></td>
</tr>
<tr>
<td>upon or detract from any negotiations or negotiated agreements between exclusive</td>
<td></td>
</tr>
<tr>
<td>representatives and district governing boards.</td>
<td></td>
</tr>
</tbody>
</table>
**Regular Effective Contact in Detail**

Establishing and maintaining regular effective contact is an important aspect of delivering an online and hybrid course. It is not only a Title V requirement, but is also a practice that encourages and facilitates student-centered instruction and increases success on student learning outcomes.

**Types of Regular Effective Contact**

Interaction in the Distance Education classroom takes place in four ways:

<table>
<thead>
<tr>
<th>Four Types of Interaction</th>
<th>Instructor-Student Examples:</th>
<th>Student-Student Examples:</th>
</tr>
</thead>
</table>
| ![Diagram](image) | - Course announcements  
- Messaging via the LMS  
- Personalized feedback  
- Discussion boards  
- Chat/IM  
- Videoconferencing/Skype  
- Phone/voicemail | - Messaging via the LMS  
- Discussion boards  
- Chat/IM  
- Collaborative projects: group blogs, wikis |
| ![Diagram](image) | ![Diagram](image) | ![Diagram](image) |

- **Student-Content Examples**
  - Modules on the LMS  
  - Lectures (recorded/streaming)  
  - Podcasts/webinars/screencasts  
  - Videoconferencing/CCConfer  
  - Discussion boards

- **Student-Interface Examples**
  - Computer hardware  
  - Internet browsers  
  - Software applications  
  - Modules on the LMS
Guidelines for Regular Effective Contact

The following are best practices and recommendations of how to implement regular effective contact:

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiated Interactions</td>
<td>• Include means for all types of interaction in the course design.</td>
</tr>
<tr>
<td></td>
<td>• Utilize appropriate media for accessibility</td>
</tr>
<tr>
<td></td>
<td>• Design daily or weekly assignments and projects that promote collaboration among students</td>
</tr>
<tr>
<td></td>
<td>• Model course netiquette at the beginning of the semester with instructor-guided introductions</td>
</tr>
<tr>
<td></td>
<td>• Pose questions in the discussion boards which encourage various types of interaction and critical thinking skills among all course participants. Monitor content activity to ensure that students participate fully and discussions remain on topic</td>
</tr>
<tr>
<td></td>
<td>• Create a specific forum for questions regarding course assignments</td>
</tr>
<tr>
<td></td>
<td>• Ask students for feedback about the course on a regular basis and revise content as needed</td>
</tr>
<tr>
<td>Frequency &amp; Timeliness of Interactions</td>
<td>• Establish guidelines for frequency of contact that are the same as in the face-to-face classroom</td>
</tr>
<tr>
<td></td>
<td>• Make known response time for student questions/inquiries and assignment feedback (e.g. 1-2 business days)</td>
</tr>
<tr>
<td></td>
<td>• Maintain an active daily presence, particularly during the beginning weeks of a course</td>
</tr>
<tr>
<td></td>
<td>• Give frequent and substantive feedback throughout the course</td>
</tr>
<tr>
<td>Expectations for Interactions</td>
<td>• Specify course policy regarding frequency and timeliness of all contact initiated by the instructor in the syllabus</td>
</tr>
<tr>
<td></td>
<td>• Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus</td>
</tr>
<tr>
<td></td>
<td>• Outline and explain netiquette in initial course documents</td>
</tr>
<tr>
<td></td>
<td>• Clarify important dates, such as assignment and assessment deadlines not only in the beginning but also throughout the course</td>
</tr>
<tr>
<td>Absences from Interactions</td>
<td>• Inform students immediately of course designee should an illness, family emergency or other unexpected event prevent continuing regular effective contact for a prolonged period of time</td>
</tr>
<tr>
<td></td>
<td>• Let students know when instructor-initiated regular effective contact will continue</td>
</tr>
</tbody>
</table>
5. Course Assessment

Contents:

1. Online Education Initiative - Course Design Rubric
   a. History
   b. Rubric implementation
2. LMS Assessment Tools
3. Recommendations

Online Education Initiative – Course Design Rubric

History

The Online Education Initiative Course Design Rubric (Appendix) was developed in 2014 by the OEI Professional Development Work Group to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. According to the OEI web site (Online Course Design Standards, 2017), the development of the rubric benefited from the group having access to significant work already undertaken in this area by the California Community College (CCC) Distance Education Coordinator’s group, the Academic Senate for California Community Colleges (ASCCC), and the CCC Chancellor’s office (CCCCO) along with a variety of other local college and nationally established standards.

The OEI Rubric has undergone three major revisions since its initial development, including the current iteration (Appendix), in response to changes in available instructional technology and feedback from instructors and reviewers.

Rubric Implementation

The Distance Education Advisory Committee chose to use the OEI Rubric as a guide for new online instructors developing their online course(s). It also serves as a valuable tool for current online instructors to assess their course design to determine whether they meet existing regulations and accreditation requirements. Since the Course Design Rubric has been implemented at a large majority of the California Community Colleges, we believe it has been strongly vetted as an evaluation tool.

The implementation of the original OEI Rubric was voted in and approved by the Distance Education Advisory Committee in March of 2016, and approved by Senate on May 16, 2016.

The Fullerton College Online Teaching Certificate, first offered in Fall 2016, was developed in conjunction with the OEI Rubric. The six core workshops each focus on an area of the Rubric, intended to train educators on teaching in an online environment with a focus on current and innovative pedagogy, technologies, and best practices.

Recommendations

Faculty are encouraged to compare their courses to the OEI Course Design Rubric to evaluate course design and pedagogy. Tenured faculty are also encouraged to share their online courses with their Dean during their three-year evaluation cycle.
6. Course Materials

Contents

1. Types of Course Materials
2. e-Packs
   a. e-Pack Consideration
3. Instructional Technology
4. Open Educational Resources
   a. Differences between OER & free resources
   b. Types of OER materials

Types of Course Materials

In the face-to-face classroom, it is common to use publisher-created textbooks and course content. This type of content still exists in Distance Education in the form of e-Packs (also known as Course Cartridges).

There are, however, many different options for adopting, adapting and creating multimedia course content for the online environment that provide affordable alternatives to traditional textbooks. In addition to the various instructional technology tools that can be used to create original course content, there are also many openly licensed eTextbooks, eBooks and CourseWare, known as Open Educational Resources (OER).

e-Packs

e-Packs (sometimes also referred to as Course Cartridges) are prebuilt courses created by publishers for use in Distance Education courses. e-Packs are different from companion Web sites for textbooks or eBooks (or eTextbooks). Companion Web sites provide supplemental materials to a textbook; eBooks are texts that have been converted to digital format. e-Packs are entire publisher-developed courses that can often be loaded directly into the LMS.

e-Pack Considerations

At first it might seem that using e-Packs is beneficial, since having content that is already created can reduce the amount of time it takes to develop course content and activities. e-Pack content directly matches that in
the textbook and is customizable (meaning that instructors can choose the order and content they wish to make available to students). There is a lot of engaging and well-developed content available.

However, when considering an e-Pack for a course, it is important to understand that there are some issues with e-Packs that may outweigh the benefits. **Before adopting an e-Pack for a course, it is necessary to make certain that the e-Pack addresses the following criteria for best practices in online education and compliance.**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal</td>
<td><strong>Title V regulations</strong> (<a href="#">Section 59402</a>) specify that students in Distance Education courses must be able to use electronic materials in the same way as they would face-to-face textbook materials. This is defined as “tangible personal property” and includes electronic data that the student may access during the class and store for personal use after the class in a manner comparable to the use available during the class. Any e-Pack that does not allow students to access or save materials is in violation of Title V regulations.</td>
</tr>
</tbody>
</table>
| Financial| In addition to tuition and what students have to pay for textbooks, publisher e-Packs charge additional fees for course access codes.  
  - e-Pack codes can vary in price depending upon the course. How and where to purchase e-Pack codes is not always clear (online, bookstore, bundled with the textbook). When publishers require students to buy codes online it may be a violation of student privacy rights, because it requires students to log in and use a credit card on a third party Web site.  
  - Students who buy used texts may still have to pay full price for an e-Pack code.  
  - Often the cost of the code is not refundable, creating an additional financial burden for students who drop the class. |
| Accessibility | Because e-Packs are created by a range of publishers, there is no guarantee that the materials will be accessible to students with disabilities. Generally, eBooks that come with a course are compliant, but the added content (flashcards, etc.) may not be. For some students, assistive technology and support may be available, but it may require students to log on to third party Web sites, which can violate student privacy laws. Each individual e-Pack should be evaluated for accessibility **prior to adoption.** |
| Copyright | e-Packs are publisher-created and copyrighted material. Instructors can tailor the content to meet their needs. Any page that contains publisher information must have the appropriate copyright information. Instructors can insert notes and comments onto copyrighted pages.  
For most e-Pack publishers, content generated by instructors remains the intellectual property of the instructor. However, it is best to check with the individual publisher. |
<p>| Privacy  | All e-Packs must follow federal guidelines for student privacy, otherwise known as |</p>
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Criteria** | FERPA compliance. Publisher e-Packs are not always FERPA compliant.  
- e-Packs are sometimes posted on third-party Web sites, meaning that students have to leave the LMS in order to access information or contribute to the course.  
- If there is a chance that student educational record data – grade, comments, roster information – is stored on a Web site outside the LMS, this could violate FERPA guidelines.  
- Students cannot be required to use a site that requires them to reveal any information other than directory data. In addition, if students are required to use a third-party publisher site, they will need to be issued aliases if that Web site is not FERA compliant. |
| **Pedagogical** | There are numerous concerns with e-Packs and best practices in online instruction.  
- e-Packs are created by the publisher, and as such, may not meet the quality standards for the Course of Record.  
- Even though e-Packs are customizable, there is not as much flexibility about how the content is presented than there is in instructor-developed courses.  
- Differences between the e-Pack material (tone, type of content, organization) and what the instructor creates may be confusing for students.  
- Presentation of material and assessments in e-Packs often do not encourage collaborative, student-centered, or critical thinking activities.  
- It is not always clear to students how to access and use content, particularly if they have to register at third party Web sites.  
- Students may be so overwhelmed by dealing with different content delivery systems that the course quality suffers. |
| **Technical** | There are a number of technical issues with e-Packs.  
- There is limited on-campus tech support for e-Packs. Most technical issues need to either be dealt with by the instructor or go through the publisher. This shifts the focus of instructor from content delivery to tech support.  
- Instructors need to make certain they have the right version of the content. With each new textbook edition, faculty need to double-check that they have an updated version of the e-Pack.  
- It may take up to 2 weeks to acquire and load e-Pack content onto the LMS.  
- Moving content to new courses can sometimes present problems depending upon what course section the e-Pack content is linked to. |

In cases where e-Packs are being considered for course content, faculty should work with the Distance Education Manager prior to adoption to ensure that the e-Pack meets all the necessary requirements.
Instructional Technology

The LMS has many tools – like discussions, collaborations, or chat – that can be used to design and deliver online/hybrid courses. There are also additional tools available for developing content, creating community and enriching students’ learning experiences.

Instructional technology is always developing, particularly with the Millennial Generation. Therefore, it is important when teaching online to recognize the positive effect incorporating a range of tools can have on student learning outcomes, motivation and retention (Hai-Jew).

New generations of online learners have learned to expect regular rollouts of newer, better, and faster levels of technological expertise. What is innovative and new in curriculum today becomes simply the baseline expectation of new generations of learners. Everyday exposure to sophisticated production values in multimedia applications creates expectations among students that online courses will have similar production values; anything less can draw negative responses about the course as a whole.

These relatively new technologies enable students to represent ideas in different formats, which enhances their deep learning along visual/spatial and auditory/verbal information channels. Material that originated in digital form can be readily deployed in online immersive sites or on different platforms.
Open Educational Resources

Differences between OER & free resources

The line between OER and free internet/electronic resources is not often clear cut. But, in general, OER materials have a creative commons license that legally enables them to be used, reused, adapted, and shared. Free materials, on the other hand, may not require a fee but may have additional restrictions (such as copyright or specific attribution requirements) that limit their use even though they may still have educational applications under the Fair Use/TEACH Act.

Types of OER materials

OER encompass a vast variety of learning resources including:

- Textbooks/eBooks
- Audio files/Podcasts
- Webcasts
- Videos/Multimedia
- Lesson Plans/Modules
- Academic Journals
- Courseware
- Assessments
- Learning Objects
7. Course Scheduling & Delivery

Contents

1. Assigning Faculty for DE Courses
2. Schedule of Classes
   a. Title IV Considerations & Comments
3. Welcome Letter and Online Syllabus
   a. Welcome Letter and Online Syllabus Differences
   b. Welcome Letter in Detail
   c. Syllabus in Detail
4. Online Welcome Letter and Course Syllabus Templates
   a. Welcome Letter
   b. Course Syllabus

Assigning Faculty for DE Courses

The Distance Education Advisory Committee strongly recommends that faculty be trained in online teaching pedagogy and the campus sponsored learning management system in order to teach Distance Education courses. This means that faculty should have either completed the new Online Teaching Certificate Program or, in lieu of training, have been recommended to teach Distance Education courses based upon prior online teaching experience or coursework, such as @One courses or courses at other institutions.

Faculty who have not been recommended by their department chairperson to the Dean should not teach online or hybrid courses as part of load. This applies to full-time and adjunct faculty members alike. Assigning a general “STAFF” to any Distance Education course section in the schedule of classes should only occur under extenuating circumstances and according to the right of assignment of Deans at the college per the United Faculty contract.

The Distance Education Advisory Committee recommends this best practice to make a good faith effort to ensure that online and hybrid course delivery meets Federal, State and WASC quality standards for online instruction. Contact Staff Development or the Distance Education Manager for any questions about or assistance with faculty training concerns.

Schedule of Classes

In addition to assigning faculty trained in online instruction to Distance Education course sections, it is also necessary to use a standardized course comment in the schedule of classes to describe online or hybrid courses. This should include the LMS being used, the course designation (online or hybrid), and the email address for the instructor. All course
comments will follow the Distance Education Course Guideline for class schedule (Banner) Comments found on the campus network J: drive and in the Appendix.

The above guidelines are required in order to demonstrate Fullerton College’s compliance with Federal, State and WASC guidelines for online instruction. The comments make it easier for students to understand what is required of them when registering for the course.

2.1 Title IV Considerations

Recent Federal and WASC guidelines to prevent financial aid fraud mean that initial student logins to Distance Education courses no longer count as student participation. Several online programs in the community college system have recently been targeted by financial aid fraud schemes in which a ‘student’ registers for an online course, logs in, and then drops the course after financial aid funds have been dispersed.

A letter sent in October 2011 by the Department of Education calls upon post-secondary Distance Education programs to put more stringent measures into place to make certain that students are not just enrolled in courses, but also actively participate:

…institutions [need] to take steps necessary to ensure that students are academically engaged prior to disbursing Title IV student aid funds. If students do not begin attendance, Title IV funds must be returned (34 CFR 668.21(a))(Runcie & Ocha).

