

Spring 2015 Planning Symposium

Fullerton College held its biannual planning symposium on January 15th, 2015 from 10:00am-3:00pm. Three main topics were thoroughly discussed at the Spring 2015 Planning Symposium: ways to advance communication of information and connectivity across committees, recommendations for the Campus-wide Planning Decision-making model, and warehousing planning documents. Brief highlights for each topic are summarized below.

Communication across Committees

Participants worked in groups of 4-6 people on an activity sheet that asked: How can we advance or increase the communication of information across committees in concrete ways? What are some specific ways committees can work together more effectively in areas where overlap exists? How can campus committees better build on each other's work to meet our college goals?

Summaries of individual committee work were requested from committee chairs prior to the symposium. These summaries were compiled and used as a resource for the discussion. The committee summaries can be found in Appendix A. Seven themes were developed based on notes taken during the debrief of the activity: 1) Committees' Self-Evaluation, 2) The Development of Committee Chairs Meeting, 3) Create a Committee that Connects Other Committees, 4) What Should Happen During Committee Meetings, 5) Official Reporting of Documents, 6) Official Email Procedures for Effective Communication, 7) Encourage Committee Membership.

It was decided a meeting of committee chairs would be held to further discuss these themes, and will continue to meet once a semester. The first meeting is scheduled to take place March 6th, 2015.

Planning Model Discussion

The second activity sheet examined the Campus-wide Planning Decision-making model. The activity asked: To what extent was it easy to follow your example through the model? What areas of the model were unclear or confusing? What, if any, changes would you recommend?

At the beginning of the discussion there was concern regarding some decisions not being legitimately represented in the model such as: division and departmental planning, staff development, faculty hiring, and decisions that are related to external funding. It was noted that staff development and faculty hiring prioritization did follow the model, and the others were examples of decisions that are not campus-wide. However, these examples, added value to the overall recommendations for the Campus-Wide Planning Decision-making process model. It was the sentiment of the group that the model represents large campus-wide planning decisions, and not more local decisions that are made in programs and departments. Another suggestion was to remove the words "Decision-making" and just keep the word "Planning."

Based on the recommendations that were developed during this activity, a new draft of the Campus-wide Planning Decision-making Process was developed. This model is currently being shared with stakeholders across campus and will be further discussed at PAC. See Appendix D for a visual representation of the model.

Warehousing Information

Three discussion questions were asked: What steps can we take going forward to start planning a process and/or developing a system to store and share our common knowledge on campus, such as that involved with committee work, programs, and successes? What aspects of such a system might be most useful for your own planning and decision-making? What obstacles might we currently need to address to make such a system successful?

The need for a system that can inform planning efforts and accreditation standards was evident throughout the discussion. Several suggested options were the library, CourseStudio or SharePoint in MyGateway, and campus J: Drive, however, it was stated by one participant that “when starting this project, maybe not ask IT to spearhead, but instead ask people who do not know about technology.” It was said that some committee members resisted using SharePoint due to its technical complexities. Thus, we need to seriously consider how people will use technological systems.

After collaborating with the Fullerton College library, and gaining additional information regarding an electronic record keeping system, the Office of Institutional Research and Planning is currently in the process of researching and contacting vendors that provide electronic record keeping systems.

Appendix A Committee Summaries

Basic Skills Committee

The Basic Skills Committee (BSC) guides campus implementation of the statewide Basic Skills Initiative (BSI), which provides a budget and support system for improving student success in ESL and basic skills Math, Reading and Writing. The BSC recommends how to effectively disseminate BSI funds to impact student success in these areas and works to coordinate instructional, Academic Support, and Student Services efforts. The committee's mission also includes increasing campus awareness of and commitment to student success in basic skills. It works to achieve this mission by supporting innovations to help FC educators better serve basic skills students. In fall 2014, this included guiding the process of scaling up programs like the Entering Scholars program and the Graduate Student Internship and developing a new survey for all BSI programs. The committee monitors and evaluates its programs with support of a research project manager. Program planning is data-driven, and data is reported to the Chancellor's Office annually.

