Fullerton College Integrated Planning Manual

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Table of Contents

The Fullerton College Integrated Planning Manual describes the integrated institutional planning processes at the College and how constituent groups participate in such processes. In addition, the document outlines the College's participatory governance structures to further the transparency, inclusion, and collaboration in the decision-making processes. The manual begins with a description of the North Orange County Community College District's (NOCCCD) mission and planning, followed by a description of Fullerton College's specific planning processes and governance structures.

Timeline for Integrated Planning Manual Review

As a living document that reflects a dynamic educational institution, the document is updated as needed by the President's Advisory Council (PAC). While updates may occur at any time, the periodic review of this document is initiated and coordinated by PAC. This document will be reviewed according to the following three-year cycle:

- **Annually**: Updates and/or clarifications to roles, committees, and processes
- **Every three years**: Full document review

The review is announced by the President's Advisory Council and feedback is solicited according to this cycle. Changes requested outside of this cycle will be considered by PAC on a case-by-case basis.

In order to preserve the reliability of the Fullerton College Integrated Planning Manual, the college's Director of the Office of Institutional Effectiveness will be responsible for collaborating with PAC to steward updates of the document, including the changing processes, timelines, and/or committees. It is the responsibility of the college community and its leaders to communicate to PAC any such changes to be included in the manual as they occur throughout the year.

SECTION I:

**FULLERTON COLLEGE AND THE NORTH
ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

NOCCCD Mission Statement and Strategic Directions

**District-wide Planning: Educational and Facilities Master Plan and the
Strategic Plan**

NOCCCD Integrated Planning Model

FULLERTON COLLEGE AND THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Fullerton College is part of the North Orange County Community College District (NOCCCD), which also includes Cypress College and North Orange Continuing Education. Together, these three institutions combine to provide quality educational programming and serve an area of over one million diverse people. NOCCCD encompasses approximately 155 square miles, with boundaries extending to the Riverside County line on the east and to the Los Angeles County line on the west and north. A portion of Los Angeles County, on the north and west boundary, is included in the District's service area.

The North Orange County Community College District

As part of the North Orange County Community College District (NOCCCD), Fullerton College's planning processes link to district-level planning in two ways:

- The District Strategic Directions, in alignment with the District Mission Statement, establish the district-wide goals. The College then develops site-specific goals, objectives, and action plans that contribute to the advancement of the District Mission and to the long-term Educational and Facilities Master Plan.

- Assessment of progress on the District Strategic Directions, goals, and objectives as well as college goals and objectives are completed on a regular basis.

NOCCCD Mission Statement

The mission of the North Orange County Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, relevant, and academically excellent. We are unequivocally committed to student success and lifelong learning.

Cypress College and Fullerton College will offer associate degrees, career and technical education (vocational) certificates, and transfer education, as well as developmental instruction and a broad array of specialized training. Additionally, Cypress College will offer a baccalaureate degree. North Orange Continuing Education will offer non-college credit programs including high school diploma completion, basic skills, career and technical education (vocational) certificates, and self-development courses. Specific activities in both the colleges and North Orange Continuing Education will be directed toward economic development within the community.

District-wide Planning: Educational and Facilities Master Plan and the Strategic Plan

The North Orange County Community College District Educational and Facilities Master Plan is meant to guide NOCCCD through a ten-year period. As part of the long-term plan, the Educational and Facilities Master Plan outlines the District Strategic Directions, which are institutional goals and, as such, are broad statements that articulate how NOCCCD intends to address current and anticipated challenges. The most recent Educational and Facilities Master Plan 2021 – 2030 was approved by the Board of Trustees in July 2020.

District Strategic Directions

These Strategic Directions and Goals are intended to guide the development of each program, project, or initiative within the District for the next ten years:

Student Experience and Success
NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals.

Employee Experience
NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

Stewardship of Resources
NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

Collective Impact and Partnerships
NOCCCD will develop and sustain collaborative projects and partnerships with educational institutions, community-based organizations, and businesses to create positive change in the region.

Physical Environment
NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.

The North Orange County Community College District-wide Strategic Plan is NOCCCD's short-term plan. This plan includes District Objectives and District Action Plans that describe how the District Strategic Directions, identified in the Educational and Facilities Master Plan, will be achieved.

In the Strategic Plan, the District Objectives detail the initiatives to be undertaken which require collaboration and coordination among District Services and campus administrators, faculty, and staff. The Strategic Plan also identifies who will be responsible for implementing the action plans, offers a timeline for implementing the action items, and details the outcomes and measures that will support in assessing the impact on student success and institutional effectiveness. The most recent Strategic Plan, which is revised every few years, describes short term plans and goals for the 2018 – 2020 timeframe.
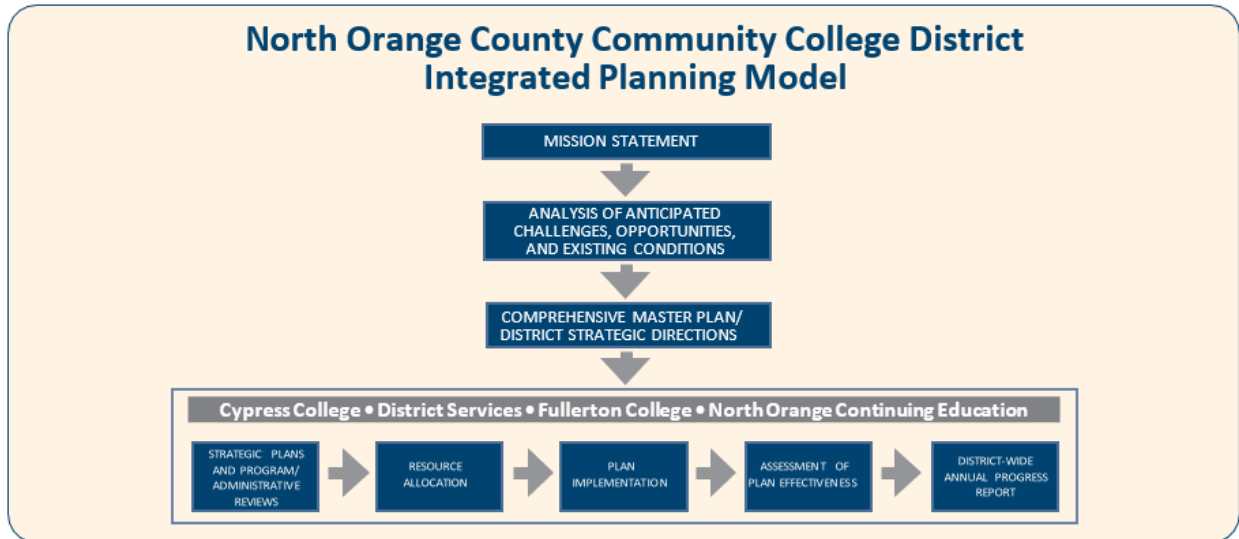
The NOCCCD integrated planning model depicts how the components in the district-level planning process link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation and re-evaluation. In this way, NOCCCD planning practices demonstrate institutional effectiveness and a cycle of continuous quality improvement.

Research is central to the NOCCCD integrated planning model because plans are developed based on data and plan outcomes are assessed using quantitative and qualitative data. In addition to research, the other components of the NOCCCD integrated planning model are as follows.

- The NOCCCD Mission Statement describes the intended student population and the services that NOCCCD provides to the community. As such, this statement is the touchstone for all planning processes.

- NOCCCD analyzes demographics to foresee challenges and opportunities
- (external scans) and compares its current status to the NOCCCD Mission Statement (internal scans) to develop a long-term Comprehensive Master Plan that includes both educational and facilities plans.

- Based on what is learned through the preparation of the Comprehensive Master Plan, District Strategic Directions are collaboratively developed and approved by the Board of Trustees to serve as institutional goals that articulate how NOCCCD intends to address current and anticipated challenges.

- The District-wide Strategic Plan uses the District Strategic Directions (institutional goals) to derive District Objectives. The District Objectives describe specific initiatives to be undertaken to achieve the District Strategic Directions that require collaboration and coordination among District services and campus administrators, faculty and staff.

- The initiatives to be undertaken at each site intended to contribute to the achievement of the District Strategic Directions are documented in the campus Strategic Plans and in the District Services Administrative Reviews.

- The District Services Administrative Review includes a thorough analysis of data and a plan for each District Service. This process tracks the efforts of each District Service to continually improve the quality of the services provided by District Services to the campuses and to other District Services.

- District resources are allocated based on the process outlined in the North Orange County Community College District Budget Allocation Handbook. Each campus and District Service then allocates resources based on its Strategic Plan and local process. In addition, the Strategic Planning Fund is used to fund initiatives related to the District Strategic Directions and District-wide Strategic Plan.

- Once resources are allocated, District Services and the campuses implement the plans as developed at the local site and identified in the site Strategic Plans.

- NOCCCD assesses in two ways: (1) a regular assessment of progress on the District Strategic Directions and District Objectives and (2) assessment of planning and decision-making processes on a three-year cycle. The assessments inform the Strategic Plans and the District Services Administrative Review.