In accordance with these legal requirements, the Fullerton College Financial Aid office may decide not allocate financial aid to students until the end of week two. One step in verifying students to is when faculty confirm rosters. To further comply with the legal requirements and confirm “active participation” the Distance Education Advisory Committee recommends that all online and hybrid courses offered at Fullerton College need to have explicit instructions about the following:

1. ONLINE COURSES: Require a Course Check-In Assignment to be completed by the end of the first week of classes. This assignment should actively engage the student, otherwise they will be dropped from the course. This Course Check-In Assignment must originate from within the LMS. This does not include logging into the course through the LMS or emailing the instructor. This also provides documentable evidence of regular effective contact. Recommendations for this Course Check-In Assignment include:
   a. Posting an Introduction to the Discussion Forum
   b. Creating a Profile in the LMS that includes a student picture or avatar
   c. Completing a syllabus quiz
   d. Completing an online readiness quiz
2. HYBRID COURSES: In addition to attending the first face-to-face meeting of the course during the first week of classes, hybrid courses will also require a Course Check-In Assignment following the same requirements as for an online course. (see above) The Check-In Assignment will confirm the hybrid students’ use of the LMS, establish regular effective contact for week 1 and give a preliminary assessment of students’ online readiness.

2.2 Standard Online Schedule Comment (Appendix)
2.3 Standard Hybrid Schedule Comment (Appendix)

NOTE: Changes to the standard schedule comments in banner have been recommended by DEAC. These changes will be sent to Curriculum and Faculty Senate in fall 2017.

Welcome Letter and Online Syllabus

In the face-to-face classroom a large part of the first class meeting is spent introducing the course, going over the syllabus, getting to know the students and answering any questions that arise about the course content or assignments.

Since students do not have this type of contact with the instructor or with other students in fully online classes and limited face-to-face contact in hybrid classes, they may often feel isolated and uncertain of what they need to do. In order to establish rapport with the students and to incorporate general best practices for Distance Education, instructors must introduce the course and login information with a welcome letter before the course begins.

The Welcome Letter should include instructions (screen shots encouraged) telling students how and where to login. It also serves as a means to establish rapport and to promote regular effective contact with the students early on. It should include the following:

- information of where to go for technical help and support
- information about the books required and bookstore
- information about any orientations or on-campus exams

Please refer to your department’s guidelines and recommendations. See sample welcome letters in the appendix.

ONLINE SYLLABUS

Since the online syllabus is the main source of information about the course, it should include a greater amount of detail including the following:

- Information about course assignments, course schedule, and texts
- Information about the Learning Management System
- Introduction to the tools used within the Learning Management System
- Guidelines for class participation and grading criteria, including expected response time
from professor.

- Important dates during the semester

General weekly timeline for when lessons are released as well as due dates for activities discussions and quizzes should also be included. A suggestion for online courses is to require a course contract. Students must send a statement *such as the following* which serves as an agreement between faculty and student:

**Your Contract of Understanding**

Please copy and paste the following or type it verbatim in the body of an email message. Fill in your specific information and send to me via email within LMS:

Subject: Contract of Understanding—Course Name & Number - CRN

Body of your message: Your full name, Student ID#, email address, 10-digit phone #

Please cut and paste this agreement into the email message under the above information.

I understand the course syllabus in its entirety. I understand that the syllabus is a contract and I fully accept the requirements. I will uphold the policies, rules, guidelines and strategies stated herein. When I have difficulty, I will immediately consult the Professor by email or phone to get the help I need. I understand that success in this class is dependent upon my participation on the learning management system at least 3 times each week. I also understand that it is my responsibility to copy the due dates and keep up with deadlines. If I have computer trouble at home, I understand that computers are available for my use on campus in the Skills Lab, 800 Building, and at least three other campus locations that I will seek out if needed. I promise to make every effort to succeed in this course.

The Distance Education Advisory Committee has also provided a sample template that includes specific information about resources for online students with embedded links to this information.
8. Accessibility, Privacy and Copyright

Contents

1. Accessibility (§504 & 508 Compliance)
   a. Understanding Accessibility
      i. POUR Principles
   b. Differences between (§504 & 508 Compliance
   c. Federal and State Guidelines
   d. Captioning Guidelines
   e. Captioning Assistance
   f. Other Considerations

2. Copyright

Accessibility (504 & 508 Compliance)

Fullerton College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. Verification of the disability must be provided. Disability Support Services (DSS) functions as a resource for students and faculty in the determination and provision of the accommodations.

If there are aspects of the instruction or design of an online or hybrid course that result in barriers to a student’s inclusion or to accurate assessment of achievement, such as time-limited exams, inaccessible web content, or the use of non-captioned videos, students should notify the instructor as soon as possible.

There are two major pieces of legislation that provide the foundation for our approach to accessibility in California, the Americans with Disabilities Act and Section 508 of the Rehabilitation Act of 1973. This legislation provides the underlying mandate for designing courses that are accessible to students with visual, auditory, and physical impairments, as well as students with information processing differences.

In 2011, The California Community Colleges Distance Education Task Force compiled the Distance Education Accessibility Guidelines. It is strongly recommended you download this document and retain it for reference.

Understanding Accessibility

Simply stated, accessibility refers to the ability for everyone, particularly those with special needs, to have equal access to materials on the web. This means instructors should think about using the principle of Universal Design - that is, creating course materials that accommodate the needs, learning styles and strategies of as many students as possible regardless of their ability.
Students who have disabilities may often have difficulty completing certain tasks on the internet such as reading, listening or typing. They may find chat rooms and videoconferencing challenging. It is important to understand what students may require in the form of assistive tools such as screen readers for the visually-impaired that require text tag modifications for images or captioning for the hearing-impaired. Keeping Universal Design principles in mind while creating courses will also benefit students who have a range of learning styles and preferences.

Understanding the Four Principles of Accessibility (POUR)

Developed as part of the Web Content Accessibility Guidelines 2.0 (WCAG 2.0), these guidelines move beyond the suggestion that web content should be technically accessible, arguing that web-based material should be not only designed for technical accessibility, but also for usability. Here's a quick overview of the guidelines behind the acronym POUR as they relate to online course development:

**Perceivable**
- Materials should be presented in ways so that it is perceivable to all users. If information is presented in ways perceivable to those who are sighted, such as text, it also needs to be presented in ways so that it will be perceivable to those who are visually impaired.
- Keep both accessible and usable in mind. Text in a webpage can be read by a screen reader--it is technically accessible--but good design (like heading styles) will make the text more user friendly to both sighted and visually impaired users.

**Operable**
- Consider the equipment needed to interact in the online class. For example, mobility-impaired students may need to use a special keyboard to navigate the course. This could cause them to take a little longer to navigate from place to place, or even answer a multiple choice question. Care should be taken to ensure any timed activities can be modified for students who need more time.
- Provide ways to help users navigate. When adding multimedia to your course, ensure that media is not set to play automatically and that the player can be controlled via keyboard commands. Additionally, ensure modules and pages have descriptive, meaningful names, and that names are not duplicated.

**Understandable**
- Materials should be designed in ways that are understandable to a range of users. Every effort should be made to write at a level understandable to a variety of students, and key terms or vocabulary should be defined or explained in the surrounding text. Tutorials or support should also be provided to help users understand the tools used in the course.
- Create predictable formatting and operational patterns. Helping students understand online classes relies on predictability. Whenever possible, predictable patterns should be repeated and maintained, especially in linked material.

**Robust**
- Maximize compatibility with current and future assistive technologies. Using HTML to create content will allow for multiple types of assistive technologies to access and
interpret content. Using other types of materials, such as MS Word documents or Adobe PDFs, when properly formatted, can also enhance compatibility.

- Provide equitable access and an equivalent experience to a wide variety of users. Creating content using a variety of modalities will allow students to engage in activities that resonate with their preferred way of learning.

The Distance Education Advisory Committee recommends Distance Education faculty are trained on creating accessible courses through the Fullerton College Online Teaching Certificate or by taking @One courses or the comparable. If you have specific questions about making courses accessible, contact the Disability Support Services Office.

**Differences between 504 & 508 Compliance**

**Section 504** specifies that institutions receiving federal funding have to accommodate individuals with special needs so that they can have equal access to learning facilities and materials. 504 compliance begins with the individual approaching the institution (at Fullerton College, this is through Disability Support Services Office) and requesting specific assistance. 504 Compliance is used when 508 materials do not meet a specific need of a student.

**Section 508** specifies that institutions have the responsibility to provide resources that are accessible to everyone. Electronic resources need to follow principles of universal design, meaning that the creation of Web sites, online materials, and online courses have to be developed with the objective of meeting the needs of everyone.

The following chart based upon *Fiori and Glapa-Grossklag* illustrates the differences:

<table>
<thead>
<tr>
<th><strong>Section 504:</strong></th>
<th><strong>Section 508:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>guarantees accommodations for an individual</td>
<td>guarantees access for all</td>
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<tr>
<td>compliance is handled by DSS or DSP offices</td>
<td>compliance is the responsibility of everyone on campus</td>
</tr>
<tr>
<td>finds workable solutions when the need arises</td>
<td>workable solutions that are built into the system</td>
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</table>

**Federal and State Guidelines**

In section D of the OEI Course Design Rubric there are 23 elements to review in assessing a course to determine if a student using assistive technologies will be able to access course contents as required by Section 508 of the Rehabilitation Act of 1973 (also known as “508 Compliance”). Since Section D addresses elements that are required by law to be present, the elements in this section can only be marked as Incomplete or Aligned. If any element in Section D is Incomplete, the instructor should seek assistance from Disability Support Services or an Accessibility Expert to bring the element(s) into alignment with the rubric.

**Captioning Guidelines (from @ONE course)**
1. The captioning must be complete, which means the video must be captioned from start to finish, including noting opening music and background noises, when intentional.
2. The captions must be 99% accurate. This means, literally, word-for-word, including grammar and punctuation.
3. The captions should display synchronously with the audio, running neither too fast or too slow, and they should be on-screen an adequate amount of time to allow careful reading.
4. The caption placement should not obscure other important information. Usually, captions are placed at the bottom of the screen.

Captioning Exceptions (from @ONE course)

"Raw footage" is exempt

Raw footage is defined as materials that are for a single, restricted use and are not archived. An example might be student videos. If the only audience for the video is the instructor, the students would not need to caption their work. However, let's say that the instructor makes student videos a part of a class assignment--each student needs to view and write a reaction to a given video, for example--then the student video would need to be captioned. In other words, the status of the video's creator as a student does not mean it should or should not be captioned; rather, the status of the video as required instructional material or not determines whether it should or should not be captioned.

Another example might be a longer video from which only clips will be taken. If the compendium of clips is archived and reused, then that would need to be captioned; however, the original from which the clips were taken would not need to be.

Feedback to students is exempt

Video feedback to your students would be considered "raw" footage, and thus does not have to be captioned. There is a caveat to this strategy, however. In an online course, students do not need to self-identify as hearing impaired. Before providing video feedback to students (which is a terrific feedback form that many students love!), let your students know you will send video feedback, and allow them to "opt out" if they would like written feedback.

Restricted-access materials might be exempt

When a video will be shown only to a restricted set of users and none of those users require captions, you do not need to caption. An example might be a password protected class in which a video specifically for that class is shown. Please note that if the video is meant to be a permanent part of the class term after term, then this exemption no longer applies as you do not know who might be taking the class in the future.

Captioning Assistance

3C Media Solutions - in addition to hosting videos, 3C Media will help with the captioning of faculty produced video. They won't caption videos you have purchased, rented, or curated from
others, but if you have made your own instructional video, you can request archiving and captioning through 3C Media services.

**Distance Education Captioning and Transcription (DECT) Grant** - The DECT grant is funded by the Chancellor's Office to "promote faculty innovation in the use of audio, video, and multimedia content in distance learning classes." The grant provides funds for professional captioning and transcription. Colleges apply for a grant within a specific semester, and, once approved, can use the funds to either pay a vendor of their choice or can use a pre-approved vendor from DECT. This is a terrific way to get your own videos captioned or to have professional videos captioned (please be sure you have the right to use these videos). For more information on applying for a captioning grant, please visit the DECT FAQ page.

**Other Considerations**

In addition to the material in the LMS, instructors also need to ensure that online third-party resources (Web sites, videos) comply with accessibility guidelines. This also applies to preloaded publisher-created content, known as e-Packs. Some e-Pack materials may not include alt tags or other accessibility options. Before considering an e-Pack for a course it is important to find out if instructors can alter the course content to make it accessible. Instructors should ask publishers to provide the voluntary product accessibility template (VPAT) for their materials.
Appendix:

**Business & CIS Division Online Class Guidelines** 31

**Business & CIS Division: Standards for student-to-student, student-to-faculty, and faculty-to-student contact** 32

**Humanities Division Online Class Guidelines** 33

Best Practices for Effective Contact in Online Courses

**Physical Education**

**Humanities Division Regular Effective Contact Checklist** 35

**Guideline For Class Schedule (Banner) Comments** 37

**Link to Online Education Initiative Rubric** (rev., Nov 17)

**Online Education Initiative: Link to Online Education Initiative Rubric (original)**

**Sample Syllabus Guidelines** 38

**Sample Welcome Letter** 47
Business & CIS Division Online Class Policy--Approved 11/11/14

1. Instructors will provide appropriate orientation materials or on campus orientations or inform the students of the faculty member’s availability to meet on campus during the first week of classes.

2. Instructors of online classes must have the instructional material ready for students to begin work the first day of class. Students must demonstrate active participation during the first week according to the syllabus requirements or the student will be dropped.

3. An in-person final exam is required. In-person exams must account for at least 50% of the final grade or the students must pass the on campus final exam to pass the class. Picture ID is required for all students taking exams.

4. Exams shall be scheduled in both day and evening time blocks or available in the campus skills center.

5. Each class will have a graded activity that requires student input a minimum of approximately every two weeks. This could be an assignment, an online quiz, or participation in a discussion board.

6. Instructors should strive to grade and provide feedback to students within one week after assignments are submitted or two weeks for projects or term papers. It is the goal for instructors to respond to class related e-mail within two working days.

7. Instructors will be available to schedule times for meeting students when they will be available for in-person, telephone, or online based communication from students.

8. Instructors will maintain a website with the class syllabus, and other appropriate contact information for their students. Posting the information on the college LMS is sufficient.

9. Instructors will be limited to ten units of online teaching per semester on a regular basis, except for extenuating circumstances. Instructors will be limited to no more than two new online course preps. in any one semester.

10. Part-time faculty will be allowed to teach online with the approval of the departmental faculty, appropriate training and mentoring.

11. Faculty who have developed and effectively taught a particular online course will be given preference to continue teaching that course.

12. Hybrid courses that meet in-person approximately 50% of the time or more will not be subject to this online class policy.
Business & CIS Division: Standards for student-to-student, student-to-faculty, and faculty-to-student contact
Proposed 9/13/16

1. Faculty will facilitate non-graded student-to-student contact online. Acceptable examples include an open, non-graded discussion forum on the course LMS or referring students to use the class email list from MyGateway.