Diversity Committee

In fall 2014, the Diversity Committee presented a summary its 2013-2014 activities to PAC and shared a newsletter which included a calendar of campus diversity events, the recently developed Diversity Action Plan and summaries of the year's student forums. The monthly committee meetings focused on working with the Institutional Research and Planning office to provide suggestions and ideas for the development of a campus climate survey. The committee also provided feedback to the District Office of Equity and Diversity on potential distinguished lecturers including a speaker to address how the campus can support the success of LGBTQ students and a possible implementation of a safe-zone training program. The committee's main objectives for 2014-2015 are to continue to participate in the development and distribution of the campus climate survey and to continue to promote diversity events on campus, including a cultural intelligence series of workshops being proposed by staff development.

Institutional Research and Effectiveness Committee

The Institutional Research and Effectiveness Committee (IREC) continued its meta-evaluation of the effectiveness of the Fullerton College Planning Process during the fall 2014 semester. Data were collected from the Faculty Senate, President's Advisory Council (PAC), Program Review Committee, Planning and Budget Steering Committee, Dean's Council, and others during the spring 2014 semester. Data collection continued during the fall semester via focus groups that included deans and managers or representatives of varied campus departments such as Academic Computing and Technology, EOP, and the Skills Center. The IREC has three additional focus groups scheduled in spring 2015. Qualitative data analyses and findings will be worked on during both spring and summer of 2015. This work will be presented to the Faculty Senate who will then submit it to PAC for review. During spring 2015 the IREC also plans to complete the written evaluation of the SLO/A process and submit this report to the Faculty Senate and subsequently PAC.

Institutional Review Board

The Fullerton College Institutional Review Board (IRB) falls under the umbrella of the IREC. During the fall 2014 semester the Office for Human Research Protection approved the renewal of the campus IRB to August 2017. The IRB reviewed over 20 research requests and enthusiastically welcomed Sandi Layana, Principal of La Vista and La Verne High School as its community board member. Spring 2015 planning includes IRB workshops for the campus, ethics training, research methods protocol policy, modifications of forms, and updating the IRB website/SharePoint.

Planning and Budget Steering Committee

During the Spring and Fall 2014 semesters, deliberation and efforts of the Planning and Budget Steering Committee resulted in an allocation of instructional equipment funding in the amount of \$2,020,000 to upgrade and enhance instructional equipment needs at the college. The allocation resulted in progress at meeting both infrastructure needs and instructional equipment needs identified through Program Review. With regards to planning, the committee has discussed the need to document processes and procedures and creating a central location for information and documents. The coming semester the committee will begin composing a bond planning document that will outline the processes for the implementation of the college's bond funds.

Program Review Committee

On 3/21/2013, Faculty Senate approved the transition of the program review cycle from a two-year cycle to a three-year cycle. The cycle consists of 1) Instructional review, 2) Non-instructional review, and 3) a year for planning. It was the sense of the committee to keep the instructional and non-instructional reviews separate so that trends across divisions that affect faculty and staff could be better ascertained. Because of the three year cycle and a need for more readers, on 4/2/13 Faculty Senate approved the change in the composition of the Program Review Committee (PRC) to include a representative from each instructional division. In addition, it was recognized and Faculty Senate supported the term change from two to three years each division representative in September 2014 so continuity would exist throughout a review cycle. The administration recognized there is an additional workload well beyond normal committee duties to read, critique, and endorse resource requests in the spring semester of the instructional review cycle. As a result, José Ramón Núñez, Vice President of Instruction, approved a maximum of 50 hours (per representative) of overload compensation in spring 2015 when the committee is reviewing programs for the entire campus.