SECTION II:

FULLERTON COLLEGE INTEGRATED PLANNING AND DECISION-MAKING

SECTION II FULLERTON COLLEGE INTEGRATED PLANNING AND DECISION-MAKING

Fullerton College

Fullerton College is the oldest community college in continuous operation in California. Since its first class of 26 students in 1913, the College has grown to become one of the most successful community colleges in the nation. Fullerton College's high transfer and graduation rates, rich academic programs and radically student-centered approach equip students with the skills and resources they need to succeed.

Fullerton College Mission, Vision, and Values

The Fullerton College Mission Statement is the foundation for the planning process. At Fullerton College the mission statement is generally considered with the college's vision statement and core values. The core values were updated in fall 2023 and grouped into "clusters" (*PAC Minutes: 11/30/2022*).

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.

Core Values

Access:
- Diversity – We embrace diversity in our community and work to build on the strengths and opportunities it brings. We recognize that diversity is intersectional with multiple dimensions.
- Equity – We commit to equity for all we serve by eliminating injustices and barriers to students' educational and career goals.
- Inclusivity – We design our planning and decision-making processes to include all stakeholders
- Antiracism - We recognize that institutional barriers based on perceived racial categories were erected over centuries and we commit to identifying and dismantling them.

Community:
- Belonging – We promote belonging and connection that fosters the well-being of those on our campus and surrounding areas.
- Responsibility – We accept our responsibility for the betterment of the world by identifying opportunities for leading our community to respond to local issues.
- Respect – We support an environment of mutual respect.
- Compassion - We attend to our students as whole people, identifying their changing needs personally, academically, and professionally. We adapt the institution in response to our shared understanding of who our students are and what they need.

Learning:
- Growth We create an environment where personal and professional growth is expected, supported, and rewarded for all members of our community.
- Intellectual Curiosity - We encourage each other to ask questions that drive further inquiry, research, and experimentation.
- Excellence – We hold ourselves accountable to high standards

Review of College Mission Statement

The President's Advisory Council (PAC) is the shared governance body responsible for endorsing the mission statement or recommending revisions. Constituent groups at the college review the college mission statement every year to determine if it is still viable. In February of each year, the (PAC) reviews the college mission, vision, and core values. If it is recommended by PAC members that the mission statement be modified, a sub-committee of PAC is formed to gather relevant data and organize the creation of a new mission statement. The mission and vision were last revised and approved by the Fullerton College President's Advisory Committee in Spring 2017 and by the North Orange County Community College District Board of Trustees on June 13, 2017. The core values were revised and approved in fall 2022 by the President's Advisory Committee, and approved by the board on February 14, 2023.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and review of a district and college mission statement are:

> *I.A   The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement.*
>
> *I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*
>
> *I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource*

allocation and informs institutional goals for student learning and achievement.

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Fullerton College Integrated Planning Model

The Fullerton College integrated planning model describes the components in the college planning process as well as the systems used to link the components to one another in a cycle including the development of goals and objectives, resource allocation, plan implementation and evaluation. These planning processes demonstrate institutional effectiveness and a cycle of continuous quality improvement.
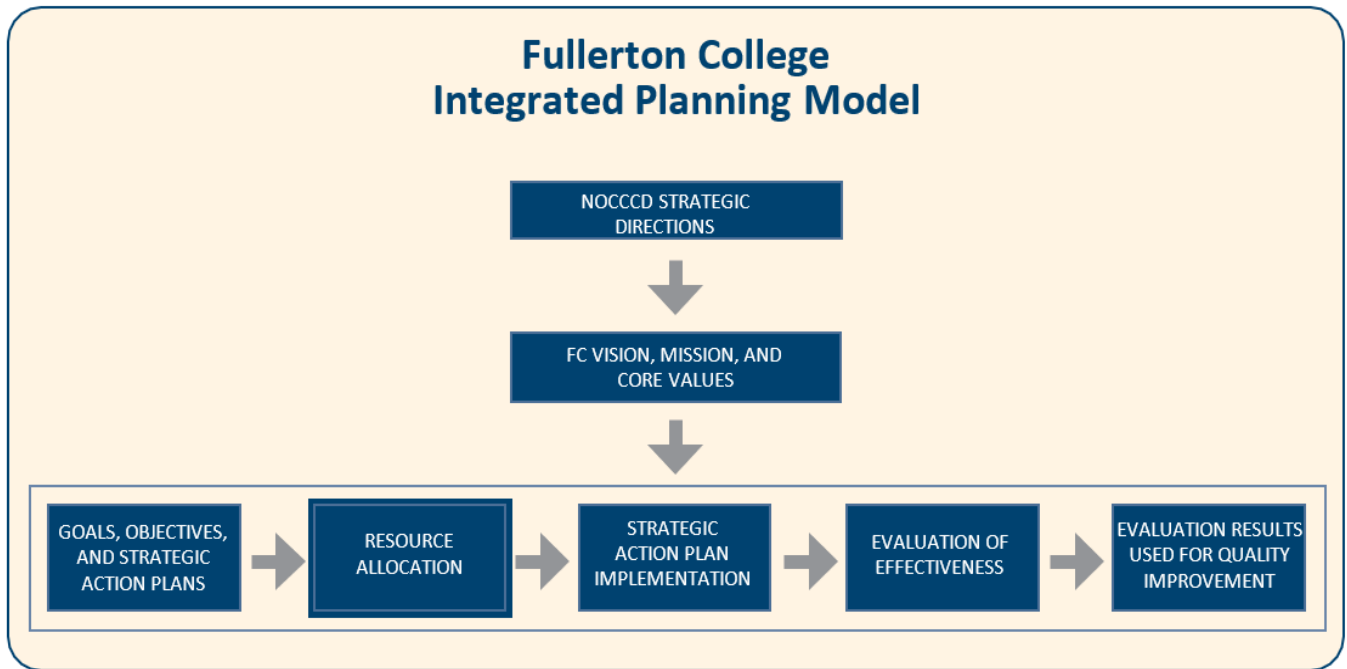
Fullerton College Campus-wide Planning Process

The Fullerton College campus-wide planning process chart provides a transparent description of the decision-making and approvals process for decisions relating to campus-wide planning. An organizational chart of campus committees is available for reference in Appendix B. This is an open-ended process where entry into the process can be made into any of the identified entities.

An example of a planning process is program review. Beginning in the "College Community" box, programs conduct self-studies and report them to the Program Review Committee (PRC), a Faculty Senate subcommittee. After review, PRC forwards common themes, a summary report of strategic action plans, and resource requests to Faculty Senate for ratification. Once ratified, they are sent to the President's Advisory Council, which utilizes the Planning and Budget Steering Committee to review resource requests for recommended actions and to the Office of Institutional Effectiveness, formerly known as the Office of Institutional Research and Planning, to link with the college Strategic Plan and for evaluation. Recommendations are returned to PAC, which in turns sends recommendations to the college President for final decisions. The President then communicates actions to the college community.

Fullerton College Campus-wide Planning Process
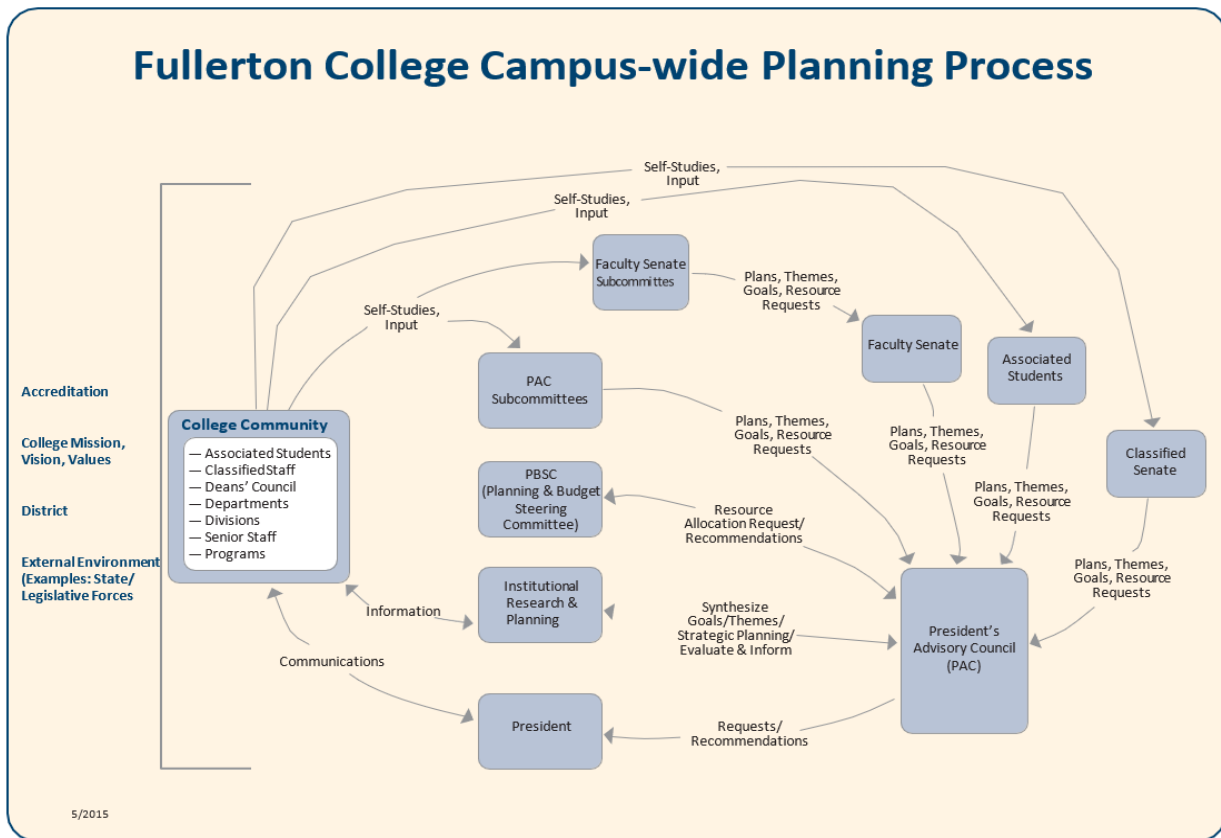
College Goals, Objectives, and Strategic Action Plans