2. Faculty should initiate weekly contact with students. Acceptable examples include an email to the class or an announcement on the LMS.

3. Faculty should be available to receive student email and will provide a response within two working days.

4. Class participation will be required. Class participation will not be greater than 10% more of the student’s grade than the participation percentage for the same on campus class. Student participation on discussion forums will constitute class participation. Other forms of student communication may also constitute class participation including chats and wikis.

5. Classes should include a minimum of four graded student discussion forums. Students will be encouraged to read and reply to their fellow student’s discussions. Other forms of graded student initiated class communication may be used as an alternative to discussion forums as appropriate for a particular class.

6. Students who do not regularly participate online may be dropped from the course consistent with the school policy for on campus courses.

7. Prior to the drop day, faculty should notify individual students whose work indicates that the student will not successfully complete the course. Having the student’s scores available online for the student to view will satisfy this requirement.
Humanities Division Online Class Guidelines

The Humanities Division seeks to create a supportive, innovative and collaborative climate wherein distance education faculty are engaged in inquiry and discussion about best practices to improve our success and retention in our online and hybrid courses and to increase overall persistence in our programs. The online faculty review on a regular basis data on the fill rates, retention, success and persistence rates for online classes in an effort to be consistent with face-to-face sections. The Online Education Initiative’s Course Design Rubric will be used by online faculty to self-evaluate the design of their courses and to determine compliance with Education Code and accessibility requirements. The Humanities Division values on-going staff development and looks to the online faculty for sharing of best practices from attending conferences, research and collaboration with colleagues. The following are Humanities Division requirements for faculty teaching online or hybrid courses:

1. Faculty who teach online or hybrid course(s) will use the college’s approved LMS to conform with student privacy issues.

2. Instructors will provide appropriate orientation materials or on-campus orientation no later than the first week of classes.

3. Instructors must initiate contact with students before the start of the semester at least twice (approximately two weeks before the start of the semester and again a few days before the start of the semester; this takes into consideration the last minute drops/waitlist adds).
   a. Welcome Letter
   b. Sending syllabus and course documents
   c. Info on accessing the LMS
   d. Orientation information

4. Instructors of online classes must have the instructional material needed for students to begin work the first day of class. Evidence shows that students are retained in online courses when instructor contact begins the first day and is frequent during the first few weeks.

5. Faculty should log into the LMS on the first day of class.

6. Students must demonstrate active participation, according to the syllabus requirements (based on Education Code), during the first week or the student will be dropped as a No Show. Students must demonstrate active participation each week according to attendance policy outlined in the syllabus.

7. In the effort to uphold the integrity of the class and in addition to regular effective contact, instructors must use LMS tools for authentication of students in online classes. Instructors should recognize that using various strategizes to authenticate students on a regular basis throughout the semester is the best practice. Instructors will choose two or more from the following:
   a) In-person exam(s) are strongly recommended. In such situations, on-campus exams should account for a significant percentage of the final grade or the student must pass the on-campus final exam to pass the class. Picture ID is required for all students taking exams. Exams shall be scheduled with two choices of time but must include both day time and an evening or Saturday time.
   b) Scheduled, synchronous, real-time conference/meeting (Canvas Conferences, Blackboard Collaborate, CCC Confer)
   c) Video assignments as an ongoing assessment, using programs such as VoiceThread or Canvas Media Recorder.
   d) Video discussion board participation (at least one week’s worth)
e) Video introduction/survey/interview at the beginning of the semester  
f) Set up profile picture and bio in LMS  
g) Use of turnitin.com or other instructional plagiarism checker  
h) Video of testing area and/or picture of themselves and ID as part of post.

8. Faculty will use the Humanities Division Regular Effective Contact Checklist.

9. Each class will have a graded activity that requires student input every week. This could be an assignment, an online quiz, or participation in a discussion board.

10. Instructors should strive to grade and provide feedback to students within one week after assignments are submitted or two weeks for projects or term papers. It is the goal for instructors to respond to class related e-mail within one working day.

11. Instructors will schedule times for meeting students when they will be available for in-person, telephone, or online based communication from students.

12. Instructors will use MyGateway or an alternate source outside the LMS to post course documents including the class syllabus, weekly assignments, and other appropriate information for their students, in case students are unable to access the LMS before the start of the semester or during the semester.

13. The department will recommend to the Dean faculty to teach online.

14. Faculty who wish to teach online must receive training and certification through the Fullerton College Online Teaching Certificate program or equivalent program completed elsewhere (minimum of 16 hours). Our goal is to develop breadth and depth of knowledge among our full-time and adjunct instructors in order to create a cadre of qualified online instructors.

15. Faculty who teach online for the Humanities Division will be assigned a mentor during their first year of teaching online.

16. Faculty who wish to use an e-Pack for their online or hybrid course will be required to customize the course beyond what is provided through the e-pack and/or publisher’s web site. The e-Pack cannot be used exclusively and must be used within the college approved LMS.
Best Practices for Effective Contact in Online Courses

Best Practices for effective contact in online courses - Physical Education
Fall ‘16

- Email students prior to start of the term for introduction/welcome and online instructions.
- A welcome announcement and direction on how to proceed on the course page
- Faculty Initiated contact at least once a week in the form of announcement or discussion.
- Faculty will provide an email response within 24 hours of receiving a student email.
- Before beginning content, Faculty will provide students with at least 1 of the 3 items to ensure student understanding of the LMS. Blackboard Assignment, Blackboard Discussion, and/or Blackboard Quiz
- At the conclusion of each section, Faculty will address the progress and/or production of the class through email or announcement

Humanities Division Regular Effective Contact Checklist

While using the OEI’s Course Design Rubric to develop online courses for the Humanities Division, online faculty should keep in mind the following when developing, planning and delivering their online course(s). Online faculty can also refer to the Distance Education Handbook for further information.

Title V Guideline:

- Regular and substantive interaction is required between student and instructor.
- Syllabus must describe mandatory, regular & substantive interaction between students and instructor
- Instructors must regularly initiate interaction with students
- Instructors must create regular opportunities for students to interact with other students in the course.

Establish contact expectations in your syllabus, course materials, orientation and posted within the LMS:

- Description of frequency and timeliness of instructor-initiated AND student-initiated contact
- Description of frequency and timeliness of instructor feedback

Based upon the OEI Rubric and accreditation standards, the Fullerton College Distance Education Handbook recommends weekly contact. To meet expectations, online faculty must do at least one of the following instructor-initiated delivery methods every week. Although this is the campus recommendation for once a week, the Humanities Division recommends online faculty initiate regular effective contact two or more times per week as research shows a strong correlation between frequency of instructor contact and student success.

Please use the checklist for suggested ideas for regular effective contact.
### Humanities Division Regular Effective Contact Checklist

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<thead>
<tr>
<th>Instructor-initiated Delivery Method</th>
<th>Two or more times per week (EXCEEDS EXPECTATIONS)</th>
<th>Once per week (MEETS EXPECTATIONS)</th>
<th>Once every two weeks (DOES NOT MEET EXPECTATIONS)</th>
<th>Other</th>
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<tr>
<td>Announcement prior to start of term</td>
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<td>Email prior to start of term</td>
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<td>Announcement at Beg of each week</td>
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<td>Reminder announcement towards end of each week</td>
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<td>Weekly email correspondence</td>
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<td>Weekly video message</td>
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<td>Weekly video/ phone conference</td>
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<td>Weekly Discussion Board – Troubleshooting</td>
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<td>Weekly/ Bi weekly Discussion Board - course content</td>
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<td>Weekly telephone contact</td>
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<td>Telephone contact–</td>
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<tr>
<td>Timely feedback on assignments</td>
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<td>Online Office hours</td>
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<td>Voicethread</td>
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<td>CCC Confer/ Video conf through LMS</td>
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<tr>
<td>Online group meetings/chat through LMS</td>
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<tr>
<td>Other (Remind, Schoology)</td>
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</table>

**Guideline for Class Schedule Comments**
Pending Approval
INSTRUCTIONS
Each comment should include language from Area I and language from Area II. Area I contains example language for the type of Distance Education (online or hybrid,) courses offered and can be edited by faculty as needed. Anything underlined below needs your attention because course specific information needs to be added. Area II language should be used with little or no variation for all DE courses.

IMPORTANT NOTES
1) When students are required to come to campus for any reason, e.g., an orientation, and/or for tests/exams, language should say “This course is conducted PRIMARILY ONLINE.”

2) The Distance Education Advisory Committee encourages faculty teaching online to:
   a. Provide a campus email address and
   b. Provide the URL to their staff website. The content published on the website must be up to date. (see example under Area II below).

3) For online courses that have prerequisites faculty may want to indicate that students should bring proof of prerequisite completion to the first class meeting or to the orientation.

AREA I – Examples

HYBRID COURSES THAT MEET ONLINE AND ON CAMPUS

The above course requires students to

a. HYBRID
   a. log in to their course online as well as meet on campus (fill in the number) of hours per week to complete course assignments.
   b. HYBRID COURSE with MANDATORY ORIENTATION
      a. attend a MANDATORY ORIENTATION on (fill in day, time, and room #). Students MUST ATTEND the orientation or they may be dropped from the course. This course also requires students to log in to their course online as well as meet on campus (fill in the number) of hours per week to complete course assignments.
   c. HYBRID COURSE LAB
      a. log in to their course online as well as complete (fill in the number) of arranged hours on campus per week. An OPTIONAL IN-PERSON ORIENTATION is scheduled for (fill in day, time, and room number).

Note: Day/Time listed above.

ONLINE COURSES THAT MEET ONLINE ONLY
The above course is conducted ENTIRELY ONLINE. Students must log onto this course by (fill in day or timeframe as provided by instructor) or may be dropped from the course. Students who live outside the immediate area or who cannot come to the campus for testing may be required to make arrangements with a certified testing center for taking exams.

ONLINE COURSES THAT MEET ONLINE WITH ON-CAMPUS ORIENTATIONS OR EXAMS
The above course is conducted PRIMARILY ONLINE with an OPTIONAL ORIENTATION (Students must log onto this course by (fill in day or timeframe as provided by instructor) or may be dropped from the course.

   a. the course. An OPTIONAL IN-PERSON ORIENTATION is scheduled for (fill in day, time, and room #), and students may be required to come to campus to take exams.

The above course requires

   ONLINE CLASS with MANDATORY ORIENTATION
   b. students to attend one of the two MANDATORY on-campus ORIENTATION dates: (fill in day, time, and room # or day, time, and room #). Students MUST ATTEND one of the two orientations or may be dropped from the course.

For course-specific requirements, visit instructor website: http://staffwww.fullcoll.edu/xxxxx.

TELEWEB COURSES THAT DO WORK ONLINE, AND/OR ON CD/DVD, AND MAY/MAY NOT MEET ON CAMPUS
TELEWEB CLASS with MANDATORY ORIENTATION

The above course requires students to

a. attend one of the two MANDATORY ORIENTATION dates (fill in day, time, and room # or day, time, and room #). Students MUST ATTEND the orientation or may be dropped from the course. Course requires (fill in details provided by the instructor; e.g., attendance at on-campus class meetings, weekly viewing of programs, and Internet work). On campus CLASS REVIEW: (fill in day, time, and room #). On campus FINAL EXAM: (fill in day, time, and room #). BROADCAST START DATE: (fill in date).

For program viewing information, visit http://online.fullcoll.edu

AREA II

ALL DISTANCE EDUCATION COURSES INCLUDING HYBRID, ONLINE, AND TELEWEB SHOULD CONTAIN THE FOLLOWING INFORMATION:

The above course uses (fill in the appropriate course management system e.g. Blackboard, or MyMathLab, or publisher information as indicated by faculty, etc). For course specific requirements, visit instructor’s website at (fill in the instructor’s website address; e.g., http://staffwww.full-coll.edu/xxxxx or contact instructor at fill in the instructor’s email address; e.g., xxxxx@fullcoll.edu).

For general information, answers to frequently asked questions, or help desk support, go to http://online.fullcoll.edu.
Sample Syllabus

FULLERTON COLLEGE
BUSINESS AND COMPUTER INFORMATION SYSTEMS DIVISION

Course Syllabus Guidelines

The course syllabus is your binding contract with students and should include the following:

1. School name and Division name
2. Course number, Course title, Number of units, and Prerequisites (if any) as listed in the College Catalog
3. The semester
4. Instructor’s name, Office hours, and Office number
5. Instructor’s Fullerton College email address
6. Textbooks with detail of publisher, author, ISBN, etc.
7. Supplies (lab fees, blue books, scantron sheets, software, lab requirements, etc.)
8. Course description as listed in the College Catalog
9. Student Learning Outcomes as listed in CurricUNET
10. Major topics / Course outline
11. Student responsibilities including:
   a. Attendance policy
   b. Testing information including number of tests and dates (objective or essay, quizzes, tests, midterm(s), and final). Specify if comprehensive
12. Grading policy. Grade weight and criteria. Does grading criteria include class attendance and/or class participation. Policy of makeups, late assignments, extra credit, etc. Statement of criteria for final grade
13. Drop policy (See attached)
14. Emergency response (See attached)
15. Special accommodations / ADA policy (See attached)
16. Academic resources (See attached)
17. Academic Honesty Policy (See attached)
18. Instructional Computing Lab Policy (See attached)
19. Standards of Student Conduct and Discipline Policy (NOCCCD Board Policy 5500)
   a. For online and/or hybrid courses, this section should also state the following:
      You are in violation of these Standards any time you allow someone else to login and/or complete your coursework on your behalf.

Check with your Department Coordinator regarding any other potential requirements. Make certain you "cover all bases." A copy of your syllabus will be kept in Division files.
Drop Policy

A student may be withdrawn by the instructor if no longer participating in the course. Definitions of non-participation shall include, but are not limited to, excessive unexcused absences. While an instructor officially may withdraw a student who has poor attendance, it is the student’s responsibility to withdraw from the course. All student withdrawals are to be completed through MyGateway. The last day to drop without a “W” and qualify for a refund is (insert the appropriate day and date). The last day to withdraw is (insert the appropriate day and date). Failure to do so may result in the student receiving a failing grade.

Fullerton College Important Dates and Deadlines

Emergency Response

Please take note of the safety features in and close to the classroom, and study the posted evacuation route. The most direct route of egress may not be the safest because of the existence of roofing tiles or other potentially hazardous conditions. Similarly, running out of the building can be dangerous during severe earthquakes. During strong quakes the recommended response is to duck, cover and hold until the shaking stops. Follow the guidance of your instructor. You are asked to go to the designated assembly area. Your cooperation during emergencies can minimize the possibility of injury to yourself and to others.

Fullerton College Campus Safety

Special Accommodations / ADA Policy

Fullerton College is committed to providing reasonable accommodations for students with disabilities upon request by the student and upon verification of a disability. Students with disabilities requiring special treatment must inform the instructor at the beginning of the semester. If you need additional time to complete a test or if you require special accommodations, you must notify the instructor in a timely manner. Otherwise, you will be expected to adhere to the information included in this syllabus.