To reflect the campus need to integrate learning outcomes and action plans in the program review process the instructional template, writer's guide, reader's report, and handbook was enhanced and modified. Much of this work was completed in spring 2014 and a training program developed during the summer of 2014. Fifty-four staff development sessions totaling 164 hours of professional development time was made available to faculty in fall 2014. The program review website was modified extensively to include FAQ pages, all training materials, and all new documents. Past exemplary samples of self-studies were included from both instructional and non-instructional previous cycles. The readers guide used by PRC to critique the self-studies was also included on the website for the first time and made the process more transparent for

faculty. Because Section 4.0 of the self-study included extensive information in regards to PSLOs for certificates and degrees that was not included in past self-studies, the faculty needed additional hours of training. In addition to training in the Teaching Effectiveness Center, some one-on-one training was made available on an as needed basis by committee members. The training hopefully provided guidance and aid in the submission of forty-seven program reviews to the Office of the Vice President of Instruction. The PRC subsequently organized four workgroups in preparation of the reading and reviewing of the self-studies in spring 2015.

In spring 2014, the PRC developed an Instructional Equipment Form for one time money available for instructional equipment from the state. The development included collaboration with the Planning and Budget Steering Committee (PBSC), a sub-committee of the President's Advisory Council (PAC). Along with the form development and seeing that it was ratified by both Faculty Senate and PAC, the committee was charged with the confirmation that all new requests were aligned with the program goals and outcomes. All of the equipment requests need to be tied to measurable outcomes. Complicating the confirmation and endorsement of requests by the PRC, some of the equipment requests were previously described in earlier self-studies while other requests were new and did not exist in the previous self-study. A workgroup composed of PRC members was created and endorsed a list Instructional Equipment requests. Approximately 100 equipment requests were reviewed by the workgroup. The requests were discussed by the PRC and then submitted to the Office of the Vice President of Instruction for further routing to PAC and PBSC. This clearly indicates that program review is now a part of the planning and budgeting processes at Fullerton College. The equipment requests were reported to Faculty Senate and through a very transparent process, many faculty and programs received needed funds for equipment to better serve our students.

SSSP Advisory Committee

For Fall 2014, an updated version of the SSSP Plan was drafted. This document is a summary of both current and planned activities supporting the SSSP core services of Orientation, Assessment, Counseling / Advising and Follow-up for At-risk students.

A programmatic goal for 2014-15 will be to develop and expand the number and breadth of support services offered to students and, with the assistance of the Office of Institutional Research and Planning, to develop evaluative models against which these services may be reviewed. Three counselors have been identified to take the role of developer / liaison for services and interventions related to: At-risk students (probation and dismissal), New Student Orientation and services to specialized populations (ESL, SCE transitional students), and Follow-up counseling / ed planning services (to general campus population). These developer / liaisons will serve as the primary point of contact for the Counseling Department in collaboration efforts with other campus offices, for their respective areas of responsibility.

Staff Development Committee

In Fall 2014, our Committee researched and discussed best practices and exemplary programs to guide the design of our proposal for a comprehensive professional learning program at FC. We created and conducted a brief needs assessment survey and solicited input from a variety of campus constituents to inform our recommendations. The plan included principles, goals and

objectives, articulating program components to be implemented in spring and in 2015/16. Additional accomplishments for Fall 2014 include: conducting the Fall Adjunct Faculty Academy in August, 2014 and planning for a Spring session in January 2015; conducting the New Faculty Seminar with 11 new hires; supporting the development of an intro to Common Core video and offering a second workshop in the Common Core series; working with the Student Success Committee to deliver Habits of Mind events; and collaborating with the District SD Committee to plan district-wide UDL training; campus-based cultural intelligence training and a technology fair.