In concert with the NOCCCD District-wide Strategic Directions and following the College's campus planning processes, Fullerton College establishes its goals, objectives, and strategic action plans. The college goals are discussed annually at the President's Advisory Council on the same schedule as the college mission statement. At that time, the goals are either endorsed by PAC or suggestions for modification are recommended.

While the college goals are less likely to change from year to year, the objectives pertinent to each goal may change. The objectives provide greater specificity for how the College may accomplish its goals. The Fullerton College goals and objectives were last approved by the Fullerton College President's Advisory Committee at the May 10, 2023 meeting. When the College updated its goals and objectives, it also updated the key performance indicators that it uses as a basis for tracking progress on its Institution Set Standards.

Fullerton College Goals, Objectives, and Institution Set Standards

Goal 1. Ensure Equitable Access and Outcomes: *Fullerton College will use an inclusive and race-conscious approach to address persistent equity gaps.*

Objectives:
1. Eliminate disproportionate impact for Black students in successful enrollment, first-year English and math completion, fall to spring persistence, degree/certificate completion, and transfer attainment.
2. Eliminate disproportionate impact for Latina/o/x students in first-year English and math completion and transfer attainment.
3. Increase usage of basic needs support for housing, food insecurity, transportation, and mental health.
4. Improve the sense of belonging and mattering in shared physical and online spaces for students of color.
5. Deepen engagement in DEIA-focused professional development for full-time and part-time faculty and staff.

Goal 2. Success for Every Student: *Fullerton College will support students in achieving their educational and career goals.*

Objectives:
1. Improve the completion of transfer-level math and English in students' first year.
2. Increase the number of students earning Associate Degrees, Associate Degrees for Transfer, and/or Certificates
3. Increase the number of students who transfer to a four-year university within one year of leaving the College.
4. Increase the number of students who earn a regional living wage after exiting the College.

5. Increase the number of Career Technical Education graduates who are employed in a job closely related to their field of study.
6. Increase efficiency in the completion of an Associate Degree, Associate Degree for Transfer, or Career Technical Education Certificates.
7. Decrease the gap in success and retention rates between online and in-person courses.

Goal #3: Strengthen Connections with Our Community: *Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.*

Objectives:
1. Increase equitable access to Dual Enrollment courses and Pathway programs offered at local high schools.
2. Increase enrollment for student populations that disproportionately left the College after the start of the COVID-19 pandemic.
3. Increase collaboration around transfer pathways with local four-year universities and Career Technical Education partners.
4. Identify and implement environmental justice projects to serve environmentally disadvantaged students and employees.
5. Create and expand collaborations with local businesses and civic organizations.

Goal #4: Commit to Accountability and Continuous Quality Improvement: *Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.*

Objectives:
1. Create a clear, comprehensive, and inclusive process for prioritizing human, physical, financial, and technological resources.
2. Align and improve the planning and resource allocation processes to increase participation and transparency from campus stakeholders.
3. Improve technological infrastructure to support flexible course schedules.
4. Improve accessibility for students and employees in the physical and online space.
5. Develop, implement, and assess a campus-specific sustainability plan

Key Performance Indicators (Institution Set Standards)

Institution-set standards are the minimum level of performance set internally by institutions to meet educational quality and institutional effectiveness expectations. Standards reflect the "floor" or "baseline" levels of satisfactory performance of student learning and achievement below which the institution does not want to fall. The stretch standard represents a goal above what the College has performed in the past and are "aspirational" in nature.

Currently Fullerton College defines set and aspirational standards as such:

	Definition	Formula
Institution Set Standards	Minimum level of performance	90% of the Average of Last 5 Years as of 2021-2022 data
Stretch Goals for Rate Based Metrics	Goal above what the College has performed in the past	Highest Performing Racial Subgroup as of 2021-2022 data
Stretch Goals for Counting Based Metrics	Goal above what the College has performed in the past	Vision for Success Goal Improvement Targets (Calculated on 2019-2020 outcomes)

The metrics it uses to track progress on its standards and aspirational goals are as follows:

- Successful Enrollment After Completing Application
- Course Success Rates
- Course Retention Rates
- Completion of English in First Year
- Completion of Math in First Year
- Persistence from Fall to Spring in First Year
- CTE Completers Employed in Job Closely Related to Field of Study
- Attained a Living Wage After Exiting System (No Transfer)
- Earned a Certificate
- Earned an Associate Degree
- Transfers to Four-year Universities
- Average Number of Units Completed by Associate Degree Earners
- Board of Barbering and Cosmetology Licensing Examination

Strategic Action Plan Implementation

The strategic action plans, developed by individual areas to address the objectives, detail concrete activities and initiatives which will advance the College towards its intended goals.

Through the development of the college's strategic action plans, a department, program, or group is assigned responsibility for planning, completion, and evaluation of a particular strategic action plan. Strategic action plans are defined as measurable activities designed to achieve a particular objective. Those responsible for individual action plans will:

- Manage the timelines for the plan component
- Develop appropriate processes
- Identify and address funding needs through available resources
- Provide data and other types of evidence to assess the levels of success following plan implementation
- Document the activities and outcomes to contribute to the preparation of the annual Progress Report

To ensure the continual improvement and progress towards the College goals, the strategic action plans are designated for two years and are evaluated and modified annually, as needed. The process for establishing two-year objectives and strategic action plans begins in September of even-numbered years and is completed in February of odd-numbered years. Progress on the current strategic action plans is collected annually in August and incorporated into the college's annual report to the community in November.

Given the importance of these elements in the planning process, it is important to use a common definition of terms. Thus, this Integrated Planning Manual clarifies that "objectives" are the outcomes we are looking for to reach the "goals," and the "strategic action plans" are the activities we undertake to achieve the outcomes.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the establishment of goals, objectives, and institution set standards is:

> *I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.*

Program Review

Formed by the Faculty Senate in fall 2010, the Program Review and Planning Committee promotes and supports the systematic self-assessment of instructional programs, student support services, and administrative/operational areas throughout the college. To that end, the Program Review Committee designs self-study documents, reads and evaluates self-studies and provides feedback to writers. A key purpose of the committee is to identify common themes found across the various self-studies. The college themes identified by the committee are presented to Faculty Senate for ratification, forwarded to the President's Advisory Council (PAC) for endorsement and to inform the College's planning process. The Program Review Committee provides the identified themes, a list of short and long-term goals, and a complete list of requested resources.

As part of a continuous quality improvement process, the committee engages in ongoing review and revision of templates and processes involved in Program Review. Members shall serve staggered terms (when feasible) with one half the committee elected, appointed, or selected recently for each program review cycle. The Program Review Committee reports to the Faculty Senate.

Once the Program Review Committee has finished reading and evaluating the self-studies and validating the requests for resources, a Program Review Report and Request for Resources is provided to the Faculty Senate for approval. After approval, the Faculty Senate President takes the final report to the President's Advisory Council (PAC) for endorsement.

Once the Program Review Report, the list of short and long-term goals, and Requests for Resources have been endorsed by PAC, PAC refers them to the Planning and Budget Steering Committee (PBSC). The PBSC then makes a recommendation to PAC about the allocation of resources requested, taking into account available funding and how the actions support the attainment of College goals and objectives.

Program Review operates on a four-year cycle. There are separate reporting forms for Instructional Programs and for Student Support and Administrative and Operational Services programs. Throughout the four-year cycle, the PRC makes improvements to the reporting templates and makes recommendations to improve the process of reporting and planning. Every year, all programs must submit an Annual Program Review Update form, which the PRC reads and processes in a similar manner as the comprehensive self-studies.

Timeline and Process for Program Review

September – October
Programs and departments complete the program review self-studies (Instructional programs and Instructional Support

↓

November
Self-study draft reports are given to immediate management supervisors.

↓

December
Immediate Management Supervisors submit program review final reports to both Program Review Committee and the appropriate Vice

↓

February - March
Reading and review of self-study reports is done by Program Review Committee members Program Review Committee completes the formal summary report and Request for Resources.

