

Fullerton College
Integrated Planning Manual
2016-17



North Orange County Community College
District Offices
1830 West Romneya Drive
Anaheim, CA 92801-1819
<http://www.nocccd.edu>

Fullerton College
321 East Chapman Avenue
Fullerton, CA 92832
<http://www.fullcoll.edu>

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Introduction

The *Fullerton College Integrated Planning Manual* is a guide to the integrated institutional planning processes at the College including identification of the methods used by constituent groups to participate and contribute to short-term and long-term processes. The manual begins with a description of the College planning model followed by a thorough description of the processes and timelines for each component in the model.

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 establish the district-wide institutional goals. The college then develops site-specific goals, objectives, and action plans that contribute to the achievement of the District Strategic Directions.
- The annual Progress Report details progress on District Strategic Directions and District Objectives as well as college goals and objectives.

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, academically excellent, and committed to student success and lifelong learning.

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

District Strategic Directions

District Strategic Direction 1

The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

District Strategic Direction 2

The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

District Strategic Direction 3

The District will annually improve the success rate for students moving into:

- The highest level possible credit basic skills courses in mathematics, English, and English-as-a-Second-language from noncredit basic skills instruction in the same discipline and
- College-level courses in mathematics, English and English-as-a-Second-language from credit basic skills courses in these disciplines and
- The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English and English-as-a-Second-language.

District Strategic Direction 4

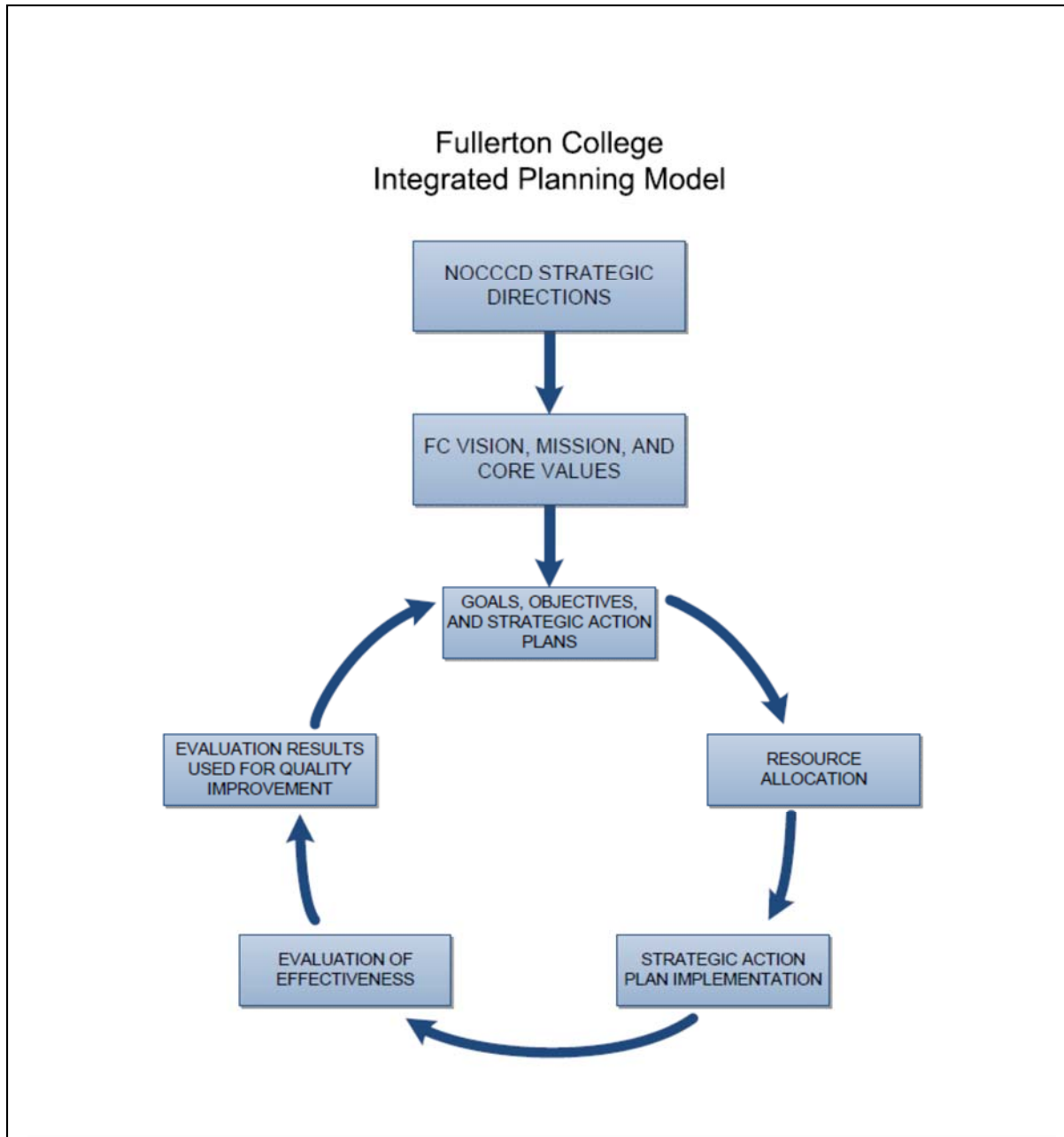
The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