Student Equity

The Student Equity Committee develops and recommends policies, programs and strategies that promote equity in (1) access, (2) student success, (3) retention, (4) degree/certificate completion and (5) transfer as outlined in the Fullerton College Student Equity Plan (SEP). Beginning in spring 2014, the committee took a leadership role in creation of the SEP. First, committee members analyzed data to identify any disparities in the above five measures between student populations. Next members of a writing team contacted programs or services that directly address equity goals, working with them to develop strategies to improve those measures. The committee incorporated all of these ideas into the SEP with broad campus input. The committee is now supporting programs as they implement, assess and revise their student equity activities. The committee will work with the college's Basic Skills and SSSP programs to ensure a campus-wide approach to equity and support of all student groups.

Student Learning Outcomes Assessment Committee

The SLOA committee focused primarily on the adoption and implementation of learning outcomes software, eLumen. A contract was approved in summer 2014 and much of our discussions focused around the roles of SLO Division Representatives in training faculty on the use of eLumen. A training plan was delivered and the division reps will have an opportunity to logon and train using eLumen 1/20/2015. The committee plan is to pilot the software in the spring using two or three faculty from each division and roll-out the software for use in fall 2015. The ACCJC report in March will rely once again on Excel spreadsheets provided by the division representatives. This should work out well because of issues we have had in the past in regards to uniformity of student sample populations used by faculty. This will aid in making a consistent and clean transition to the input of SLO data in eLumen.

In fall 2014, one of the major concerns was inconsistencies in how CSLOs were being assessed. Currently, FC is interpreting the SLO language "successful completion" to mean students who have passed the course with a grade C or better rather than all students who have completed the course without a W. Question for discussion: Is the current practice providing an accurate representation of the student population?

The following points were expressed:

- FC's interpretation is not the general interpretation of "successful completion."
- Interpreting "successful" to include all students who complete the course will make data gathering and reporting easier for adjuncts.

- Assessments are not associated with a grade, so a D or F student could meet the outcome and an A or B student could fail to meet the outcome, meaningful data for the reflection/discussion part of the assessment process.
- If SLOAs are meant to generate meaningful conversations about effective teaching practices, results from D & F students should then be included in aggregate results.
- Data can still be disaggregated to compare assessment scores among students who passed with a C or better and those who completed the course with a D or F.

This concern was taken to the Curriculum Committee and the committee voted to remove the language “Upon successful completion of XXXX, students will be able to” and just begin the CSLO with the Bloom’s taxonomy action verb. As a result, the language was adopted in eLumen and moving forward, all students that are assessed and complete the course with a grade will be included in assessment. As a result, some course success rates may go down. The campus needs to recognize that this will be adopted in Spring 2015 and assessments from previous semesters may or may not be comparable based on how students were sampled.

Another concern was that we are using ISLOs for General Education outcomes. Two years ago in the ACCJC annual report, the question was asked if the institution ISLOs were the same as the GE outcomes and that was indeed the case. Last year, ACCJC removed the question about whether ISLOs were the same as GE outcomes and simply asked about General Education outcomes in a manner that implied that GE outcomes and ISLOs were different. No one knows what the implications of this, but the SLOA committee sense is that our ISLOs satisfy the GE requirements and can be separated into four distinct areas if needed for assessment. We will wait until ACCJC provides guidance on this.

Student Success Committee

The Student Success Committee has taken on four initiatives for the 2014-2015 academic year. Workgroups have been formed and are actively brainstorming, planning, and in some cases, implementing, these initiatives. The Pathways Document workgroup is facilitating the creation of documents that will give students an idea of the ideal sequencing of courses for CTE certificates. A template was created, and department coordinators have been asked to assist with developing pathways templates for every certificate offered. The Universal Instructional Design workgroup is researching the need, benefits and costs of establishing a Fullerton College Universal Instructional Design and Technology office to support faculty in designing/revising curriculum that would incorporate Universal Design Principles. The Student Support for College-Ready Students workgroup is working on a follow-up intervention with local high school students who attend our early commitment programs in the spring. The Habits of Mind workgroup (HoM) launched a campus-wide initiative via the Fall Convocation. This will be followed in the spring with monthly events spotlighting topics such as Growth Mindset, Neuroscience of HoM, Mindfulness, and HoM and *The Pact*. The Student Success Committee invites the campus to suggest initiatives or projects for the upcoming 2015-2016 school year by emailing one of the committee co-chairs, Lynette Pratt or Dan Willoughby.