Fullerton College Disability Support Services

Academic Resources

The Skills Center's mission is to assist students in improving their academic skills through self-paced work with computer programs, print, audio, video, and Internet-based materials. The Skills Center:

- supports reading, ESL, and foreign language courses
- provides self-paced learning materials for all students
- helps students improve learning strategies, critical thinking, writing, etc.
- administers make-up exams for all Fullerton College courses

Fullerton College Skills Center
The Writing Center’s mission is to promote students’ success and independence as writers in College and beyond. They strive to provide an environment that is conducive to writing and learning and to serve as a model for peer interaction. They help writers make their own choices about a text rather than “fixing” papers for them. They don’t write on students’ papers; they counsel students about the choices they have as writers.

Fullerton College Writing Center

The Tutoring Center’s mission is to assist students in successfully completing their courses and improving their learning skills. This endeavor is accomplished through peer and expert tutoring. Tutors share their knowledge of the subjects with students, explaining difficult concepts, steps and methods, giving examples and being a sounding board to illuminate problems. Tutors impart encouragement, inspiration, motivation and confidence to students enabling them to keep a positive attitude and succeed in their courses. The Center’s goal is for students to become independent learners with an interest in lifelong learning.

Fullerton College Tutoring Center
Academic Honesty Policy

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty. These include, but are not limited to, the following areas:

1. Students shall not plagiarize, which is defined as:
   A. stealing or passing off as one’s own the ideas or words of another, or
   B. using a creative production without crediting the source.

   The following cases constitute plagiarism:
   - paraphrasing published material without acknowledging the source,
   - making significant use of an idea or a particular arrangement of ideas, e.g., outlines,
   - writing a paper after consultation with persons who provide suitable ideas and incorporating these ideas into the paper without acknowledgment, or
   - submitting under one’s own name term papers or other reports which have been prepared by others.

2. Students shall not cheat, which is defined as:
   A. using notes, aids, or the help of other students on tests or exams in ways other than those expressly permitted by the teacher, or
   B. misreporting or altering the data in laboratory or research projects involving the collection of data.

3. Students shall not furnish materials or information in order to enable another student to plagiarize or cheat.

Instructors may deal with academic dishonesty in one or more of the following ways:

1. Assign an appropriate academic penalty such as an oral reprimand or point reduction.

2. Assign an “F” on all or part of a particular paper, project, or exam.

3. Report to the appropriate administrators, with notification of same to the student(s), for disciplinary action by the College. Such a report will be accompanied by supporting evidence and documentation.

Fullerton College Policies and Rules
Instructional Computing Lab Policy

Fullerton College reserves the right to limit, restrict or extend computing privileges and access to its information resources. All campus computing facilities are to be used in a responsible, efficient, ethical and legal manner in accordance with the mission of Fullerton College. Failure to adhere to the Acceptable Use Policy may result in suspension or revocation of the offender's privilege of access. The person in whose name the account is issued is responsible for its proper use.

Acceptable uses of the computing resources are activities that support learning and teaching at Fullerton College. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law. The system administrator in the course of managing the system may view all data, including email.

Unacceptable uses of the computer resources include but are not limited to:

1. Violating individuals' right to privacy.
2. Using profanity, obscenity, or language offensive to another user.
3. Reposting personal communications without the author's prior consent.
4. Copying copyright protected material in violation of copyright law.
5. Downloading or installing software.
7. Peer-to-peer file sharing.
8. Using the network for financial gain, commercial, or illegal activity.
9. Using the network to access material or make individual contacts or communications that are without educational value in the context of the mission of the College.

The network management accepts no responsibility for harm caused by system use. Logging in acknowledges that you have read this policy, are familiar with its contents, and agree to act in accordance with the above.

Fullerton College Instructional Computing Lab Policies

Fullerton College Computer Labs
Standards of Student Conduct and Discipline Policy

The standards of student conduct and disciplinary action for violation of Board Policy 5500 were approved by the NOCCCD Board on January 28, 2003, were revised on October 23, 2007, and were drawn in compliance with Sections 66300, 66301, 76030, 76033, 76034 and 76036 of the State Education Code.

Students are expected to respect and obey civil and criminal law and shall be subject to the legal penalties for violation of the city, county, state, and national law(s).

Student conduct must conform to Board Policy and College regulations and procedures. As cited in BP5500, “A student who violates the standards of student conduct shall be subject to disciplinary action including, but not limited to, the removal, suspension or expulsion of the student.” Misconduct, which constitutes “good cause” for disciplinary action includes, but is not limited to, the following:

1. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, the open and persistent defiance of the authority of, or persistent abuse of, District personnel, or violating the rights of other students.
2. Failure to identify oneself when requested to do so by District officials acting in the performance of their duties.
3. Cheating, plagiarism in connection with an academic program (including plagiarism in a student publication), or engaging in other academic dishonesty.
4. Dishonesty, forgery, alteration, or misuse of District documents, records, or identification, or knowingly furnishing false information to the District.
5. Misrepresentation of oneself or of an organization to be an agent of the District.
6. Causing, attempting to cause, or threatening to cause physical injury or physical or verbal abuse or any threat of force or violence, to the person, property, or family of any member of the College community, whether on or off District property as defined above.
7. Willful misconduct which results in injury or death to a student or to District personnel, or which results in the cutting, defacing, or other damage to any real or personal property of the District.
8. Unauthorized entry into, unauthorized use of, or misuse of property of the District.
9. Stealing or attempting to steal District property or private property on District premises, or knowingly receiving stolen District property or stolen private property on District premises.
10. Causing or attempting to cause damage to District property, or to private property on North Orange County Community College District.
11. Unlawful use, sale, possession, offer to sell, furnishing, or being under the influence of any controlled substance listed in the California Health and Safety Code, section 11053 et seq., an alcoholic beverage, an intoxicant of any kind, or any poison classified as such by Schedule D in Section 4160 of the Business and Professions Code or other State law defining controlled substance while on District property, or at a District function; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in the California Health and Safety Code, section 11014.5.
12. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the District.
13. Possession, sale, use, or otherwise furnishing of explosives, dangerous chemicals, deadly weapons or other dangerous object including, but not limited to, any facsimile firearm, knife or explosive on District property, or at a District function, without prior written authorization of the Chancellor, College President, School of Continuing Education Provost, or authorized designee.
14. Engaging in lewd, indecent, or obscene behavior on District property, or at a District function.
15. Violation of municipal, state, or federal laws in connection with attendance in programs or
services offered by the District, or while on District property or at District-sponsored activities.

16. Soliciting or assisting another to do any act (including the purchasing, transporting or consumption of any controlled substance), while under the supervision of a District official, which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.

17. Attempting any act constituting cause for disciplinary action as identified in the above sections of this policy.

18. Committing sexual harassment as defined by law or by District policies and procedures.

19. Engaging in harassing or discriminatory behavior based on race, sex (i.e., gender), religion, age, national origin, disability, sexual orientation, or any other status protected by law.

20. Engaging in physical or verbal intimidation or harassment of such severity or pervasiveness as to have the purpose or effect of unreasonably interfering with a student’s academic performance, or District employee’s work performance, or of creating an intimidating, hostile or offensive educational or work environment.

21. Engaging in physical or verbal disruption of instructional or student services activities, administrative procedures, public service functions, authorized curricular or co-curricular activities or prevention of authorized guests from carrying out the purpose for which they are on District property.

22. Stalking, defined as a pattern of conduct by a student with intent to follow, alarm, or harass another person, and which causes that person to reasonably fear for his or her safety, and where the student has persisted in the pattern of conduct after the person has demanded that the student cease the pattern of conduct. Violation of a restraining order shall, without more, constitute stalking under this policy.

23. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct or where the presence of the student causes a continuing danger to the physical safety of students or others.

24. Engaging in expression which is obscene, libelous, or slanderous according to current legal standards, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District property, or the violation of the lawful administrative procedures of the District, or the substantial disruption of the orderly operation of the District.

25. Use of the District’s computer systems or electronic communication systems and services for any purpose prohibited by Administrative Procedure 3720, Computer & Electronic Communication Systems, or for any act constituting cause for disciplinary action as provided in this policy.
Furthermore, no student shall be suspended from a College or School of Continuing Education program or expelled unless the conduct for which the student is disciplined is related to College, School of Continuing Education or District activity or attendance. Any violation of law, ordinance, regulation or rule regulating, or pertaining to, the parking of vehicles, shall not be cause for removal, suspension, or expulsion of a student.

The Chancellor shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of law. The procedures shall identify potential disciplinary actions including, but not limited to, the removal, suspension or expulsion of a student.

The Chancellor shall establish procedures by which all students are informed of the rules and regulations governing student behavior.

**NOCCCD Board Policy 5500**
Sample Welcome Letter

Welcome to Read 142!

I am excited to start this semester with you. In order to start you off successfully, I wanted to outline a few important issues related to this course:

This course is a hybrid designation which means the entire course is online through CANVAS, but there is a lab component. The entire course will be delivered online, and the instructions for using Canvas are below. Canvas is a learning management system; Blackboard is the equivalent, so if you have taken an online class at Fullerton College before, you are familiar with Blackboard. Some courses at Fullerton College are using Canvas in spring 2017. Please read over the instructions below about logging into our course at the bottom of this letter. If this is your first online class, I will go over everything at the orientation, so if what I said above doesn’t make sense, do not worry, it will all be explained at the orientation. Again, the hybrid designation relates to the LAB COMPONENT. You must attend the lab 50 minutes per week every week during the lab hours. Please read over the information in the class schedule on page 145 also.

You must attend two orientations for this course: a course orientation and a lab orientation. The course orientation is held Wednesday, February 1st at 8-9 a.m. or Thursday, February 2nd from 7-8 p.m. in 800 (LLRC). Please plan to attend one or the other. You should have received an email from our Humanities Division office (Carol Rehfield) explaining the lab requirement and listing the lab orientation times. For convenient planning, if you attend the lab orientation on Thursday at 6 p.m., you can then stay for the course orientation. However, you do not attend the lab orientation on the same day as the course orientation. If you come Wednesday from 8-9 a.m., unfortunately, the first lab orientation is not until 10 a.m. It does give you some time to hang out and get to know me and your classmates though. These orientations are mandatory and if anyone does not attend both, then he/she is dropped.

TO LOG IN TO CANVAS – Go to My Gateway & Log in. Then, click on the Fullerton Tab/Click on Canvas.
Once you are in Canvas, you can click on the Start Here tab. There is nothing “due” until Saturday of next week (2/4).
For your convenience, I have attached the syllabus, weekly outline, lab assignments and vocabulary list to this email. It is also posted in My Gateway.
If you have any questions, please email me. I am looking forward to meeting you at the orientation.
Looking forward to meeting you,

Angela Henderson
CITATIONS

Fiori, Carolyn, and James Glapa-Grossklag. Creating Accessible Online Courses. @One, n.d.

Web. 5 Jan 2012.


<table>
<thead>
<tr>
<th>Component</th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
<th>Cohort 4</th>
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<tr>
<td>Canvas Challenge 1 (online)</td>
<td>May 25-June 1</td>
<td>May 25-June 1</td>
<td>June 8-15</td>
<td>June 8-15</td>
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<td>• Challenge opens on May 25</td>
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<td>• Challenge opens on June 8</td>
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<td>• Can be completed any time prior to 11:59 p.m. June 1</td>
<td>• Can be completed any time prior to 11:59 p.m. June 15</td>
<td>• Can be completed any time prior to 11:59 p.m. June 15</td>
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<td>Boot camp</td>
<td>Monday June 4: 8:00 a.m.-12:00 p.m.</td>
<td>Monday June 4: 12:30-4:30 p.m.</td>
<td>Monday June 18: 8:00 a.m.-12:00 p.m.</td>
<td>Monday June 18: 12:30-4:30 p.m.</td>
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<td>Tuesday June 5: 8:00 a.m.-12:00 p.m.</td>
<td>Tuesday June 5: 12:30-4:30 p.m.</td>
<td>Tuesday June 19: 8:00 a.m.-12:00 p.m.</td>
<td>Tuesday June 19: 12:30-4:30 p.m.</td>
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<td>Wednesday June 6: 8:00 a.m.-12:30 p.m.</td>
<td>Wednesday June 6: 1:00-5:30 p.m.</td>
<td>Wednesday June 20: 8:00 a.m.-12:30 p.m.</td>
<td>Wednesday June 20: 1:00-5:30 p.m.</td>
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<td>Canvas Challenge 2 (online)</td>
<td>June 7-14</td>
<td>June 7-14</td>
<td>June 21-28</td>
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<td>• Challenge opens June 7</td>
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<td>• Challenge opens June 21</td>
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<td></td>
<td>• Can be completed any time prior to 11:59 p.m. June 14</td>
<td>• Can be completed any time prior to 11:59 p.m. June 14</td>
<td>• Can be completed any time prior to 11:59 p.m. June 28</td>
<td>• Can be completed any time prior to 11:59 p.m. June 28</td>
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</table>
Online Teaching Certificate – Workshop Series

Intensive OTC 3-Day Training
This winter boot camp is for faculty who wish to start and complete the Online Teaching Certificate in December. By the end of the series, and by fully participating in all 20 hours, you will earn the Online Teaching Certificate. Further, you will have a robust and ADA compliant, module for your class that you may use as a model for additional lessons and learning modules.

DATE:
Monday, December 10, 2018 – Wednesday, December 12, 2018

WORKSHOP TIMES:
8:00 am-12:30 pm for morning cohort (varies; see below)
12:30 pm – 5:30 pm for afternoon cohort. (varies; see below)

See FAQ explanation of cohorts

LOCATION: Room 314
Frequently Asked Questions

How will the workshops be conducted?
After signing up and then submitting your Statement of Intent, you will be enrolled in Canvas Challenge 1, a self-paced training that will go live on November 28, 2018, and is to be completed by December 5, 2018, before the start of the in-person workshops. Canvas Challenge 1 comprises 5 hours, collectively, of the OTC. You will be notified when the Canvas Challenge has gone live and you have been added to it. Then, you will attend three days of traditional, in-person workshops on campus at Fullerton College in room 314. These workshops comprise 12.5 hours of the OTC. After the 3 days of in-person workshops, you will start Canvas Challenge 2, which will go live on December 13, 2018. Canvas Challenge 2 comprises 3 hours of the OTC. The facilitators will be communicating with and assisting you asynchronously online during both Challenges, via a discussion board or email/Canvas inbox.

How do I sign up for the workshops?
You may sign up on the District-Wide Staff Development Calendar through myGateway, found under the “Calendar” tab on the left once you’ve signed into myGateway. Space is limited to 20, in each cohort, for the combined Canvas Challenges and in-person workshops. All of these spots are first come, first served by signing up on the District-Wide Staff Development Calendar, accessed through the “Calendar” tab on myGateway. We will offer two cohorts/sessions: a morning and an afternoon. If you sign up for the morning, you must attend the morning session on all days; the same goes for the afternoon cohort/sessions. Please sign up for one on the staff development calendar.

Who can I contact if I have questions about the OTC or any of the workshops?
You may contact the staff coordinator for the OTC, Roger Perez, at rperez1@fullcoll.edu.