↓

April
Summary report, short and long-term goals, and Request for Resources is presented to Faculty Senate for approval. Summary report and Request for Resources is presented to President's Advisory Council for

↓

May
Planning and Budget Steering Committee receives approved summary report and Requests for Funding

↓

August / September
Planning and Budget Steering Committee reviews Requests for Funding and issues recommendations to the President's Advisory Council for approval.

The Accrediting Commission for Community and Junior Colleges standards most relevant to Program Review are:

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Budget Allocation

The Planning and Budget Steering Committee (PBSC) is a subcommittee of the President's Advisory Council (PAC). The purpose of the PBSC is to make recommendations to the PAC regarding planning and matters related to Fullerton College fiscal resources, which include:
1)   making recommendations regarding one-time and ongoing budget requests, including emergency funding, and funding for strategic action plans; 2) reviewing and considering funding recommendations from the program review process; and 3) generating and sharing information on budget structure, budget development, and budget issues.

Within the NOCCCD, Fullerton College has autonomy to determine local employee staffing contingent on collaboration among NOCCCD leaders and approval of the Chancellor, as well as the development of unique budgets for expenditures from general and categorical funds in the following categories:

- Hourly employees;
- Supplies and materials;
- Services and other operating expenses, such as travel; and
- Capital outlay, such as equipment

The revenue available to the college to fund the categories listed above comes from the operating allocation, self-supported funds or restricted funds. The operating allocation consists of funds provided for discretionary expenditures which include supplies, equipment, services, and non-classified hourly staff. Self-supported funds exist in areas that operate with the assumptions that the resources generated will remain within the area in order to cover related expenditures. Examples of self-supported areas include facility rentals and the production center. Restricted funds are those in which the revenue must be spent in the manner prescribed by regulation, such as health services, parking, restricted lottery, veterans' services, and other categorically funded programs.

Unrestricted available resources from carry-over funds are available to fund additional activities, including requests for resources coming from the program review process and strategic action plans.

Through the program review process instructional, instructional support, and student services areas identify resources necessary to undertake a new program or project, to maintain current programs, to send faculty or staff to training, and other items tied to college action plans. Such requests are forwarded to the PBSC for consideration of funding recommendations on a one- time basis.

Activities requiring funding or additional funding to address strategic action plans are brought to the PBSC by the Vice President of Administrative Services after discussion with the President's Staff.

The Accrediting Commission for Community and Junior Colleges standards most relevant to resource allocation processes are:

> *I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*
>
> *I.B.9.The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*
>
> *III The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.*
>
> *III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets*

Scheduled Maintenance and Instructional Equipment Request Process

The North Orange County Community College District notifies Fullerton College of the available funding for scheduled maintenance and instructional equipment. The Vice President of Administrative Services presents the allocated figure to the Planning and Budget Steering Committee, which then makes a recommendation to PAC related to how the funding will be allocated based on input from a variety of sources. Information from Program Review self- studies, the Technology Committee, planned schedule maintenance projects, and other sources are used to

inform the allocation recommendation made by PBSC.

With respect to Instructional Equipment funding, allocations are made to campus-wide equipment needs and program specific needs. Campus-wide needs consider needs identified by Program Review self-studies, the Technology Committee, and the campus community. Program specific needs rely on requests included in Program Review reports. Such needs are prioritized with input from the Vice President of Instruction, Division Deans, Divisions, and Departments based on priority and available funding.

Funding for scheduled maintenance projects are allocated to projects based on the priority of planned projects considering factors such as health and safety, remaining useful life of project, capacity, and planning of new and renovation projects. In addition, factors considered include input from facility condition assessments, work order requests, and recommendations made by the facilities and maintenance and operations team.

Each year, the Vice President for Administrative Services will provide an update to document the scheduled maintenance and instructional equipment resources that had been allocated.

Faculty Hiring Prioritization Process

The North Orange County Community College District notifies Fullerton College of planned   faculty hiring. The Vice President of Instruction informs Deans, who in turn inform their divisions, of the open period to request new faculty hiring. Departments use program review self-studies and departmental planning, while incorporating any new needs, to decide which faculty positions to request. Divisions individually rank their requests and forward them to the VPI Office and Faculty Senate. All requests college-wide are then ranked cooperatively by the VPI and Division Deans. In a separate exercise, Faculty Senate ranks all of the requests college-wide. Both lists are provided to the college president, who then creates a final ranked list. This list is forwarded to the NOCCCD and lastly returned back to college administration, Faculty Senate, and divisions/departments.

Building Design Approval Process

Background

Input from the ultimate users of new building projects and the renovation of existing buildings is essential to ensure buildings meet the needs and specifications of users.

Procedure
To help control costs and ensure that design specifications approved by user groups are not changed without input, review, and approval, the below approval procedure has been established relative to building design specification developed by user groups.

- **User group develops and approves building design specifications -** Building design specifications and requirements need to be approved by the user group prior to being submitted to architects. To avoid project delays and increased architectural and construction costs, after the user group has agreed to the plan, there will be no more user-group initiated changes to the plan.

- **Architect incorporates specifications approved by user group in project design -** Design specifications approved by users group are incorporated into architectural designs. Architect signifies that specifications have been included in plans. If specifications are excluded by the architect, the architect notifies the user group.

- **User group reviews and approves final architectural designs** to ensure that specifications and requirements are successfully included in architectural plans. Assigned user group representatives sign off on plans to signify approval. The amount of time provided for review is to be agreed upon by the user group, administration, and the architectural firm. The assigned user group approver(s) is(are) to be determined by the user group.

- **Subsequent changes require user group approval –** If there are any new changes to a plan that has already been approved by the user group, then the user group must have the opportunity to review and approve the new changes.

Building User Groups Participant Selection Process

Background

Building User Groups (BUGs) are established to obtain input from intended users of new buildings and buildings undergoing renovation. Such input is essential to help ensure facilities meet the needs and specifications of intended users.

The purpose of this document is to formalize an agreed process for the selection of BUG participants.

BUG Participant Selection Process

Depending on the building project, there can be a wide range of intended users. Certain buildings can have a narrow scope of users, while other buildings can have a broad range of users. For example, the maintenance and operations building will have a narrower scope of users than will an instructional building serving multiple disciplines. The size of a BUG shall be determined by collaboration among the Vice President of Administrative Services (VPAS), deans, division faculty, and classified staff.

BUG participants shall represent constituency groups (faculty, students, classified staff, deans, and managers), especially from the departments or programs that will use the building.

BUGs shall be established by the VPAS, shared governance groups, and deans with activities or operations in each respective building. Faculty Senate shall appoint faculty BUG members, Classified Senate shall appoint classified BUG members, and Associated Students (AS) Senate shall appoint student BUG members.

The VPAS must give affected faculty, staff, and deans at least two weeks' notice that they are to choose BUG members. There must be at least two weeks between notification and the next Faculty Senate, Classified Senate, and AS Senate meetings, at which the BUG members shall be appointed.

Once the shared governance groups have appointed BUG members, the BUG shall determine a meeting schedule so that all BUG members can participate, with the understanding that attendance may vary due to members' availability.

College Annual Reports to the Community

Each year, the College produces annual reports to inform the community, on-campus and off, about progress toward achievement of the college goals and objectives. Currently, the College publishes an Institutional Effectiveness Report as well as the Fullerton College Magazine. The Institutional Effectiveness Report provides key measures and outcomes related to student enrollment and success, staff and community demographics, and it documents the changes to the planning and decision-making processes and structures that occurred throughout the year. Though the College Magazine also provides key metrics about the College, it also provides a storytelling of major accomplishments in order to bring such milestones to life. In this way, the Institutional Effectiveness Report and the Fullerton College Magazine reinforce and sustain the dialogue on college goals and progress toward those ends.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the production of annual Progress Reports are:

> *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.*

> *I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

> *I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.*

Assessment of Planning and Decision-Making Processes

In keeping with the Accrediting Commission for Community and Junior Colleges Standards, Fullerton College assesses its planning and governance processes annually. Assessment includes feedback from council and committee members serving on specific groups, as well as comments from faculty, staff, administrators, and students. The President's Advisory Council (PAC) receives recommendations on modifications to the structure, format, or purpose of any of its subcommittees. The President considers the recommendations of PAC and approved changes are documented in the Fullerton College Integrated Planning Manual. The Faculty Senate is responsible for similar modifications to any of its subcommittees and any changes will likewise be noted in the Integrated Planning Manual.

An integral piece of the evaluation process at the College is accomplished by the Institutional Integrity Committee (IIC), which is a standing committee of both the Faculty Senate and the President's Advisory Council. The IIC's charge is to regularly evaluate and make recommendations on the College's policies, processes, practices, procedures, and publications in order to ensure the integrity and effectiveness of the College's planning and decision-making process and its alignment with the College's mission. The Institutional Integrity Committee's functions also include reviewing the College's Institutional Student Learning Outcome (ISLO) data and minimum performance standards (e.g., Institution-Set Standards) to further inform the College's planning and decision-making processes.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of planning and decision-making processes are:

> *I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

> *IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Process for Determining Reassigned-time Positions

There are two processes for determining reassigned-time positions: one for campus- wide positions that are Senate committees or that report to the Senate and one for non-Senate positions.