Study Abroad Committee

In Fall 2014, the Study Abroad Program's main accomplishment was recruiting enough students for the Rome 2015 trip, which will begin in March. But the program and committee are now planning for a major growth in the program from one trip a year to three. The administration agreed this semester to give the Coordinator 6-units of release time starting in Fall 2015. Doug Eisner, the Coordinator, ran two faculty workshops on how to apply for these new programs, the process of which will begin next semester. In that vein, Dani Wilson, the new Dean of Library/Learning Resources, Instructional Support Programs and Services, and Doug Eisner attended a regional international education conference in November where they discovered some weaknesses in our program that we will work on strengthening in the years to come. There are four initiatives that we will pursue. First, we need to create a better Financial Aid document that students can use to help finance their trips. Second, we want to collaborate with Career Services and/or Counseling to create a program to help returning students envision how the Study Abroad experience can be incorporated into resumes and job searches. Third, we need to collaborate with Disability Services to create a more standardized procedure for accommodating students with disabilities. Finally, we would like to create a more systematic orientation and re-entry program for students.

Technology Committee

The Technology Committee has been in a state of flux and did not formally meet until the end of the fall semester. Our Spring 2015 goal is to create a maintenance/replacement plan for all classroom technology. This plan will be available for use by the college for both planning and budgeting starting Fall 2015. The long-term goal of the committee is to create a technology plan that will include a maintenance/replacement and growth plan for all technology on the campus.

Appendix B
Activity Sheets

Spring 2015 Planning Symposium
Activity #1: Connecting Committees

For this activity, work in small groups to discuss the following questions. Select a speaker who will report out on the group's conversation at the end of the activity.

1. Take a minute to think about how communication/information currently flows across committees at Fullerton College.
 - a. How can we advance or increase the communication of information across committees in concrete ways?
2. Keep in mind our college goals of promoting student success, reducing the achievement gap, and strengthening connections with the community.
 - a. What are some specific ways committees can work together more effectively in areas where overlap exists?
 - b. How can campus committees better build on each other's work to meet our college goals?

Spring 2015 Planning Symposium
Activity #2: Planning Model Discussion

For this activity, keep in mind the goal of revising handout C, a draft campus decision-making model, so that it represents a process everyone can easily understand and will be used as a meaningful guide on campus.