Will the technology I need be provided during the in-person, on-campus boot camp days?
Yes. We will be working in a computer classroom that will be equipped with hardware, such as webcams, and software necessary for the workshop(s). However, you are welcomed to bring your own laptop (with webcam and WiFi capability) if you wish.

Where do the hours vary?

<table>
<thead>
<tr>
<th>Component</th>
<th>Cohort 1 (Morning)</th>
<th>Cohort 2 (Afternoon)</th>
</tr>
</thead>
</table>
| Canvas Challenge 1 (online) | Nov 28-Dec 5  
- Challenge opens on Nov. 28  
- Can be completed any time prior to 11:59 p.m. Dec 5 | Nov 28-Dec 5  
- Challenge opens on Nov. 28  
- Can be completed any time prior to 11:59 p.m. Dec 5 |
| Boot camp | Monday Dec 10:  
8:00 a.m. - 12:00 p.m.  
Tuesday Dec 11:  
8:00 a.m. - 12:00 p.m.  
*Wednesday Dec 12:  
8:00 a.m. - 12:30 p.m.* | Monday Dec 10:  
12:30-4:30 p.m.  
Tuesday Dec 11:  
12:30-4:30 p.m.  
*Wednesday Dec 12:  
1:00-5:30 p.m.* |
| Canvas Challenge 2 (online) | Dec 13-20  
- Challenge opens Dec 13  
- Can be completed any time prior to 11:59 p.m. Dec 20. | Dec 13-20  
- Challenge opens Dec 13  
- Can be completed any time prior to 11:59 p.m. Dec 20. |
After completing Canvas Challenge 1, which in-person workshops will be offered?

- **Day 1 – Morning Cohort (December 10, 2018)**
  - The Online Education Initiative (OEI) and the OEI Checklist: 8:00 am – 9:30 am
  - The FC Distance Education Handbook - Best Practices in Online Teaching: 9:30 am – 10:30 am
  - Regular and Effective Contact (REC)/Regular Substantive Interaction (RSI): 10:30 am – 12:00 pm

- **Day 2-Morning Cohort (December 11, 2018)**
  - Online Pedagogy: 8:00 am – 10:00 am
  - Communication and Feedback in the Online Classroom: 10:00 am – 12:00 pm

- **Day 3-Morning Cohort (December 12, 2018)**
  - Making Instructional Videos: 8:00 am – 10:00 am
  - Accessibility 101 (Part 2): 10:00 am – 11:00 am
  - Tips and Tools: 11:00 am – 12:30 pm

- **Day 1 – Afternoon Cohort (December 10, 2018)**
  - The Online Education Initiative (OEI) and the OEI Checklist: 12:30 pm – 2:00 pm
  - The FC Distance Education Handbook - Best Practices in Online Teaching: 2:00 pm – 3:00 pm
  - Regular and Effective Contact (REC)/Regular Substantive Interaction (RSI): 3:00 pm – 4:30 pm

- **Day 2-Morning Cohort (December 11, 2018)**
  - Online Pedagogy: 8:00 am – 10:00 am
  - Communication and Feedback in the Online Classroom: 10:00 am – 12:00 pm

- **Day 3-Morning Cohort (December 12, 2018)**
  - Making Instructional Videos: 8:00 am – 10:00 am
  - Accessibility 101 (Part 2): 10:00 am – 11:00 am
  - Tips and Tools: 11:00 am – 12:30 pm
Palomar College/ TTIP CCC TechConnect  
1140 W Mission Rd  
San Marcos, CA 92069  
(760)744-1150 x1529

Invoice No. 05-21-0001

Customer  
Fullerton College  

Date  
5/21/2018

<table>
<thead>
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<th>Qty</th>
<th>Description</th>
<th>Unit Price</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Online Course Facilitation: 10-10-10: Communication that Matters (18SPTTT3Fullcoll)</td>
<td>$2,000.00</td>
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**OKAY TO PAY**  
PO#: 80142876  

Payment  
PLEASE INCLUDE A COPY OF INVOICE ALONG WITH CHECK MADE PAYABLE TO:  
PALOMAR COLLEGE c/o TTIP CCC TechConnect

MAIL TO:  
PALOMAR COLLEGE c/o TTIP CCC TechConnect  
ATTENTION: Katherine DLGuerrero Aguirre  
1140 WEST MISSION ROAD  
SAN MARCOS, CA. 92069

SubTotal  
$2,000.00

Tax

Shipping

TOTAL  
$2,000.00

FOR OFFICE USE ONLY:  
Deposit to: 551300-12-318100-61320-10-2018-1612199
Palomar College/ TTIP CCC TechConnect  
1140 W Mission Rd  
San Marcos, CA 92069  
(760)744-1150 x1529

Invoice No. 05-21-0001

**INVOICE**

<table>
<thead>
<tr>
<th>Qty</th>
<th>Description</th>
<th>Unit Price</th>
<th>TOTAL</th>
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<tr>
<td>1</td>
<td>Online Course Facilitator: 10-10-10: Communication that Matters (18SPTTT3Fullcoll)</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

**OKAY TO PAY**  
PO#: B0142876

Payment

**PLEASE INCLUDE A COPY OF INVOICE ALONG WITH CHECK MADE PAYABLE TO:**
PALOMAR COLLEGE c/o TTIP CCC TechConnect

MAIL TO: PALOMAR COLLEGE c/o TTIP CCC TechConnect  
ATTENTION: Katherine DL.Guerrero Aguon  
1140 WEST MISSION ROAD  
SAN MARCOS, CA. 92069

SubTotal $2,000.00  
Tax Shipping TOTAL $2,000.00

FOR OFFICE USE ONLY:  
Deposit to: 551300-12-318100-61320-10-2018-1612199
10-10-10: Communication That Matters
Description

First impressions really do count, and the first ten minutes a student is in your course can make or break their experience. Designing your course with the needs of diverse students in mind allows you to hit just the right note for that crucial first "introduction" and build intuitive elements that support each student's success.

You'll discover the power of three important "tens" in your students' interaction in the course--the first 10 minutes, the first 10 hours, and the first 10 days. You'll leave with strategies to authentically welcome students, design impactful home pages and syllabi, and create compelling activities that help your students form a meaningful learning community.

Details

**Fulfills:** This course is an option of the [Online Course Design Certificate](https://onlinenetworkofeducators.org/10-10-10-communication-that-matters/), and fulfills Section B: Interaction. Participants who successfully complete this course will earn their Section B badge.

**Duration:** 4 weeks

**Time Commitment:** approximately 10 hours per week, for a total of 40 hours

**Level of Difficulty:** Intermediate

Outcomes

**By the end of this course, participants will be able to:**

- write a succinct and informative welcome letter;
- design a welcoming home page in Canvas;
- develop a supportive orientation unit with policies, student services, and meaningful student-to-student interaction;
- design an online syllabus;
- develop a communication plan for your course.

Optional Continuing Education Credit

Participants in this course can seek optional professional development/continuing education credits by dual-enrolling in LCM 1014 at [Fresno Pacific University](https://onlinenetworkofeducators.org/10-10-10-communication-that-matters/). A separate fee due to FPU will apply.
Upcoming Webinars

First Friday: Creating Inclusivity and Supporting Equity: Building and Using an Equity Rubric
February 1 @ 11:00 am - 11:45 am

First Friday: NameCoach- Creating a Sense of Belonging within Student Services
February 1 @ 12:00 pm - 12:45 pm

CCC Digital Learning Day 2019
February 28 @ 9:00 am - 5:00 pm

Create: Igniting Our Collective Imagination
February 28 @ 9:00 am - 9:45 am

Making Creativity SPARKle in Teaching and Learning
February 28 @ 10:00 am - 10:45 am

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- May 2018
- April 2018
- March 2018
- February 2018
- January 2018
- December 2017
- November 2017
- October 2017

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The Online Network of Educators (@ONE) is a service of the California Virtual Campus - Online Education Initiative (CVC-OEI) and is made possible through funding from the California Community College Chancellor's Office.

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*Want to make our day? Send us some feedback.*
Description

Creating Accessible Online Courses provides an overview of accessibility within online courses, focusing on the skills you will need to make your course both technically accessible and usable to a broad range of students. The course covers how to use online tools, including your course management system (CMS), to create accessible resources, to retrofit existing resources, and to curate new resources. The focal point of the course is learning how to use editors (both in your CMS and in common software, such as Microsoft Word) to enhance accessibility.

Details

**Fulfills:** This course is part of the **Online Course Design Certificate**, and fulfills Section D: Accessibility. Participants who successfully complete this course will earn their Section D badge.

**Duration:** 4 weeks

**Time Commitment:** approximately 10 hours per week, for a total of 40 hours

**Level of Difficulty:** Intermediate. To get the most from this course, you should have some familiarity with online teaching and with Canvas, and already have an existing Canvas course (or the start of a course). For those who have never taught online, it is highly recommended you take *Introduction to Course Design* and *Introduction to Canvas* before beginning this course.

Outcomes

**By the end of the course, you will be able to:**

- Apply Universal Design concepts to the planning and design of your online course;
- Define accessibility and apply pertinent Federal, State, and District requirements to the planning and design of your online course;
- Identify barriers to access that impede student success;
- List campus resources available to assist you and your students with accessibility issues;
- Create accessible content within your CMS;
- Create accessible documents using Word, Google docs, PowerPoint, and/or PDF;
- Caption video;
- Check curated resources for accessibility using online tools.

Optional Continuing Education Credit

Participants in this course can seek optional professional development/continuing education credit.
credits by dual-enrolling in TEC 1717 at Fresno Pacific University. A separate fee due to FPU will apply.

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**Upcoming Webinars**

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https://onlinenetworkofeducators.org/creating-accessible-course-content/
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A SiteOrigin Theme
Online Teaching Certificate Equivalency

To maintain best practices and keep high standards in distance education at Fullerton College, faculty may either complete Fullerton College’s Online Teaching Certificate (OTC) or apply for Online Teaching Certificate Equivalency by following the process below. Training must have been completed at another college or other educational organization within the last five years.

If you complete the @One Online Education Standards and Practices (OESP) certificate program, you may submit a copy of your certificate for equivalency and you do not have to complete the rest of this form.

If you are applying for equivalency to Fullerton College’s Online Teaching Certificate, you must provide evidence that the training program met each of the following objectives.

1. Create and organize course and support material.
   • Possible topics related to this objective: Course syllabus, assignments, rubric, discussion board design, welcoming homepage, orientation module/materials, instructional videos.

2. Implement course design that specifies and plans for regular and effective contact, which includes meaningful instructor-to-student and student-to-student communication/interaction.
   • Possible topics related to this objective: Welcome letter, course access instructions, substantive feedback, regular/consistent use of discussion board, peer review, groups.

3. Apply universal design concepts to create accessible content within the campus-sponsored LMS.
   • Possible topics related to this objective: Styles tool use, LMS Styles formatting and accessibility checker, video closed captioning.

Provide documentation of the program content relevant to the objectives and your completion of the program.
   • Copy of certificate (Required)
And one of the following
   • Screenshots from the training program of course objectives and content relevant to equivalency objectives listed on the form below
   • Link to the program webpage that specifies course objectives and content.
   • Copy of course catalog description of the course

Fill out form, scan appropriate materials, and send to Roger Perez, DEAC/OTEC chair, at rperez1@fullcoll.edu
Instructor Name: ________________________________ E-Mail: ________________________________

Identify the training program you completed and how it meets **each** objective listed above. You may provide examples beyond those listed above.

*Fill out form, scan appropriate materials, and send to Roger Perez, DEAC/OTEC chair, at rpetez1@fullcoll.edu*
Fullerton College Faculty Senate
approved minutes
19 April 2018

present, according to sign-in sheet
At-large Julie Felender, Flor Huerta, Bryan Ouchi
Business/CIS Loretta Calvert, Brandon Tran
Counseling Robert Gamboa, Lorena Marquez, Ruth Sipple
Fine Arts Zachary Harless, Monica Lee
Humanities Amy Garcia, Danielle Fouquette, Bob Lundergan, Jeanette Rodriguez, Matt Taylor
Library Jill Kageyama
Math/Comp. Sci. Kara Pham, Abraham Romero Hernandez, Linda Shideler
Natural Sci. Mike Baker, Colleen Kvaska
Part-time Zahra Ahmed, Sarah Gray
Physical Ed. Tim Byrnes
Social Sci. Moe Abdel Haq, James Crippen
Tech./Engineering Peg Berger, Julie Patel, Marcu Wade
Associated Students Taylor Gaetje
President Josh Ashenmiller
Past President Pete Snyder
Curriculum Comm. Jennifer Combs
Treasurer Karen Markley
Secretary Heather Halverson

Guests Cecilia Arriaza, Director of Transfer Center and Cadena Cultural Center
Carlos Ayon, Director of Institutional Research and Planning
Dana Clahane, UF President and Grievance Representative, Math faculty
Joe Carrithers, Associated Students Advisor, English faculty
I CALL TO ORDER
The meeting was called to order at 3:00P by Josh Ashenmiller.

II APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING
M/S/U (Combs/Markley) to approve the 5-Apr 18 minutes.

III APPROVAL OF THE AGENDA
M/S/U (Markley/Combs) to approve the agenda for this meeting.

IV PUBLIC COMMENTS
None

V EXECUTIVE COMMITTEE REPORTS
President’s Report, Josh Ashenmiller
Administrator of the Year Award. Since 2011, the Senate has presented this award at its final meeting in May. The Senate Execs shared their suggestion for who should receive this award and it was approved.

Academic Senate for California Community Colleges (ASCCC) Plenary Session, San Mateo, 12-14-Apr. Josh attended this and so did Senate President-elect-elect Kim Orlijan. It was a long and eventful Plenary.

Some good news for Fullerton College. Our own Sam Foster (former Senate Pres., Chemistry professor) was elected ASCCC Area D representative. (Area D encompasses the 35 colleges from Cypress and Fullerton south to San Diego.)

Also, the ASCCC members passed the resolution written by FC’s Jennifer LaBounty (Extended Opportunity Programs and Services—EOPS), Ruth Sipple (Counseling), and many others. Their resolution is now an official ASCCC lobbying position. ASCCC will resist efforts to eliminate categorical programs by consolidating their funding.

More ASCCC News: Events to attend, and stuff.
One open Faculty seat on the Community Colleges Board of Governors. Application deadline 30-Jun 18.
https://www.asccc.org/board-governors-nominations

IEPI Summit: Building Excellence for California’s Formerly Incarcerated Students Hotel Irvine, 19-20 April
https://www.eventbrite.com/e/building-excellence-for-cas-incarcerated-formerlyincarcerated-students-tickets-41389187173

CCC Basic Needs Summit Sacramento Doubletree, 26-27 April

Guided Pathways Implementation Review (peer-to-peer reading group) Hilton Orange County / Costa Mesa, 27 April
https://www.eventbrite.com/e/guided-pathways-implementation-plan-review-tickets-44332583952

ASCCC Leadership Institute Sheraton San Diego, 14-16 June

ASCCC Curriculum Institute Riverside Convention Center, 11-14 July

Part-Time Faculty Leadership Institute Westin San Francisco Airport, 2-4 August

**Diversity in Faculty Hiring.** Josh reported at the 5-Apr Senate meeting that he and several others from our District attended the Center for Urban Education’s (USC) Diversity in Faculty Hiring Institute. Based on what they learned there, they are writing recommendations for how our faculty hiring process can be more equitable. The recommendations are still in draft form and should be ready for our next meeting on 3-May.