> For Senate and dual-reporting committees, or positions that report to the Senate, when a position is up for election, information will go out campus wide to all faculty. Interested faculty will submit a letter of interest which would be distributed to senators and elections would take place at a Senate meeting.
>
> For non- Senate committees, or positions that do not report to the Senate, information about the position would also go out to all faculty. Interested faculty will submit a letter of interest. A committee consisting of three faculty members, the appropriate manager or dean, the appropriate Vice President, and one student would interview applicants and make recommendations to the President. For the AS Advisor position, the committee will consist of four faculty members, four students, an appropriate manager or dean, and the appropriate VP.
>
> The chair term will be the same as the membership term. (If the position is not tied to committee—and so there is no membership term—then the term should be three years.)
>
> NOTE: For faculty who were serving in one of these positions at the time of adoption, the new process would go into effect the next time that position became available.

(Faculty Senate Minutes: 4/4/2019; 2/6/2020; 2/20/2020 PAC Minutes: 4/10/2019; 2/26/2020)

Selection of Interim Deans

Selection committees will include eight members: three faculty appointed by the Faculty Senate, one classified professional, one student, and three managers, including the College President. The College President ultimately has the final decision. (*Faculty Senate Minutes: 4/4/2019; 4/29/2021; 09/16/2021*)

Selection of Interim Vice Presidents

Selection committees will include eight members: three faculty appointed by the Faculty Senate, one classified professional, one student, and three managers, including the College President. The College President ultimately has the final decision. (*Faculty Senate Minutes: 4/4/2019; 09/16/2021*)

SECTION III:

FULLERTON COLLEGE PARTICIPATORY GOVERNANCE

Principles and Processes

The Governance Structure

Fullerton College Councils and Committees

FULLERTON COLLEGE PARTICIPATORY GOVERNANCE

Fullerton College Participatory Governance and Decision-Making

Participatory governance at Fullerton College is achieved in the spirit of cooperation, collaboration, and collegiality. It promotes the vision and values of the College and ensures their achievement through appropriate policies and procedures via a structure of councils, committees, and task forces. The model is grounded in Assembly Bill 1725 and in the policies of the North Orange County Community College District Board Policy 2510.

The purpose of the Fullerton College participatory governance structure is to provide each constituent group the opportunity to participate in the planning process and program initiatives as well as to develop, review, and revise policies and procedures through their representatives.
Functionally, this is accomplished by councils, committees, and task forces created to formalize and facilitate collegial communication, and to resolve issues as close to the point of origin as possible. These structures provide an opportunity for all perspectives of constituent group interests to be considered. The result is effective processes for planning, implementation, evaluation, and planning agenda(s) for improvement, as well as a transparent process of decision-making.

General Principles
1. All decision making is based on recognition that the College exists to educate students.
2. All constituent groups have a vested interest and a role in ensuring that Fullerton College fulfills the mission defined by the legislature, State Board of Governors, and the North Orange County Community College District Board of Trustees.
3. Participatory governance is a method of organized and collegial interaction in which faculty, staff, students, and managers participate in thoughtful deliberation and decision-making, leading to recommendations made to the College President
4. Mutual agreement is the goal to be achieved through active participation and collegial interaction by all constituent groups.
5. The most effective means of developing policies and procedures is to provide opportunity for involvement by the constituent groups affected by the implementation of these policies and procedures.
6. In academic and professional matters, as defined by AB1725, the College President will rely on the advice of the Faculty Senate in reaching mutual agreement.
7. Representatives of constituent groups involved in the participatory governance process have the responsibility of keeping their respective groups informed of the proceedings and recommendations of governance

groups, and communicating concerns and recommendations from membership of their constituent groups.

8. Individuals not serving as representatives have the opportunity to share concerns with their constituent groups, with the anticipation that their views will be represented in governance councils, committees, and task forces.

Fullerton College Participatory Governance Decision-Making Process

Fullerton College values the perspectives and contributions of all constituents in our campus community. For academic and professional matters as outlined in AB 1725, Fullerton College depends on the Faculty Senate to provide leadership, perspectives, and recommendations on items that fall within these areas:

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processing processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Others academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Fullerton College will "rely primarily" on the Faculty Senate for matters 1, 2, 3, 5, 7, 8 above.* Fullerton College administrators will seek to reach "mutual agreement" with the Faculty Senate on matters 4, 6, 9, 10, 11 above.** (AP 2510)

When the college is considering a change that potentially affects any of the 10+1 areas, the President engages the Faculty Senate, President's Advisory Council, and other appropriate constituent groups in the decision-making process.

The President initially discusses the proposed change with the Faculty Senate leadership and appropriate department/division faculty and manager(s) in an effort to identify any issues, concerns, or suggestions pertaining to the topic. Next, the President, the Senate leadership, and appropriate department/division faculty and manager(s) work to develop a consensus on the merits of the rationale for the proposed change, including its nature and scope. Then the President, Senate leadership, and appropriate department/division faculty and manager(s) develop multiple approaches to the concern or idea.

The President, Senate leadership, and appropriate department/division faculty and manager(s) then gather information on the potential consequences of each of the approaches. The President subsequently brings options to Faculty Senate, PAC, and other appropriate groups for consultation and action consistent with the participatory governance process.
Following appropriate consultation, the President makes a decision about whether or not a change will be implemented, and if so, which option among those identified is best for the college. If the college community finds—through established processes and procedures—that the impact of a decision has negative or undesirable consequences, that decision may be revisited.

* With respect to those areas of academic and professional matters for which the Board of Trustees will rely primarily upon the recommendations of the senate(s), if a recommendation is not accepted, the Board of Trustees or its designee, upon request of the senate(s), shall communicate its reasons in writing to the academic senate(s) (AP 2510 2.1.2). When rely primarily, the recommendation of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will they not be accepted (Title 5 §53200 (d)).

** In instances where the Board of Trustees [or its designee] elects to provide for mutual agreement with the senate(s), and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board of Trustees may act, after a good faith effort to reach agreement, for compelling legal, fiscal, or organizational reasons (AP 2510 2.2.3 and Title 5 §53200 (d)).

Roles of the Participants in Participatory Governance

College President
The College President represents the Governing Board. The President is responsible for final decisions after consultation with all appropriate constituencies. The President is responsible for providing communication procedures and the infrastructure for achieving participation from all constituencies in the decision-making processes appropriate to participatory governance. The President encourages the participation of all constituencies in their appropriate participatory governance roles.

Faculty Senate
The Faculty Senate represents the faculty of Fullerton College in academic and professional matters. Consistent with AB1725 and other District policies, the President consults collegially with the Faculty Senate on academic and professional matters. The Senate expresses the view of the faculty through a vote of the Senate. At the Senate's discretion, the Senate may choose to delegate its responsibility to specific committees or to individual faculty members for limited duration and purposes.

The College President relies on the Faculty Senate on academic and professional matters in accord with provisions of Title 5 of the California Code of Regulations (refer to Fullerton College Participatory Governance Decision-Making Process above). The Faculty Senate makes all faculty appointments to college governance committees. Appointees are expected to regularly attend meetings and to contribute as a part of their professional responsibilities. The faculty members serving on those committees are participating to represent and express the interests of (1) the Senate and (2) their constituents. Appointees do not make decisions for the Senate and are obligated to communicate regularly to the Senate and their representative groups on the governance committee's activities.

Classified Senate
The Classified Senate represents the classified staff in participative decision making and in the participatory governance process which develops and formulates policy and practice with no collective bargaining related effect, but not limited to, activities which include: (1) representing the perspective of classified staff in policy and procedure deliberations; (2) offering staff in- service activities; (3) communicating among the various interest groups and classified staff of Fullerton College; (4) collaborating with CSEA for appointment of classified staff on all governance committees; (5) maintaining the delineation of responsibility between the Classified Senate and CSEA. The Classified Senate has no responsibility in any area related to bargaining or working conditions as such issues are the explicit responsibility of CSEA. CSEA has the right to appoint the classified representatives to all participatory governance committees. The College President ensures that the recommendations and opinions of classified staff are given every reasonable consideration within this structure.

Associated Students of Fullerton College

The Associated Students of Fullerton College (AS) is the official voice of the Fullerton College student body and is responsible for selecting students to serve on appropriate college councils, committees and task forces.   The Associated Students represent the students of Fullerton College in participative decision making and in the participatory governance process which develops and formulates policy and practice related, but not limited to, the following: (1) the   AS makes recommendations to the Director of Student Affairs and/or Dean of Student Support Services regarding academic and extracurricular concerns of students; (2) the AS serves as the representative of Fullerton College students on the President's Advisory Council; (3) the AS presents to the President's Advisory Council recommendations and policy for college wide consideration; (4) the AS appoints student representatives for governance committees.

Deans of Fullerton College

The Deans of Fullerton College are educational leaders who guide the work of the various divisions of the College. Deans serve on various committees representing their areas of expertise and the College administration. Deans are responsible for influencing and implementing strategies for student success through the establishment of new activities or the revision of existing activities.