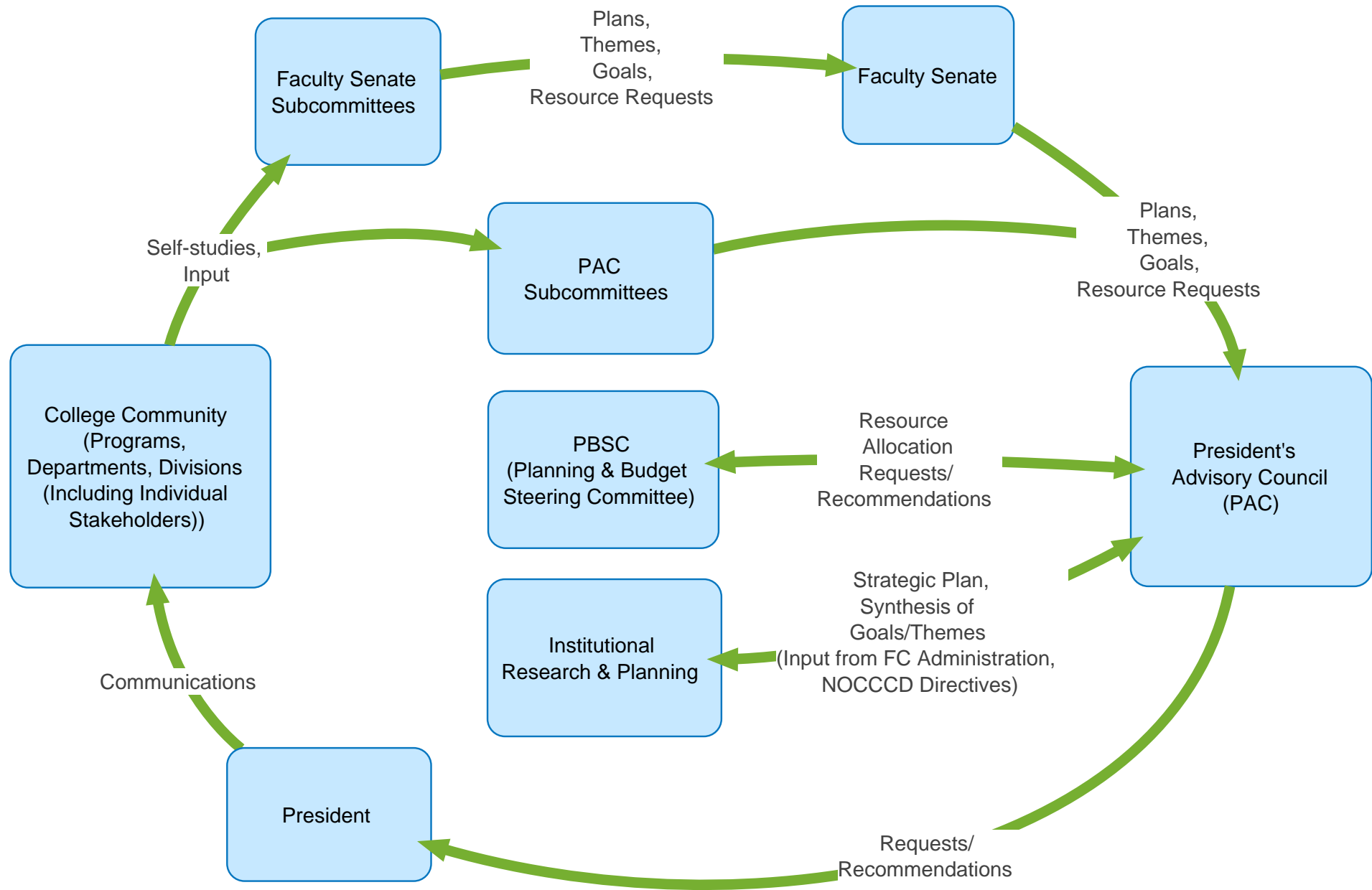
1. In small groups, pick an example of a program or process you know about or were personally involved in (For example: Program Review, Student Equity Plan) and use the model to explain how your example moves through the decision-making process.
 - a. To what extent was it easy to follow your example through the model?
 - b. What areas of the model were unclear or confusing?
2. Consider an entry-level employee in your department.
 - a. If you took this decision-making model back to your office this afternoon, to what extent would this employee understand and/or be able to describe the process depicted?
 - b. What, if any, changes would you recommend?

Spring 2015 Planning Symposium
Activity #3: Warehousing Documents

1. What steps can we take going forward to start planning a process and/or developing a system to store and share our common knowledge on campus, such as that involved with committee work, programs, and successes?
2. What aspects of such a system might be most useful for your own planning and decision-making?
3. What obstacles might we currently need to address to make such a system successful?