**Budget and planning.** Everyone is just sitting around and waiting for the May Revise, which will give us real budget numbers for next year’s planning. The January numbers were promising, but the May Revise is what really counts (and often it is a cold dose of reality). In the meantime, you can content yourself with the College’s Full-Time Equivalent Student (FTES) projections for the next two academic years.

**University of Redlands Memorandum of Understanding.** UR is proposing to make some of their upper-division courses more accessible to FC students by actually teaching the classes at night here on campus.
New Senators. Josh provided senators with the 2018-19 roster. He asked for help to catch any errors and also asked Senators to let new Senators know they are invited to the 17-May meeting for their official seating.

FC Family and High School Senior Night
Wed, 25-Apr, 6:30-8P, Wilshire Quad and Auditorium
To get a table for your department, email Rolando Sanabria at rsanabria@fullcoll.edu

Curriculum Chair Report
Jennifer reported that the District Curriculum Coordinating Committee (DCCC) has created a task force to investigate alternatives to CurricUNET. There are still discussions taking place with the District regarding class size.

Treasurer’s Report
Karen Markley thanked Mike Baker, Peg Berger, and Bob Lundergan for providing snacks for the meeting.

VI ASSOCIATED STUDENTS, Taylor Gaetje
Taylor reported that AS elections are complete. She also stated that AS passed a resolution in support of adopting a winter intersession at Fullerton College.

VII ACCREDITATION UPDATE: How the College will meet the recommendation on Distance Education, Danielle Fouquettet
Danielle reviewed the compliance recommendation from the Accrediting Commission for Community and Junior colleges (ACCJC). The Commission determined that the College must demonstrate compliance with the following Standards, as addressed in the College recommendation. This demonstration must be addressed in the required 18-month Follow-Up Report.

• Standards II.A.2, II.A.7, Policy on Distance and Correspondence Education (College Recommendation 2): In order to meet the Standard, the college must develop methods to ensure that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development.

In accordance with federal regulations, compliance requirements must be addressed and the institution must demonstrate that it aligns with Standards within two years.

Danielle shared that ACCJC’s Visiting Team found examples where regular and effective interaction between instructor and students was limited and often consisted of only assignment distribution and collection. There was also no structured process in place to monitor course quality and to confirm the level of faculty to student and student-to-student interaction in the online courses met the requirements provided to
the Curriculum Committee. The College must submit a Follow-Up Report no later than 1-Mar, 2019 followed by a visit from a peer review team. Danielle stated that the Report must show that the deficiency has been resolved in a manner that is sustainable.

Danielle presented a timeline of Fullerton College’s response to the recommendation. On 14-Feb, 2018, the Accreditation Steering Committee (ASC) met to discuss college recommendations for compliance and determined that a first step towards compliance was to require that all faculty must be trained before they teach online, effective Fall 2018. On 15-Feb, 2018, Faculty Senate approved the formation of a work group to discuss how to comply with the recommendation.

The Distance Education Compliance Plan: Stage 1 is that all faculty scheduled to teach an online class in Fall 2018 must have completed training focused on current and innovative pedagogy, technologies, and best practices related to regular and effective contact. Training can be met by completing Fullerton College’s Online Training Certificate (OTC) or by completing a training program determined by the Distance Education Advisory Committee (DEAC) to be the equivalent of the OTC. Danielle shared the Fullerton College OTC Boot Camp schedule. Roger Perez discussed the components of the OTC Boot Camps. Danielle also stated that @ONE is a pre-approved alternative training. Fullerton College has an @ONE cohort scheduled for 21-May through 16-Jun, 2018 and on 9-Jul though 4-Aug, 2018. If faculty chose this option in lieu of the FC OTC Boot Camps, they must attend both sessions. Fullerton College will pay the registration fee for faculty to attend this training. Interested faculty should contact the Office of the Vice President of Instruction to sign-up. Senators were given a draft copy of the Online Teaching Certificate Equivalency process.

M/S/P (Fouquette/Snyder) the Faculty Senate supports the ASC recommendation that all faculty teaching online in Fall 2018 be trained in pedagogy, technologies, and best practices related to regular and effective contact.

Nay: Calvert

M/S/U (Fouquette/Combs) the Faculty Senate endorses @ONE as an alternative to the OTC boot camps offered in June 2018.

M/S/U (Fouquette/Combs) the Faculty Senate approves DEAC’s plan to evaluate prior or additional training programs for equivalency.

VIII ELECTIONS, Pete Snyder
Dean of Counseling Hiring Committee Jon-Michael Hattabough, Linda Kelly-Mandich and Ruth Sipple. United Faculty representative: Jennifer Combs

Faculty Allocation Committee Citlally Santana (Coun)

2018-20 Senator James Crippen (Soc Sci)
IX OLD BUSINESS

Winter Session faculty survey

M/S/U (Fouquette/Calvert) to approve the Winter Session faculty survey.

The survey will be sent out by the Office of Institutional Research and Planning (OIRP) but it will indicate that it is from Josh Ashenmiller. He will also include a statement regarding AS’s resolution in support of offering a Winter Session.

Building User Groups: formation and role

Josh provided Senators with updated draft of the Participant Selection Process for Building User Groups (BUG) that now includes suggested edits he received at the 5-Apr Senate meeting:

- Under “BUG Participant Selection process”, specify that for each constituent group, the corresponding Senate needs to approve the reps from that constituent group. For example, the faculty Senate approves the faculty reps on a BUG.
- Who decides the size of the BUG?

This will be discussed at the next Planning & Budget Steering Committee (PBSC) meeting.

On-line Teaching Certificate (OTC) training for all on-line Fall 18 instructors

This item was discussed as part of the Accreditation update.

IX NEW BUSINESS

Student Success Committee report

Dani Wilson provided an update to Senate regarding the Student Success Committee’s (SSC) activities for the 2017-18 year. The committee conducted a year-end self-evaluation and will use feedback from that evaluation to formulate goals for next year. The SSC discussed ways in which instruction and student services can collaborate in order to improve student success. The committee has continued working on its project to support online, night and weekend students. Based on a request from DEAC, the SSC worked to investigate the feasibility of proposing an Instructional Designer position at Fullerton College to support faculty in integrating emerging, innovative technologies into their classrooms. Dani shared that respondents were mostly positive about the College supporting this position. The SSC was also instrumental in developing the first draft of the Guided Pathways Self-Assessment and will continue to work with the College as Guided Pathways is implemented. Their integrated planning efforts for Basic Skills, Student Equity and SSSP will continue in the coming year.

Possible change to AP 4100: Graduation Requirements for Degrees and Certificates

M/S/U (Fouquette/Markley) to approve the recommendation to amend AP 4100.
Robert Gamboa shared his recommendation to amend AP 4100 Graduation Requirements for Degrees & Certificates. He stated that the current graduation application process does not explore student options or additional degrees beyond those for which the student applies. He recommends that students be awarded all degrees they are eligible to earn without requiring students to submit additional graduation applications. He also recommends that procedures be put into place to follow up with those students when students’ graduation applications are denied.

**Process for selecting new Study Abroad Coordinator**

M/S/U (Fouquette/Combs) to approve the procedure for the selection of Study Abroad Coordinator.

Josh presented a procedure for the selection of Study Abroad Coordinator. An amendment was made to change the size of the work group from “five” to “three to five”. Josh Ashenmiller and Danielle Fouquette volunteered to serve on this work group.

**Major Declaration Day follow-up report**

Flor Huerta shared a video, created by an FC student, highlighting Major Declaration Day. She reported that there was a total of 360 student contacts, 57 instructional faculty participated, 104 students met individually with counselors and 313 students publicly declared their majors. The College will host this event again in spring 2019 and she plans to explore more ways to collaborate with instructional faculty.

**United Faculty Resolutions: online college, performance-based funding**

Josh Ashenmiller shared, for a first read, resolutions suggested by United Faculty and California Teachers Association in opposition to Student-Focused Allocation Formula (SFAF) and in opposition to Fully Online Community College (FOCC).

X  LIAISON REPORTS

**United Faculty**

No report.

**Adjunct Faculty United**

No report.

The meeting adjourned at 5:04P.
Respectfully submitted,
Heather Halverson, secretary
Online Course Navigation Training for Division Deans
January 22, 2019
10 a.m. – 12 p.m.

I. Navigation in Canvas
   A. Logging in
   B. The Canvas Dashboard
   C. The Canvas Course
   D. Student View
      A. Practice Student View
      B. Leaving Student View
   E. Canvas Syllabus
   F. View the Syllabus Page

II. Classroom Teaching, Planning, and Organization in the Online Classroom
   A. Subject Matter Organization
      A. Modules by Theme or Topic
      B. Module by Weeks
      C. Modules by Content Type
   B. Written and Oral Communication to Students
      A. Keys to Effective Feedback on Assignments
      B. Discussion Board Communication
   C. Lesson Presentation Online
      A. What methods of lesson presentation are being used?
      B. Accessibility
         a) The Importance of Accessible Pages and Documents
         b) Accessibility Checker
         c) Practice Running the Accessibility Checker
         d) Accessibility Quick Tips - Microsoft Word
         e) Accessibility Quick Tips - Microsoft PowerPoint
      C. Captioning - Why does it Matter?
         a) Captioning Definitions
         b) Captioning Law
         c) Captioning Exceptions
         d) Basic Captioning Guidelines
         e) Is this page accessible?
   D. Classroom Control
      A. Discussion Board Policy Examples
      B. Netiquette Example
   E. Out of Class Learning Activities
      A. Calendar
F. Student Performance
   A. Canvas Grades
   B. View Demo Gradebook
   C. SpeedGrader
   D. Types of feedback possible in SpeedGrader
   E. Resources for Effective Feedback

G. Student Safety

H. Classroom Materials

I. Learner Feedback

III. Distance Education Handbook Resources
   A. Guidelines for Regular and Effective Contact
   B. Best Practices for Regular and Effective Contact Business
   C. Best Practices for Regular and Effective Contact Humanities
   D. Best Practices for Regular and Effective Contact PE
Online Course Navigation Training

Darnell Kemp

Tue 1/22/2019 12:10 PM
To: Danielle Fouquette
Cc: Greg Schulz; José Ramón Núñez

Sent per request of José Ramón Núñez, Vice President of Instruction:

This morning, the division deans participated in a two hour training on online course navigation in Canvas. During the training, the deans worked inside a Canvas course as a student and also in a demo chemistry course as a teacher. The deans were able to practice using Student View in order to view a course as a student sees the course. They were also taken through the different features of Canvas including the syllabus, modules, discussion boards, quizzes, and assignments. There was extensive instruction and practice with accessibility in Canvas, Microsoft Word, PowerPoint, and videos. Deans were able to see how the gradebook and Speedgrader work in Canvas. Finally, deans were given resources to assist instructors in online teaching. These resources include accessibility guides, regular and effective feedback articles, and Canvas guides. The Online Course Navigation Training Course will stay in Canvas as a resource for the deans.

Darnell Kemp
Distance Education Manager
Fullerton College
714-992-7059
This Online Course Self Assessment was adapted from the most updated OEI Course Design Rubric. The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group. The objective of the rubric is to assure that all courses, offered as part of the initiative, promote student success and meet existing regulatory and accreditation requirements. It has undergone three major revisions since then, including the current iteration, in response to changes in available instructional technology and feedback from both instructors and reviewers.

This Online Course Self Assessment has three categories: Course Presentation, Interaction, and Accessibility. Each category has a set of questions/elements that you will use to assess your course. Please review this preparation document to:

1. review the questions/elements
2. Preliminarily rate your course for each element/question
3. Consider the screenshots you will need to assemble as support to your ratings.

You may upload those screenshots to the self assessment on Canvas.

**Online Course Self Assessment—Fullerton College**

**Course Presentation**

<table>
<thead>
<tr>
<th>Element 1. Unit Level Chunking</th>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content is not presented in visibly distinct learning units or modules</td>
<td>Content is presented in visibly distinct learning units or modules.</td>
<td>Learning units or modules are consistently structured and sequenced allowing students to better anticipate and manage their workload.</td>
<td></td>
</tr>
</tbody>
</table>

Potential Examples:

- Instruction and content is divided, or "chunked," up by Canvas items, mainly Content Pages or Assignments.
- Items should have fewer instructional steps, but as a whole meet the lesson plan's learning objective.
- Exemplary: Consistent number of Items and instructional steps in a Module from week to week.
### Element 2. Placement of Unit-Level Objectives

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives are not included in individual learning units/modules.</td>
<td>Objectives are included in the individual learning units/modules.</td>
<td>Objectives are included in assessments.</td>
</tr>
</tbody>
</table>

**Potential Examples:**

- A Content Page in a module (either week-to-week, or unit-to-unit) that has a list of at least 2-3 learning objectives.
- Learning objectives may be those written by the instructor, tied to that week's, or unit's, content and assignments. OR
- Learning objectives may be pulled from the Course Outline's Instructional Objectives, as they pertain to that week's lesson plan.

### Element 3. Individualized Learning

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.</td>
<td>Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.</td>
<td>Numerous individualized learning opportunities are provided throughout the course.</td>
</tr>
</tbody>
</table>

**Potential Examples:**

- In addition to the weekly lesson plan or online instruction, links to resources that explain or illustrate a course concept in a different way than the original lesson plan are provided.
  - An instructional or demonstration video, audio/podcast, a graphic
- Individualized and additional learning is not required every week, but the goal should be to have these opportunities at various, strategic points throughout the semester.
- In considering the various levels of student capacity, resources and activities can be for remediation and/or for advanced learning.
## Element 4. Learner Feedback

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.</td>
<td>Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.</td>
<td>There are opportunities to give anonymous feedback both during course delivery and after course completion.</td>
</tr>
</tbody>
</table>

**Potential Examples:**

- Administer an anonymous course survey where students provide the instructor feedback on course design and/or course content.
- Minimum: survey administered at end of semester.
- Exemplary: provides opportunities during course and after course completing, as exemplified below (this "Suggestion box" links to a quiz that is set up as an anonymous survey)

## Element 5. Student Services

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Links to institutional services are not included, thus requiring students to exit the course management system to find links for support.</td>
<td>Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.</td>
<td>Links to institutional services are provided in units or activities when they may be needed most.</td>
</tr>
</tbody>
</table>

**Potential Examples:**

- Minimum: Links to institutional services such as DSPS, Library and Tutoring are provided.
- Links are embedded in the course and are clearly labeled.
- Exemplary: Links to institutional services are provided in units or activities when they may be needed most.