In addition to their work on committees, Deans hold regular meetings with faculty and staff in their individual divisions. Each of the Deans also meets with the Vice President of Instruction or the Vice President of Student Services, providing opportunities for idea sharing and promotion of new programs or procedures, which may be shared with the President for implementation and funding. Deans make decisions within their respective Divisions, make recommendations concerning hiring of personnel, ensure adherence to legal and ethical standards and policies established by the Board of Trustees, and implement best practices and courses of action.

Managers of Fullerton College

The managers of Fullerton College serve a variety of supervisory roles throughout the campus. Managers asked to serve on College committees or the President's Advisory Council represent their individual areas of expertise as well as the opinion of the managers as a whole. The role of managers in making decisions at the College is determined by the scope of responsibility and authority delegated in job descriptions for their positions.

Responsibilities of All Parties

Participatory governance committee deliberations and actions should be public. In addition to representation afforded to individuals through constituent groups, individuals and groups may also be heard by any council, committee, or task force by requesting permission to speak.

The final authority for governance at Fullerton College is the North Orange County Community College District Board of Trustees. The Board of Trustees delegates authority to the President through the District Chancellor. The President and all constituent groups are committed to a functional and effective participatory governance process.

The Governance Structure

Council – A council meets on a regular basis and is composed of constituency representatives designated or selected to act in an advisory capacity. A council often directs the work of numerous committees or task forces.

Standing Committee – A standing committee is composed of constituency representatives and considers matters pertaining to a designated charge or subject. A committee reports its recommendations to appropriate representative bodies.

Committee – All governance bodies may establish their own committees to support their work. All committees should have a defined purpose. If desired, governance units may request membership from other constituent units to serve as resource members. Resource members will be assigned as defined under "Membership." The President's Advisory Council may establish committees with overarching purpose on topics that are also being reviewed from the perspective of a particular constituent unit.

Task Force - A task force or work group addresses special college wide issues or tasks and meets until the issue is resolved or the task is completed.

Membership

Fullerton College faculty, staff, students, deans, and managers serve on a variety of college, constituent group and district councils, committees, and task forces. Members of the governance groups of the college are determined by constituent groups. When the appointment is to be made based on the position held by the individual, the specific position is identified in the composition of the group. When the individual is appointed or elected to represent a constituent group, the following processes are followed:

Faculty Senate Appointments - All faculty appointments are made through the Faculty Senate.

Classified Appointments – All Classified appointments are accomplished by the collaboration of the Classified Senate through the CSEA appointment process.

Student Appointments - All student appointments are made through the Associated Students.

Deans and Managers Appointments - All deans and managers appointments are made by the College President after consultation with the Vice Presidents.

Appointments - Appointments of membership will generally be made in April/May to fill positions which will be vacated the subsequent year. Appointments may be otherwise made at any time deemed appropriate by the participatory governance group.

Recommendations

Recommendations from College Committees and/or their Subcommittees
Recommendations coming from college committees and/or their subcommittees will be directed to the appropriate administrator. The latter may accept the recommendation, accept the recommendation with modifications, or reject the recommendation. If a recommendation is rejected or modified, a rational will be provided. Whichever decision is made will be reflected in the committee's minutes.

Recommendations from Faculty Senate Committees
Official recommendations from Faculty Senate, which may include recommendations Faculty Senate has received from one of its subcommittees, will be reflected in the Faculty Senate minutes and directed to the appropriate administrator in writing. The administrator will: 1) accept the recommendation; 2) accept the recommendation with modifications; or 3) reject the recommendation. If the administrator is modifying or rejecting the recommendation, the administrator will prepare a written response to Faculty Senate providing the rationale for the decision.

The Accrediting Commission for Community and Junior Colleges standards most relevant to participatory governance in decision-making processes are:

> *IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

> *IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

Fullerton College Councils and Committees

President's Advisory Council
The President's Advisory Council (PAC) serves as the central, participatory governance council of the college. The purpose of PAC is to receive and review college policy recommendations from any and all college groups, to obtain constituent opinions, to advise the College President regarding policy recommendations, to provide a venue for college wide initiatives, and to provide a means of communication with the college community. The PAC is the forum in which all proposed broad-based college procedural changes are discussed collegially before they are acted on or implemented by the College President.

Specialized projects are referred by the Council to other governance organizations for review, such as the Faculty Senate and the Deans' Council for instructional matters, the Classified Senate for classified issues and the Associated Students for student issues. These bodies report to the Council with recommendations. The President's Advisory Council (PAC) strives to integrate all aspects of communication, decision-making and planning tasks. The PAC establishes committees to assist with specialized projects.

The subcommittees of the President's Advisory Council include:

Campus Diversity Committee
The charge of the Campus Diversity Committee is to: (1) plan and develop activities with the purpose of promoting harmony, equality and unity through a greater understanding of diversity; (2) provide advice and recommendations to the College President on related issues. The District Director of Equity and Diversity serves as a member of this Committee.

Planning & Budget Steering Committee
The purpose of the Planning & Budget Steering Committee (PBSC) is to make recommendations to the President's Advisory Council (PAC) regarding planning and matters related to Fullerton College's fiscal resource allocations, which includes: 1) Making recommendations regarding one-time and ongoing budget requests, including requests for emergency funding, and funding for Strategic Action Plans; 2) Reviewing and considering funding recommendations from the Program Review process; and 3) Generating and sharing information on budget structure, budget development, and budget issues.

Sustainability Committee
The Sustainability Committee assesses existing practices and programs, identifies opportunities for growth, and makes recommendations on best practices. It promotes inclusive decision- making that fosters environmental accountability. The Sustainability Committee envisions to: reduce the environmental impact of Fullerton College's operations; inspire a culture of stewardship centered on improving the sustainability of ecological systems and all of its peoples; provide educational opportunities that engage the campus and surrounding communities in continuous learning and growth; and improve the social and environmental wellbeing of the campus community and the world at large

Faculty Senate

The Fullerton College (FC) Faculty Senate represents faculty interests and views in academic and professional matters in the College and District. The Faculty Senate makes recommendations to the College President, and acts as the committee on committees, establishing faculty representation on College and District committees. Any full-time faculty member is eligible to serve on the Faculty Senate. The FC Faculty Senate derives its power and responsibilities from Title 5 of the California Education Code. As representatives of the faculty, the FC Faculty Senate makes recommendations to the college and district with respect to academic and professional matters, the so-called "10+1", defined as follows:

1. curriculum, including establishing prerequisites and placing courses within disciplines
2. degree and certificate requirements
3. grading policies
4. educational program development
5. standards and policies regarding student preparation and success
6. district governance structures, as related to faculty roles
7. faculty roles and involvement in accreditation processes, including self-study and annual reports
8. policies for faculty professional development activities
9. processes for program review
10. processes for institutional planning and budget development, and
11. other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

The subcommittees of the Fullerton College Faculty Senate include:

Curriculum Committee

The Curriculum Committee facilitates the development of curriculum and academic policies connected to curriculum. The Curriculum Committee establishes and facilitates the campus curriculum approval process. New curricula and modifications of existing curricula are proposed by discipline faculty. Through Division Representatives, the Curriculum Committee works directly with discipline faculty on curriculum development, revision, and approval, including proposals regarding general education, program/major requirements, and other graduation requirements. This includes proposals to add, delete and modify courses for general education lists for California State University, for the University of California Inter-segmental General Education Transfer Curriculum, and for Fullerton College Associate of Arts and Associate of Science degrees. The Curriculum Committee reviews faculty proposals to offer courses through distance education (online, hybrid, etc.) and evaluates proposed implementation of methods of instruction and evaluation in an online context. The committee also provides advice to faculty regarding "best practices" for distance education in our Curriculum Committee Handbook and through consultation with Division Representatives.

The Curriculum Committee brings recommendations regarding curriculum and academic policy to the Faculty Senate. Faculty Senate Representatives from the Curriculum Committee participate on the District Curriculum Coordinating Committee (DCCC). The lead Curriculum Committee Representative shares Fullerton College curriculum proposals with DCCC and presents them to the Board of Trustees.

The Matriculation Advisory Committee is also a subcommittee of the Curriculum Committee and was formed to provide faculty input concerning the implementation of Title 5 Student Success and Support Program (formerly the Matriculation Program) guidelines from the State. The Matriculation Advisory Committee provides recommendations on issues pertinent to the implementation of the core Student Success and Support Program (SSSP) services of assessment, orientation, counseling / advising, and follow up interventions for at-risk student populations. The committee also advises on planning and coordination of activities amongst varied campus entities to support SSSP core services and goals.

The General Education Advisory Committee is a subcommittee of the Curriculum Committee that addresses issues regarding general education philosophy and patterns. This sub-committee makes recommendations to the Curriculum Committee. (Suspended 9/2018)

Distance Education Advisory Committee
The Distance Education Advisory Committee defines a common vision for distance education at the College. It establishes goals and charts the coordinated implementation of distance learning across the campus. In addition, DEAC positions the College to respond most effectively and efficiently to growth in demand and to the rapidly changing technological opportunities within the field of e-learning. Among DEAC's goals are to: 1) increase student success and retention, 2) establish a comprehensive program for student learning outcome assessment (SLOA) in distance education (DE) courses, 3) increase student access, 4) establish a permanent DE Director and Instructional Technology Center, 5) increase faculty training in DE methods,
technologies, and assessment practices, 6) increase student support and training for application to DE classes, 7) ensure and maintain the academic rigor of the DE curriculum, 8) ensure and maintain academic integrity.