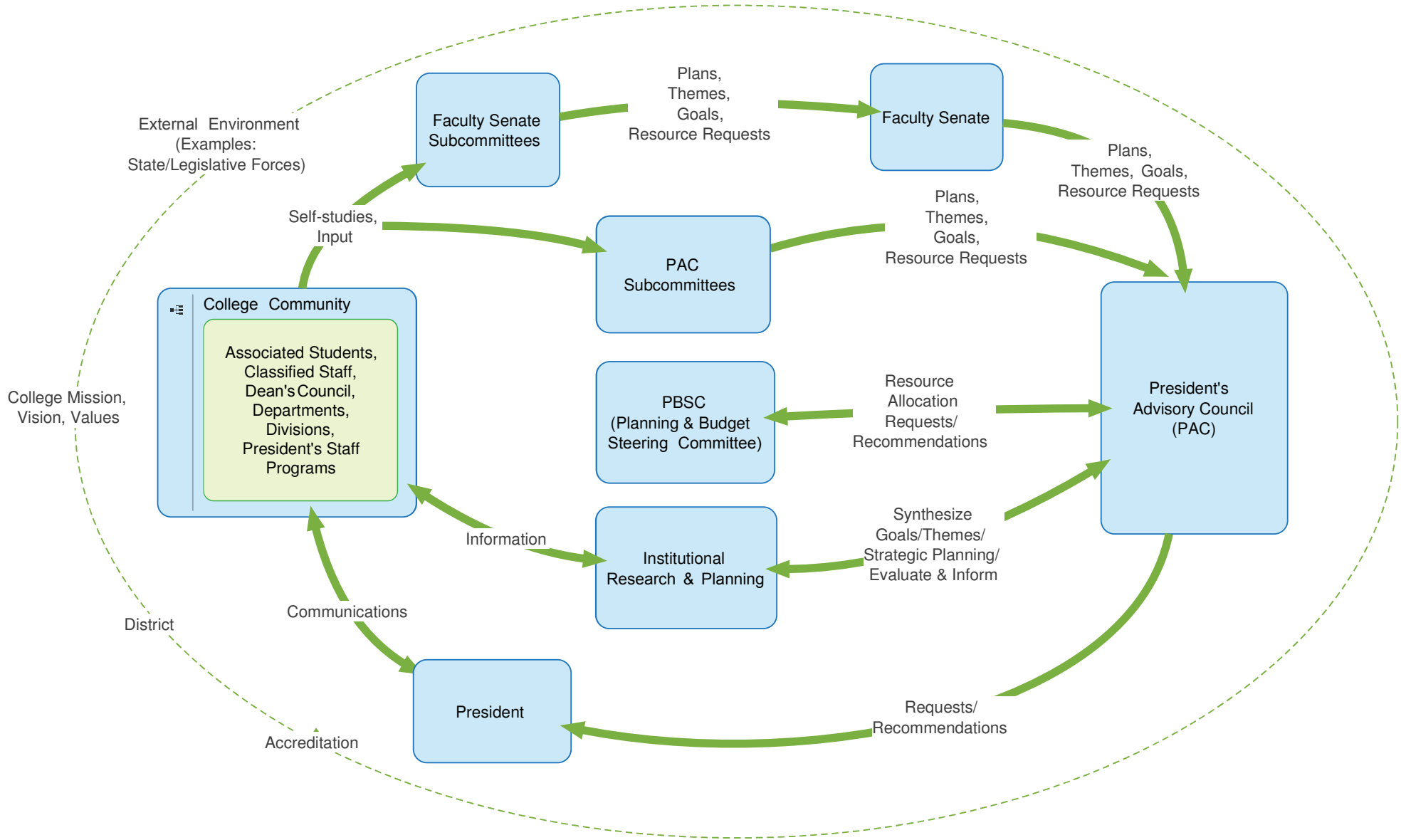
Appendix C
Pre-Planning Symposium Model

Fullerton College Campus-wide Planning Decision-making Process (Draft)



Appendix D
Post-Planning Symposium Model

Fullerton College Campus-wide Planning Process (Draft)



Appendix E
Committee Organizational Chart

Fullerton College Committees