Course Presentation: Prepare two screenshots of parts of course that would support any of the ratings you would choose for the questions/elements above. You may upload these two screenshots on the actual self assessment on Canvas.
### Interaction

#### Element 1. Instructor Initiated Contact

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plan for communication is unclear or missing.</td>
<td>The instructor provides students with his/her plan to engage in regular effective contact using LMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.</td>
<td>The instructor's plan to engage in regular effective contact includes the use of a wide variety of communication tools.</td>
</tr>
</tbody>
</table>

Potential Examples:
- The instructor provides an explanation of the communication plan.
- Various instructor initiated contact modes are discussed and utilized.
- Exemplary: Instructor utilizes discussion boards, announcements, emails, and grade feedback, among other forms of communication.

#### Element 2. Instructor Contact Info

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact information for the instructor is missing or not easy to find.</td>
<td>Contact information for the instructor is easy to find and includes expected response times.</td>
<td>Students can choose from a variety of tools to contact the instructor.</td>
</tr>
</tbody>
</table>

Potential Examples:
- List instructor contact information in a clearly labeled location which is easy for students to find and access.
- Provide students with various methods for contacting instructor with response time specified.
- Links to email and other communication tools should be provided.
**Element 3. Student Initiated Interaction**

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are not given opportunities to initiate interaction.</td>
<td>Opportunities for student initiated interaction with other students and the instructor are clearly available and encouraged.</td>
<td>Student-initiated interaction contributes to a student-centered learning environment.</td>
</tr>
</tbody>
</table>

Potential Examples:

- A discussion board where students have the opportunity to ask questions (to other students and/or the instructor) about coursework.
- Group work/assignments where students collaborate to achieve a learning objective or goal.
- The use of Canvas Assignment Comments to instructors, upon assignment submission.

**Element 4. Student-to-Student Interaction**

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-to-student interaction may be present but is not a required part of the course.</td>
<td>Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course.</td>
<td>Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building.</td>
</tr>
</tbody>
</table>

Potential Examples:

- Discussion board assignments that are designed to prepare students to meet course learning objectives
  - They may be prompted to discuss course content, learning/study strategies, and/or reflect on their learning or understanding of course content.
- Peer review activities, facilitated by the instructor, where students review student work and provide feedback based on questions/prompts from instructor.
- Additional Exemplary Elements: Group projects, where students take on a specific role that contributes to group discussion and final project/assignment.
  - In designing roles within a group project, consider that students like to demonstrate (or show off) their finished product to the class/instructor.
### Element 5. Learning Community

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication activities that help build a sense of community among learners are not included.</td>
<td>The course includes communication activities that are designed to build a sense of community among learners.</td>
<td>The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.</td>
</tr>
</tbody>
</table>

**Potential Examples:**

- Ice breaker activities during the first week of class that prompt students to share about themselves (personal, academic, or professional goals)
- Discussion board reflection assignments, where students share out their metacognition throughout the semester.
- Assignment share outs or discussion boards that require a mode other than written text (video posts, visual representations, student screencast demonstrations).

### Element 6. Participation Levels

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines explaining required levels of student participation are not provided.</td>
<td>Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.</td>
<td>A rubric or equivalent grading document is included to explain how participation will be evaluated.</td>
</tr>
</tbody>
</table>

**Potential Examples:**

- Instructor provides specific instructions for participating in class communication such as discussion boards. This may be in the form of a discussion board rubric and/or language and guidelines in the course syllabus.
- Minimum: Expected quantity and quality of response is specified.
- Exemplary: A rubric or equivalent grading document is included.

Interaction: Prepare two screenshots of parts of course that would support any of the ratings you would choose for the questions/elements above. You may upload these two screenshots on the actual self assessment on Canvas.
## Accessibility

### Element 1. Heading Styles

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Pages and uploaded materials do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.</td>
<td>Content Pages and uploaded materials consistently use heading styles (i.e. Heading 2, Heading 3, etc.).</td>
</tr>
</tbody>
</table>

**Potential Examples:**

- Some documents including tests, content pages, presentations, word documents or pdfs use heading styles instead of altered fonts/size/format/color to convey structure or importance of text.
- Exemplary: Instructor consistently uses heading styles instead of altered fonts/size/format/color to convey structure or importance of text.

### Element 2. Lists, Hyperlinks and Tables

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content including lists, hyperlinks and tables cannot consistently be read by a screen reader</td>
<td>Content including lists, hyperlinks and tables can consistently be read by a screen reader</td>
</tr>
</tbody>
</table>

**Potential Examples:**

- Lists are created using the Bullet or Numbered List tool.
- Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.
- Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.
- Exemplary: Instructor creates content that can consistently be read by a screen reader to convey meaning consistent with the written text.
## Element 3. Images—Including those used in Canvas Content Pages, Discussions, Quizzes, and Assignments and in uploaded materials, like documents, presentations and spreadsheets.

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses &quot;image of&quot; or &quot;picture of&quot; as part of the alt text.</td>
<td>Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain &quot;image of&quot; or &quot;picture of&quot;, and uses &quot;&quot; if the image is purely decorative.</td>
</tr>
</tbody>
</table>

**Potential Examples:**

- Images use descriptive alternative text that includes any text visible in the image, doesn't contain "image of" or "picture of", and uses "" if the image is purely decorative.
- Exemplary: Every image uses descriptive alternative text that includes any text visible in the image, doesn't contain "image of" or "picture of", and uses "" if the image is purely decorative.

## Element 4. Audio and Visual - Includes use of instructor-made video/mp4 file, YouTube videos, or 3rd party videos (publisher videos, Khan Academy, TED Talks, etc.)

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate transcripts are not included for audio and/or closed captioning for video is not present.</td>
<td>Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.</td>
</tr>
</tbody>
</table>

**Potential Examples:**

- Instructor includes accurate closed captions when making videos.
- Instructor includes third party videos which have been checked for accurate closed caption options.
- Exemplary: Instructor consistently provides closed captions for any verbal material.

Accessibility: Prepare two screenshots of parts of course or materials that would support any of the ratings you would choose for the questions/elements above. You may upload these two screenshots on the actual self assessment on Canvas.
Unit-Level Chunking

Potential Examples:

- Instruction and content is divided, or “chunked,” up by Canvas items, mainly Content Pages or Assignments.
- Items should have fewer instructional steps, but as a whole meet the lesson plan’s learning objective.
- Exemplary: Consistent number of Items and instructional steps in a Module from week to week

The above example illustrates the possible items and labels. A course is not required to have all of the items in the example, but should have items that break apart/chunk instructional content.

<table>
<thead>
<tr>
<th>Incomplete - Content is not presented in visibly distinct learning units or modules.</th>
<th>0 %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aligned - Content is presented in visibly distinct learning units or modules.</strong></td>
<td>24 %</td>
</tr>
<tr>
<td>5 respondents</td>
<td></td>
</tr>
<tr>
<td>Additional Exemplary Elements - Learning units or modules are consistently structured and sequenced allowing students to better anticipate and manage their workload.</td>
<td>76 %</td>
</tr>
<tr>
<td>16 respondents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incomplete - There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.</th>
<th>0 %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aligned - Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.</strong></td>
<td>38 %</td>
</tr>
<tr>
<td>8 respondents</td>
<td></td>
</tr>
<tr>
<td>Additional Exemplary Elements - Numerous individualized learning opportunities are provided throughout the course.</td>
<td>62 %</td>
</tr>
<tr>
<td>13 respondents</td>
<td></td>
</tr>
</tbody>
</table>
Placement of Unit-Level Objectives

Potential Examples:

- A Content Page in a module (either week-to-week, or unit-to-unit) that has a list of at least 2-3 learning objectives.
- Learning objectives may be those written by the instructor, tied to that week’s, or unit’s, content and assignments, OR
- Learning objectives may be pulled from the Course Outline’s Instructional Objectives, as they pertain to that week’s lesson plan.

Week 1: Goals & Objectives

Goals

During this module, you will:
1. Learn and apply active reading strategies
2. Understand the impact of social activism and social movements
3. Discover current social movements and identify an active petition to present

Objectives (taken from the Course Outline for ENGL 100)

1. Analyze non-fiction texts for their content and rhetorical strategies, particularly purpose, tone, intended audience, and methods of support.
2. Create a synthesis of information and ideas from sources to develop their own ideas.
3. Integrate ideas and information from sources effectively in their own essays using paraphrase, summary and direct quotation.

| Incomplete - Objectives are not included in individual learning units/modules. | 3 respondents | 14 % |
| Aligned - Objectives are included in the individual learning units/modules. | 13 respondents | 62 % |
| Additional Exemplary Elements - Objectives are included in assessments. | 5 respondents | 24 % |

<p>| Incomplete - Links to institutional services are not included, thus requiring students to exit the course management system to find links for support. | 3 respondents | 14 % |
| Aligned - Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled. | 12 respondents | 57 % |
| Additional Exemplary Elements - Links to institutional services are provided in units or activities when they may be needed most. | 6 respondents | 29 % |</p>
<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plan for communication is unclear or missing.</td>
<td>0%</td>
</tr>
<tr>
<td>Aligned - The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.</td>
<td>33%</td>
</tr>
<tr>
<td>Additional Exemplary Elements - The instructor’s plan to engage in regular effective contact includes the use of a wide variety of communication tools.</td>
<td>67%</td>
</tr>
<tr>
<td>Content Pages and uploaded materials do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.</td>
<td>19%</td>
</tr>
<tr>
<td>Aligned - Content Pages and uploaded materials consistently use heading styles (i.e. Heading 2, Heading 3, etc.).</td>
<td>81%</td>
</tr>
<tr>
<td>Accurate transcripts are not included for audio and/or closed captioning for video is not present.</td>
<td>5%</td>
</tr>
<tr>
<td>Aligned - Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.</td>
<td>95%</td>
</tr>
<tr>
<td>Student-to-student interaction may be present but is not a required part of the course.</td>
<td>0%</td>
</tr>
<tr>
<td>Aligned - Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course.</td>
<td>86%</td>
</tr>
<tr>
<td>Additional Exemplary Elements - Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building.</td>
<td>14%</td>
</tr>
<tr>
<td>Communication activities that help build a sense of community among learners are not included.</td>
<td>10%</td>
</tr>
<tr>
<td>Aligned - The course includes communication activities that are designed to build a sense of community among learners.</td>
<td>71%</td>
</tr>
<tr>
<td>Additional Exemplary Elements - The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.</td>
<td>19%</td>
</tr>
<tr>
<td>Guidelines explaining required levels of student participation are not provided.</td>
<td>0%</td>
</tr>
<tr>
<td>Aligned - Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.</td>
<td>48%</td>
</tr>
<tr>
<td>Additional Exemplary Elements - A rubric or equivalent grading document is included to explain how participation will be evaluated.</td>
<td>52%</td>
</tr>
<tr>
<td>Category</td>
<td>Complete</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Incomplete - Contact information for the instructor is missing or not easy to find.</td>
<td>1 respondents</td>
</tr>
<tr>
<td>Aligned - Contact Information for the instructor is easy to find and includes expected response times.</td>
<td>6 respondents</td>
</tr>
<tr>
<td>Additional Exemplary Elements - Students can choose from a variety of tools to contact the instructor.</td>
<td>14 respondents</td>
</tr>
<tr>
<td>Incomplete - The plan for communication is unclear or missing.</td>
<td>0 respondents</td>
</tr>
<tr>
<td>Aligned - The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.</td>
<td>7 respondents</td>
</tr>
<tr>
<td>Additional Exemplary Elements - The instructor’s plan to engage in regular effective contact includes the use of a wide variety of communication tools.</td>
<td>14 respondents</td>
</tr>
<tr>
<td>Incomplete - Links to institutional services are not included, thus requiring students to exit the course management system to find links for support.</td>
<td>3 respondents</td>
</tr>
<tr>
<td>Aligned - Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.</td>
<td>12 respondents</td>
</tr>
<tr>
<td>Additional Exemplary Elements - Links to Institutional services are provided in units or activities when they may be needed most.</td>
<td>6 respondents</td>
</tr>
<tr>
<td>Incomplete - Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.</td>
<td>6 respondents</td>
</tr>
<tr>
<td>Aligned - Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.</td>
<td>6 respondents</td>
</tr>
<tr>
<td>Additional Exemplary Elements - There are opportunities to give anonymous feedback both during course delivery and after course completion.</td>
<td>9 respondents</td>
</tr>
<tr>
<td>Incomplete - There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.</td>
<td>0 respondents</td>
</tr>
<tr>
<td>Aligned - Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.</td>
<td>8 respondents</td>
</tr>
<tr>
<td>Additional Exemplary Elements - Numerous individualized learning opportunities are provided throughout the course.</td>
<td>13 respondents</td>
</tr>
<tr>
<td>Incomplete - Content including lists, hyperlinks and tables cannot consistently be read by a screen reader</td>
<td>3 respondents</td>
</tr>
<tr>
<td>Aligned - Content including lists, hyperlinks and tables can consistently be read by a screen reader</td>
<td>18 respondents</td>
</tr>
</tbody>
</table>
Distance Education Self-Assessment Survey Focus Group Meeting Agenda
Thursday Sept. 27, 2018

1. Reflection on training: Focus group opening activity
2. Introductions: Workgroup and focus group
3. Brief review of focus group purpose: Danielle and Roger
4. Share reflections: Focus group
5. Self-assessment survey aggregate results: Roger
6. Self-assessment survey discussion: Focus group, facilitated by workgroup
   in order to stay on topic and to populate posters
   a. Strengths and strategies
   b. Areas for improvement and training suggestions
7. Short break
8. Feedback on self-assessment process: Focus group, with workgroup
   members recording on posters
   a. What are the strengths of this process?
   b. What challenges did you face in completing the self-assessment
      survey?
9. Suggestions for future self-assessment process and review activities:
   Focus group, facilitated by workgroup; suggestions recorded on posters
<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Woodridge</td>
<td>Bus/CIS</td>
</tr>
<tr>
<td>Dale Craig</td>
<td>Bus/CIS</td>
</tr>
<tr>
<td>Jennifer Kimbal</td>
<td>CDES/Soc Sci</td>
</tr>
<tr>
<td>Cristina ArellanoTeran</td>
<td>Counseling/EDPS</td>
</tr>
<tr>
<td>Callista Lee</td>
<td>Social Sciences/Psychology</td>
</tr>
<tr>
<td>Janna Anderson</td>
<td>Humanities/English</td>
</tr>
<tr>
<td>Ellie England</td>
<td>Humanities/English</td>
</tr>
<tr>
<td>Brannon Tran</td>
<td>Bus/CIS</td>
</tr>
<tr>
<td>Barry McCarthy</td>
<td>Bus/CIS</td>
</tr>
<tr>
<td>Kathy Stouden</td>
<td>Bus/CIS</td>
</tr>
<tr>
<td>Ming-Yun Scott</td>
<td>Bus/CIS</td>
</tr>
<tr>
<td>That Truong</td>
<td>Bus/CIS</td>
</tr>
<tr>
<td>Lucine Rosen</td>
<td>Library</td>
</tr>
<tr>
<td>Eddie Rapp</td>
<td>PE</td>
</tr>
<tr>
<td>Yolanda Duron</td>
<td>PE</td>
</tr>
<tr>
<td>Nancy Ikeda</td>
<td>Math/ICT</td>
</tr>
<tr>
<td>Paul Farnham</td>
<td>Math</td>
</tr>
<tr>
<td>Arian Khajepi</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Tim Espinosa</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Tracy Guild</td>
<td>Social Science</td>
</tr>
<tr>
<td>Jorge Gaydeck</td>
<td>Social Science</td>
</tr>
<tr>
<td>Dan Willoughby</td>
<td>Humanities</td>
</tr>
</tbody>
</table>
Distance Education Compliance Workgroup

Update and Proposal for Faculty Senate
Oct. 18, 2018
EXTERNAL EVALUATION REPORT

Fullerton College
321 Chapman Ave.
Fullerton, CA 92831

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
Compliance Requirements
The Commission also determined that the College must demonstrate compliance with the following Standards, as addressed in the College recommendations. This demonstration must be addressed in the required Follow-Up Report.