Faculty Allocation Committee
The purpose of the Faculty Allocation Committee is to prioritize faculty hires according to campus-wide needs. When new faculty positions are allocated, the requests of all divisions are submitted to the Deans' Council. The Deans' Council will forward those requests and its rankings to the Faculty Allocation Committee who will provide an independent prioritized ranking to the President.

Honors Program Advisory Committee
The Honors Program Advisory Committee oversees the activities of the Fullerton College Honors Program and advises the Honors Program Coordinator on policy changes and improvements. The committee also increases campus awareness of the Honors Program, supports undergraduate research, and makes recommendations regarding the development and scheduling of new honors courses.

Institutional Research and Effectiveness Committee

In keeping with the ACCJC Standards, Fullerton College assesses its planning and governance processes on an annual basis. An integral piece of the evaluation process at the college is accomplished by the Institutional Research and Effectiveness Committee (IREC) which is a subcommittee of the Faculty Senate. Formed in 2010, the purpose of the Institutional Research and Effectiveness Committee (IREC) is to evaluate the planning and governance processes of the college AND to identify, discuss and disseminate its findings. IREC functions as the meta- process evaluation arm of the College.

Program Review Committee

The Program Review Committee promotes and supports the systematic self-assessment of instructional programs, student support services, and administrative/operational areas throughout the college. The Committee designs self-study documents, reads and evaluates the self-studies and provides feedback to writers; identifies common themes in the self-studies; validates requests for resources; and engages in ongoing review and revision of templates and processes associated with Program Review.

Student Learning Outcome and Assessment Committee

The mission of the SLOA Committee is to nurture a culture of improvement by facilitating student learning outcomes assessment methods across the institution; facilitating ongoing collegiality; and promoting self-reflective dialogue. The purpose of assessing student outcomes is to improve teaching, learning, and academic advising at the individual, course, program, and institutional level. The SLOA Committee will develop and recommend the campus-wide process for the implementation and assessment of SLOs at the course, program, and institutional level. A College Coordinator is responsible for chairing the committee and in concert with the Vice President, Instruction overseeing that the functions of the SLOA Committee are met. Through their division representatives, the SLOA Committee supports faculty in SLO development, assessment, analysis of data, and the promotion of reflective dialog that drives the use of assessment data to support improvement of student learning.

Dual Reporting Committees:

Eight Fullerton College Standing Committees have dual reporting structures whereby they report to both the President's Advisory Council and the Faculty Senate. These committees were formed by mutual agreement of the College President and the Faculty Senate.

Accreditation Steering Committee

The Accreditation Steering Committee (ASC) is responsible for all aspects of the accreditation process at Fullerton College. The primary purpose of the ASC is to guide the college's accreditation activities, including the: Preparation of any required accreditation reports; Monitoring of accreditation policies and regulations, including standards issued by ACCJC; Education of the campus community on accreditation standards and the accreditation process; Regular review of Fullerton College's compliance with accreditation standards, including systematic documentation and organization of evidence related to the standards; Recommendations to the Faculty Senate and PAC regarding accreditation-related issues.

The ASC is also responsible for ensuring that the self-evaluation process, preparation of reports, and other activities related to accreditation draw on wide campus engagement conducted in a transparent manner.

Campus Collaborations Team (Added Spring 2023)

The Campus Collaborations Team is a space for committee chairs and leads of campus projects and programs to regularly share information about their work, to identify intersections, and meet to discuss working collaboratively towards common outcomes in support of the campus strategic plan. Communication across and between groups is intended to coordinate efforts and streamline decision-making through Faculty Senate and PAC.

Dual Enrollment Committee (Added Spring 2023)

The Dual Enrollment Committee (DEC) will facilitate the growth and evolution of the Fullerton College Dual Enrollment Program. This committee will develop and recommend policies and procedures and promote practices that contribute to the quality of dual enrollment at Fullerton College Recommended changes to current policies and procedures of the Dual Enrollment Program will be presented to the Faculty Senate and PAC for approval. The DEC will guide and support the implementation of programs and activities of the Dual Enrollment Program. This committee will work with high schools and school districts to implement the programs and activities of the Dual Enrollment Program. When appropriate, high school representatives will attend DEC to present information for the purpose of advancing dual enrollment at Fullerton College.

Guided Pathways Steering Committee
The charge of the Pathways Steering Committee is to facilitate the implementation of the state of California's Guided Pathways initiative and grant. The Pathways Steering Committee reports to both Faculty Senate and the President's Advisory Council. The Guided Pathways initiative seeks to increase completion of students' goals, decrease the time it takes students to reach their respective goals, and to reduce inequities in student experiences and success metrics.

Institutional Integrity Committee
The Institutional Integrity Committee regularly evaluates and makes recommendations on the College's policies, processes, practices, procedures, and publications in order to ensure the integrity and effectiveness of the College's planning and decision-making process and its alignment with the College's mission.

Professional Learning Committee
The charge of the Professional Learning Committee is to plan, develop, coordinate, review and evaluate the College's professional development activities, supporting the professional learning needed for Fullerton College educators—Faculty, Classified Staff and Managers—to improve student success. The Professional Learning budget helps support improvement not only in individual classrooms and student support areas, but across the campus as a whole. Professional Learning activities are meant to encourage shared learning and a culture of collaboration in order to help Fullerton College to become a truly learning-focused institution. Representatives from the committee also serve in an advisory capacity on the District Staff Development Committee.

Student Equity and Achievement Committee
The Student Equity and Achievement Committee (SEAC) provides leadership advocacy, and the institutional guidance and vision for coordinating campus-wide student success efforts affecting basic skills, transfer, Career Technical Education, completion, diversity, and equity at Fullerton College. This committee will be responsible for the development of the SEA plan required by the State. Additionally, the committee provides recommendations on how to disseminate State Student Equity and Achievement (SEA) funds most effectively to improve and promote achievement and equity.

Strategic Enrollment and Retention Committee (Added Spring 2023)
The Strategic Enrollment and Retention Committee (SERC) is a campus-level committee that reports to both Faculty Senate and to the President's Advisory Council. The SERC is charged with drafting and operationalizing the campus Strategic Enrollment Management (SEM) Plan as well as revisiting and revising the plan at least every two years. The SEM Plan will outline strategies and practices that support the college's efforts to increase student enrollment, retention, persistence, and completion. The SERC will stay abreast of other campus efforts and plans connected to enrollment and retention.

Deans' Council

The Instructional Deans and the Student Services Deans meet twice each month as the Deans' Council. The Vice Presidents of Instruction and Student Services co-chair the Council. The purpose of the Council is to create, implement, and assess Academic and Student Services procedures and plans and to approve new programs. This team makes decisions regarding
the operations (plans and procedures) of academic and student services, and decides on the operational implementation of policies as they affect academic and student issues. The Council also serves as an advisory body for the President's Advisory Council (PAC), and President's Staff. The Deans' Council makes decisions informed by the College goals and objectives and is the principal body responsible for the compilation of the strategic action plans.

Recommended Protocols for Fullerton College Participatory Governance Committees

Context: In its last (2017) accreditation report from ACCJC, Fullerton College received a recommendation for improvement. The recommendation states: "In order to increase effectiveness, the team recommends that processes identified in the Integrated Planning Manual are systematically assessed to determine the effectiveness of committees and the results are used for continuous quality improvement. The access to committee minutes, current committee membership, and committee goals and accomplishments will support effective communication" (standards I.B.3; I.B.8). To help address this recommendation, the Accreditation Steering Committee, after consulting with the Institutional Integrity Committee, recommends that all participatory governance committees at Fullerton College use a common set of protocols for meetings and information sharing. These protocols will also help ensure that committees regularly and systematically assess their effectiveness. Upon adoption, the protocols will be included in the Integrated Planning Manual.

Protocols Regarding Meetings:

Suggested protocols for the first meeting of the fall:
- Review mission. If revisions are made, recommend revised mission statement to appropriate body for approval (PAC and/or Faculty Senate)
- Determine how the committee will work during the upcoming academic year toward its mission (i.e., set goals)
- Publish meeting dates and locations (room number or Zoom link) for the upcoming semester/academic year, to the degree possible
- Provide a current roster of committee members and their terms
- Assign responsibilities to members (e.g., notetaker)
- Clarify roles and duties of committee members

Ongoing protocols
- To the degree possible, publish agendas 72 hours in advance of each meeting (required of Brown Act committees)
- Take minutes/meeting notes at each meeting that include actions taken and/or decisions made
- To the degree possible, publish minutes/meeting notes within one week of approval
- Maintain updated roster of committee members

At the end of each academic year, or whenever appropriate for the committee, committees should:
- Review the goals for that year as a committee
- Provide a written report on the progress of those goals to the appropriate body (PAC and/or Faculty Senate). The committee chair will also attend a PAC and/or Faculty Senate meeting to answer questions about the written report.
- Administrative Support of Committees:
- Fullerton College will maintain a webpage where a directory of shared governance committees will be available. The directory will provide rosters, meeting schedules, agendas, and minutes or notes for each committee.
- Committees may choose to have their own public-facing website that contains meeting schedules, rosters, minutes and agendas. If committees chose to maintain their own sites, they will be linked to from the directory.
- Meeting schedules, rosters, minutes and agendas may be emailed to committees fullcoll.edu to be uploaded.

Appendices:

A. Fullerton College Integrated Planning Calendar

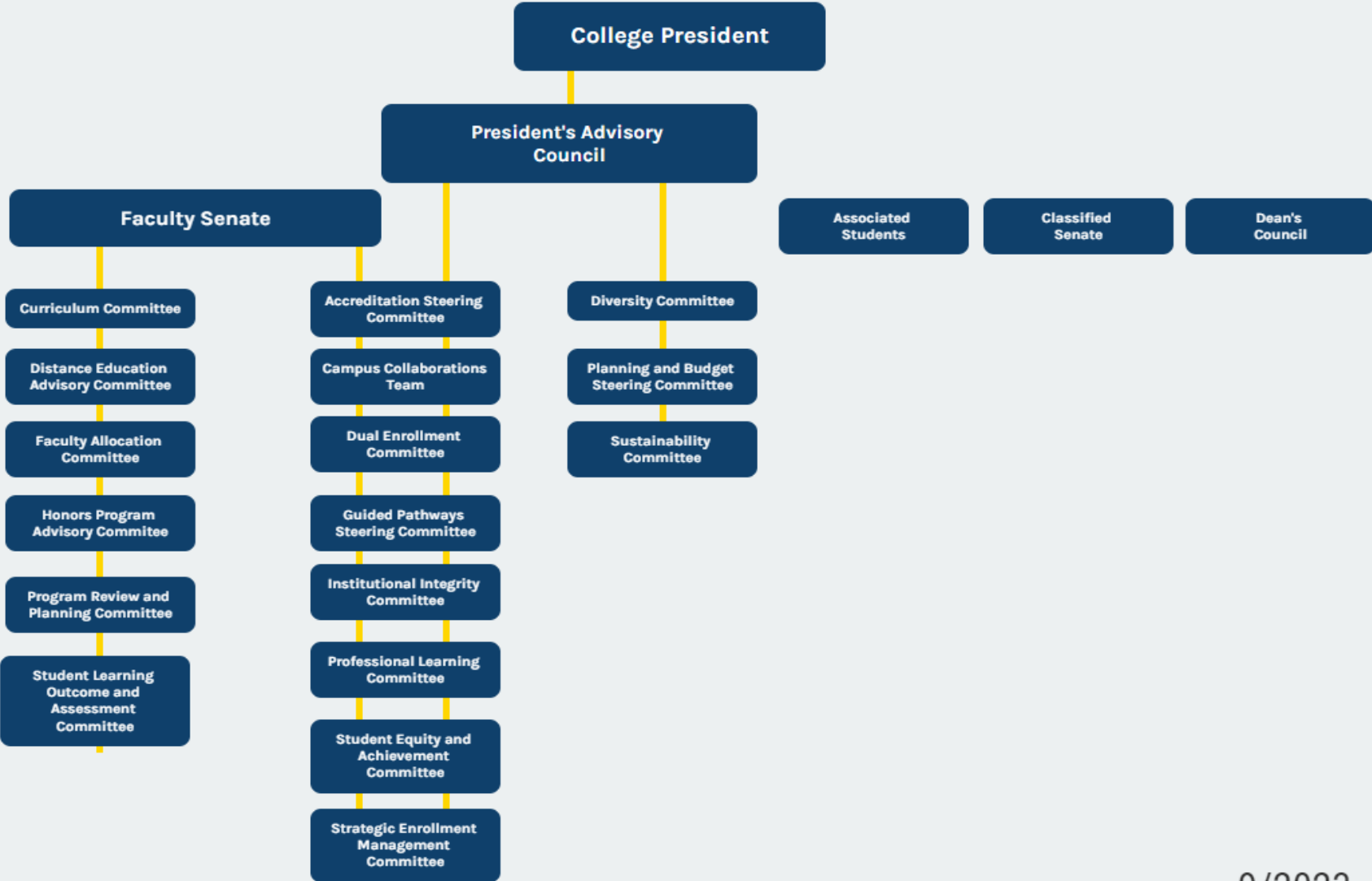|	Budget	Other Funding	Program Review	SLOA	Institutional Effectiveness
August	Changes to budget assumptions based on State budget changes are incorporated into proposed budget		Director of Institutional Effectiveness provides preceding year's reporting data and summaries to Division Deans to share with faculty		Collection and analysis of previous year data for annual report and program review
September	Final budget presented to Board of Trustees for approval PBSC reviews common themes from Program Review Committee along with requests for resources and recommends funding	Requests for Foundation project funding are due		Programs, departments, and faculty review progress on student learning outcomes and assessments and make plans for SLOA activities in current academic year	Begin objective and action plan development for upcoming 2-year cycle (Biannually in even numbered years)
October		Foundation grant applications are reviewed by President's Executive Staff, prioritized, and forwarded to Foundation	Departments and programs meet to review data and establish short-term and long-term goals toward the preparation of Program Review Reports	Faculty implement assessment plans when appropriate and collect data	Student Success Committee presents progress report to PAC Data collection and analysis for Annual Report to community
November			Program Review Reports due to Immediate Management Supervisor by third Friday in November	Faculty implement assessment plans when appropriate and collect data	Constituent group representatives canvas members for input on mission statement and college goals Annual Report to Community completed and Presentation to the Board of Trustees about previous academic year Complete establishment of Objectives and Strategic Action Plans for upcoming 2-year cycle (Biannually in even numbered years)

	Budget	Other Funding	Program Review	SLOA	Institutional Effectiveness
December		District Strategic Plan funding applications due.	Program Review Reports to VPs and Program Review Committee by third Friday in December	Faculty complete fall semester data collection, build, enter data, and write reports in eLumen	Constituent groups reaffirm mission statement and college goals or recommend modification
January	Governor's January budget proposal is announced and planning begins for development of budget assumptions				
February		DCC discusses Strategic Plan Proposals Requests for Foundation project funding are due District Innovation Fund applications available—due March 1	Program Review Committee reviews Program Review Reports	Programs, departments, and faculty review progress on student learning outcomes and assessments and make plans for current semester	PAC reaffirms college mission statement and college goals or establishes committee to address recommended modifications
March	Divisions begin working on spending plans for following academic year	Foundation grant applications are reviewed by President's Executive Staff, prioritized, and forwarded to Foundation	Program Review Committee provides abstracts of Program Review Reports and Requests for Resources to Faculty Senate for approval	SLOA Report to ACCJC is completed	PAC identifies initiatives for Student Success Committee to address in subsequent academic year Objectives and Strategic Action Plans for subsequent academic years presented to PAC for endorsement. (Biannually in odd # years)

	Budget	Other Funding	Program Review	SLOA	Institutional Effectiveness
April	PBSC reviews requests for funding via Strategic Action Plans and prepares funding recommendations for PAC		Program Review Committee makes presentation to PAC about current year's program review reports	Faculty implement assessment plans when appropriate and collect data	PAC reviews Unit Objectives Report, SLO Summary Report and evaluates effectiveness of connecting SLO, Program Review, Strategic Planning and Budgeting in current academic year and makes recommendations for improvement Deans prepare report on Strategic Action Plans for current academic year
May	PBSC presents recommended funding for Program Review requests and Strategic Action Plans to PAC All Spending Plans due to Business Office by May 1 for development of tentative budget PBSC evaluates its processes and committee structure and makes changes based on evaluation		Program Review Committee evaluates the effectiveness of the program review process as well as the function of the Program Review Committee and uses results to improve process	Faculty complete SLO data collection and schedule review of assessment data for end of semester, summer or early fall. Faculty review progress on SLO activities and write SLO Action Plans as appropriate in eLumen.	PAC confirms SLO/Program Review/Planning Calendar for next academic year VPs make presentation to PAC about progress on current Strategic Action Plans PAC members discuss effectiveness of PAC and make changes as needed
June	Tentative budget presented to Board of Trustees for approval				
July	Year-end results are analyzed and incorporated into proposed budget				

Fullerton College Committee Chart

College President

President's Advisory Council

Faculty Senate

Associated Students

Classified Senate

Dean's Council

Curriculum Committee

Distance Education Advisory Committee

Faculty Allocation Committee

Honors Program Advisory Commitee

Program Review and Planning Committee

Student Learning Outcome and Assessment Committee

Accreditation Steering Committee

Campus Collaborations Team

Dual Enrollment Committee

Guided Pathways Steering Committee

Institutional Integrity Committee

Professional Learning Committee

Student Equity and Achievement Committee

Strategic Enrollment Management Committee

Diversity Committee

Planning and Budget Steering Committee

Sustainability Committee

9/2023