2. Standards II.A.2, II.A.7, Policy on Distance and Correspondence Education (College Recommendation 2): In order to meet the Standard, the college must develop methods to ensure that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development.

In accordance with federal regulations, compliance requirements must be addressed and the institution must demonstrate that it aligns with Standards within two years.¹
Basis of Recommendation: Non-compliance

Distance Education and Correspondence Education

Evaluation Items:

X The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

____ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
Summary of Findings

Conclusion Check-Off (mark one):

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

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

X The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
The evaluation team has examined evidence on site and verified that Fullerton College is not in compliance with the ACCJC’s Policy on Distance Education and Correspondence Education. Fullerton College offers three distance-learning options that include online, hybrid, and teleweb. Departments proposing a distance education course are required to provide a detailed description on how the course will maintain regular and substantive interaction between instructor and students and student to student for Curriculum Committee review. Team review of online courses indicated that there were examples where regular and effective interaction between instructor and students was limited and often consisted of only assignment distribution and collection. There was no structured process in place to monitor course quality and to confirm the level of faculty to student and student to student interaction in the online courses met the requirements provided to the Curriculum Committee. Fullerton College has login and security protocols in place for verifying the identity of students participating in distance education.
Key findings:

• “…there were examples where regular and effective interaction between instructor and students was limited and often consisted of only assignment distribution and collection.”

• “There was no **structured process** in place to monitor course quality and **to confirm** the level of faculty to student and student to student interaction in the online courses met the requirements provided to the Curriculum Committee” (emphasis added).
Jan 26, 2018

Dr. Greg Schulz, President
Fullerton College
321 E. Chapman Avenue
Fullerton, CA 92832

Dear President Schulz:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 10-12, 2018, reviewed the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Fullerton College. The Commission also considered the External Evaluation Team Report (Team Report) prepared by the peer review team that conducted its onsite visit to the College Monday, October 9 - Thursday, October 12, 2017.

The purpose of this review was to determine whether the College continues to meet ACCJC’s Eligibility Requirements, Commission Policies, and Accreditation Standards (hereinafter, the Standards). Upon consideration of the information noted above, the Commission acted to Reaffirm Accreditation for 18 months and require a Follow-Up Report due no later than March 1, 2019, followed by a visit from a peer review team.

"...require a Follow-Up Report due no later than March 1, 2019 followed by a visit from a peer review team."
Follow-Up Report

The Commission may require a Follow-Up Report at any time between comprehensive evaluation visits. This report includes a narrative analysis and evidence that describes the resolution of deficiencies identified in the Commission action letter, verifies that the Standards are met, and affirms that the institution will sustain the changes/improvements.

5. Response to the Commission Action Letter

Each deficiency identified by the Commission in its action letter must be resolved. The Report must provide a narrative analysis and evidence that demonstrates the institution has addressed each recommendation and resolved the associated deficiencies. It must also demonstrate that the Standards are met and affirm that the institution will sustain the changes/improvements.
## Fullerton College Response Phase 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 2018</td>
<td>Distance Education Compliance Workgroup formed</td>
<td>Approved by Faculty Senate Feb. 2018</td>
</tr>
<tr>
<td>April 2018</td>
<td>Implemented policy of requiring all instructors teaching an online course to have the Online Training Certificate or equivalent, beginning Fall 2018</td>
<td>Approved by faculty Senate April 2018</td>
</tr>
<tr>
<td>May 2018</td>
<td>DE Compliance Workgroup to work over the summer to develop a plan for “ensuring regular and effective contact” and sustaining professional development</td>
<td>Approved by Faculty Senate May 2018</td>
</tr>
<tr>
<td>May 2018</td>
<td>Equivalency applications reviewed and process</td>
<td>## of applications reviewed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 applications approved</td>
</tr>
<tr>
<td>June-July 2018</td>
<td>OTC boot camps offered</td>
<td>80 instructors completed the boot camps and received the OTC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A total of 130 instructors have received the OTC since its inception</td>
</tr>
<tr>
<td>June-Aug. 2018</td>
<td>@ONE training offered</td>
<td>19 of instructors who completed @ONE training</td>
</tr>
<tr>
<td>Date</td>
<td>Action</td>
<td>Status</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>May-Aug. 2018</td>
<td>DE Compliance workgroup met to develop self-assessment protocol</td>
<td>Self-assessment survey created using Canvas survey app</td>
</tr>
<tr>
<td>Sept. 2018</td>
<td>Pilot self-assessment developed Focus group consisting of two instructors per division formed</td>
<td>Pilot self-assessment survey announced at division meetings following Convocation, at Faculty Senate on Sept. 6, and via email announcements from VPI</td>
</tr>
<tr>
<td>Sept. 2018</td>
<td>Pilot survey completed; focus group met to evaluate and give feedback on survey and provide suggestions for using survey results to ensure regular and effective contact</td>
<td>DEAC to revise survey based on focus group feedback</td>
</tr>
<tr>
<td></td>
<td>DE Compliance workgroup met to review focus group feedback and outline responsibilities for presenting results and proposal to Senate.</td>
<td>Workgroup chair to draft proposal based on focus group feedback to share with workgroup members</td>
</tr>
<tr>
<td>Oct. 2018</td>
<td>Require all instructors teaching an online class to complete the self-assessment survey in Spring 2019</td>
<td>Approved by Faculty Senate Oct. 4, 2018</td>
</tr>
</tbody>
</table>
Compliance Plan Phase 3

Key Components

1. Revise survey based on focus group feedback
2. Implement a timeline for ongoing self-assessment
3. Develop position of Division Distance Education Education Rep to coordinate self-assessment survey and review of results within the division
4. Develop position of Distance Education Faculty Coordinator to coordinate self-assessment and review of results campus wide

Guiding principle: Use focus group feedback to develop ongoing plan for self-assessment survey and use of survey results.
Focus Group Feedback:

- Overall, survey was helpful and worthwhile
- Using Canvas app made it convenient
- Some items were seen as redundant
- Some items were seen as not relevant to regular and effective contact or accessibility
- Examples were useful, but more discipline-specific examples of alignment with the rubric should be provided
- Overall process should be similar to SLOA process, with division and departments handling the actual assessment while the SLOA committee oversees reporting and ensures the work is being done
Recommendations
Workgroup Recommendation #1

That DEAC revise the self-assessment survey as follows:

• Eliminate survey items identified as redundant and not relevant
• Identify survey items that would benefit from having discipline-specific examples of alignment with the rubric
• Work with divisions to identify discipline-specific examples of alignment with the rubric
Workgroup Recommendation #2

That all instructors teaching online in the 2019-2020 academic year complete the survey in Spring 2020.

• By Fall 2019, DEAC should recommend a timeline and schedule for ongoing self-assessment to Faculty Senate
Workgroup Recommendation #3

That the college, in coordination with Faculty Senate and DEAC, create the position of Division Distance Education Rep, with 1-2 units of reassigned time. Major duties will include:

• Reviewing self-assessment results of instructors in the division
• Discussing results with faculty and identifying strategies and professional development opportunities for any items not in alignment
• Preparing a DE Self-Assessment Survey Report (DESR) aggregating the results of self-assessment surveys for the division and identifying and describing how division faculty addressed the results (i.e., closing the loop)
• Filing report with the division dean and the Distance Education Faculty Coordinator (proposed position)
Workgroup recommendation #4

That the college, in coordination with Faculty Senate and DEAC, create the position of Distance Education Faculty Coordinator, with 6 units of reassigned time. Major duties will include:

• Working with DEAC to revise the self-assessment survey and implement recommended changes to the survey in Canvas

• Notifying instructors teaching online of the self-assessment survey requirement, process, and timeline

• Tracking completion of survey and send updates to division reps and deans

• Work with division reps to plan professional development, training, and support activities based on survey results

• Tracking and receive DESRs from Division reps

• Preparing a campus-wide DESR with aggregate results to share with the VPI, DEAC, Faculty Senate, and others as needed
In order to comply with state and federal regulations and to meet accreditation standards related to distance education, Fullerton College has adopted a distance education self-assessment and re-certification plan, effective Spring 2019. A short summary of the plan is below, followed by more detailed principles, descriptions, and practices associated with the various parts of the plan.

Summary: In Spring 2019, all faculty members teaching an online course will complete a self-assessment survey focused on alignment with college standards for regular and effective contact and accessibility of course material. The survey and the course will be reviewed by a peer in the faculty member’s division and by a faculty member serving as the college’s Distance Education Director. The director will make a recommendation to the Vice President of Instruction regarding the faculty member’s continued certification to teach online on the basis of the self-assessment and the review of course. In Spring 2020, all faculty members teaching online will complete a follow-up self-assessment survey; those who were recertified to teach online in Spring 2019 are exempt from the review process. A schedule of ongoing self-assessment, generally not more than every three years, will be established after the initial self-assessment cycle.

Distance Education Certification Guiding Principles

The Faculty Senate and the College Administration agree that the goal of self-assessment and review of online classes is to ensure that all online classes are in alignment with state and federal regulations and accreditation standards. Both parties will mutually ensure that the self-assessment and review process provides support for faculty to bring their online courses into alignment. The following principles are safeguards to protect academic freedom and to clarify the limited scope of the self-assessment as distinct from contractual evaluation.

Terminology:
DEDR=Distance Education Division Representative; this is a new Division faculty position with release time.
DED=Distance Education Director; this is an existing position that will continue to be filled by a full-time faculty member.
DEAC=Distance Education Advisory Committee; this is an existing Faculty Senate subcommittee.

1. The priority of the self-assessment and review process is supporting faculty members in developing quality online courses. As such, whenever possible throughout the process, faculty members will be supported in correcting any deficiencies identified in their online course(s) as they continue teaching online.
2. The DEDR will work with faculty throughout the self-assessment process, including holding workshops to demonstrate how to create strong self-assessments that clearly highlight the ways that the course aligns with the standards.
3. The time frame for reviewing courses should be established at the beginning of each review period, and the DED will notify instructors in advance about when they will access and review the course.

4. The DED will rely primarily on the instructor’s self-assessment to guide the review.

5. The DED will use a rubric developed with DEAC and the DEDRs to determine if courses align. If the course is in alignment with all standards, the DED will recommend recertification of the faculty member to teach online for three years beginning the following semester.

6. The Vice President of Instruction (VPI) shall rely primarily upon the recommendation of the DED in determining faculty certification to teach online.

7. Courses will be reviewed by the DED only as part of the regular, established self-assessment process and cycle.

8. The review of courses is limited to determining if the course meets the standards established by DEAC as part of the self-assessment. Only portions of the course relevant to these standards should be reviewed; and any information regarding students viewed as part of the review will be considered confidential and not shared by DEDRs or the DED.

9. If it is determined by the DED that a course is not aligned with college standards, the DED will provide an explanation in writing to the faculty member along with suggestions for bringing the course into alignment. The DED will provide support and resources as needed to help the faculty member bring the course into alignment.

10. Any faculty member whose course has been determined not to be in alignment may request that the course be reviewed by an appeals committee of all the DEDRs less the DEDR from the faculty member’s division. The appeals committee will review the self-assessment and the course and make a recommendation to the VPI as to the recertification of the faculty member.

11. The VPI will make the final determination of recertification. If recertification is not granted, the VPI will provide a written explanation of the decision to the faculty member, the appeals committee, the faculty member’s DEDR, and the DED.

12. The process will be reviewed and revised as needed to ensure the college has a sustainable and effective plan for maintaining high-quality instruction in online courses.

Protocol for Reviewing Self-Assessment Surveys

- The DED will provide each DEDR with a report indicating which faculty members need to complete the self-assessment survey and their certification status.
- The DEDR will review division faculty self-assessments and confirm that the course aligns with regular and effective contact and accessibility standards established in the self-assessment survey.
- In addition to the general self-assessment survey questions, the DEDR may apply division-specific standards and requirements to the online course undergoing assessment.
- Unless otherwise requested, the DEDR will review the course asynchronously online. If either the DEDR or the faculty member request, the course can be reviewed in person.
- The DEDR will compile a report of all faculty members in the division who have completed the self-assessment and make a recommendation regarding recertification and deliver to the DED and the division dean.
• If a course has areas that are not in alignment, the DEDR will support and work with instructor(s) to develop the course so that it comes into alignment.
Job Description for Distance Education Division Representative.

- In addition to the duties outlined above:
- Work with the Distance Education Faculty Director (DED) and the Online Teaching Certificate (OTC) team to recommend professional development focused on online teaching pedagogy.
- Participate in appeals process as needed.

Ongoing Training Required for Recertification

- Three hours of professional development focused on online teaching for every self-assessment cycle.
- Professional development options can include: Fullerton College-sponsored professional development, @One course(s), Third-party professional development that may be approved on a case-by-case basis by the DED.
Terminology:
DED: Distance Education Division
OTC: Online Teaching Certificate
DEAC: Distance Education Advisory Committee
DED: Distance Education Director

1. Review status report from DED indicating which faculty members need to complete the self-assessment survey and their certification status. (annually; fall semester)
2. Review division faculty self-assessments and confirm that the course aligns with regular and effective contact and accessibility standards established by the college; review self-assessment survey for any division-specific standards. (annually)
3. Meet face-to-face with instructors to review self-assessment survey if requested by the instructor. (as needed)
4. Prepare status report of all faculty members in the division who have completed the self-assessment and make a recommendation regarding recertification. (annually; spring semester)
5. Deliver status report to the DED and the division dean. (annually; spring semester)
6. Work with instructors whose courses are not in alignment with college or division standards to bring the course into alignment. (as needed)
7. Hold workshops for division faculty demonstrating how to create strong self-assessments that clearly highlight the ways that the course aligns with the standards. (as needed)
8. Work with DEAC to develop a rubric to be used by the DED to confirm alignment with college standards for regular and effective contact and accessibility. (Spring 2019 and then as needed)
9. Keep confidential any information about students viewed in the review of self-assessment surveys. (ongoing)
10. Serve as a liaison between the DED and the VPI in matters regarding self-assessment surveys and certification/re-certification decisions. (ongoing)
11. Identify and recommend professional development topics related to online teaching to DEAC, the DED, and the OTC trainers. (ongoing)
12. Serve on an appeals committee as needed. At the request of an instructor, the appeals committee will review self-assessment surveys determined to be unaligned with college standards. (as needed)