District Strategic Direction 5

The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations and businesses.

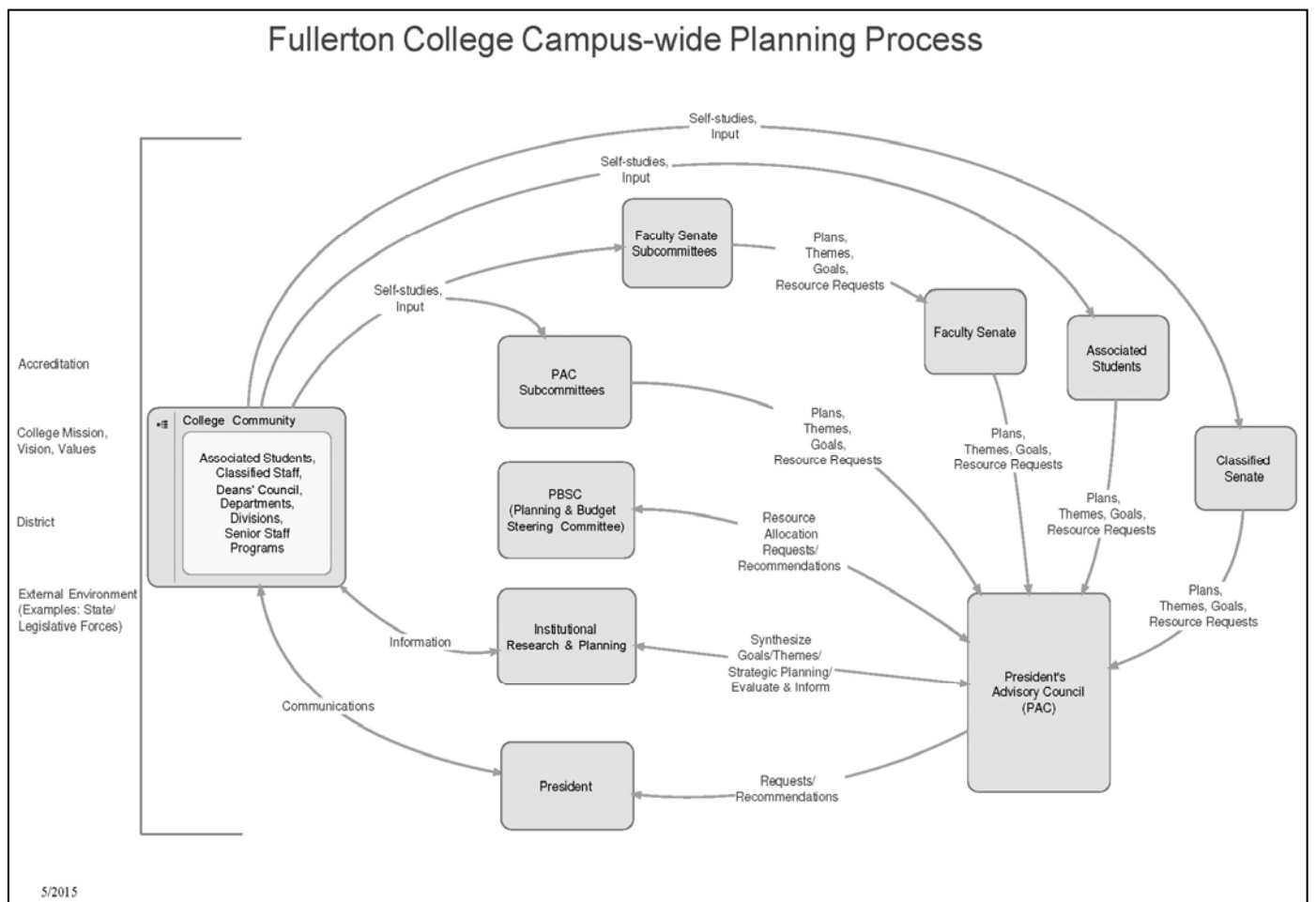
Fullerton College Integrated Planning Model

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.

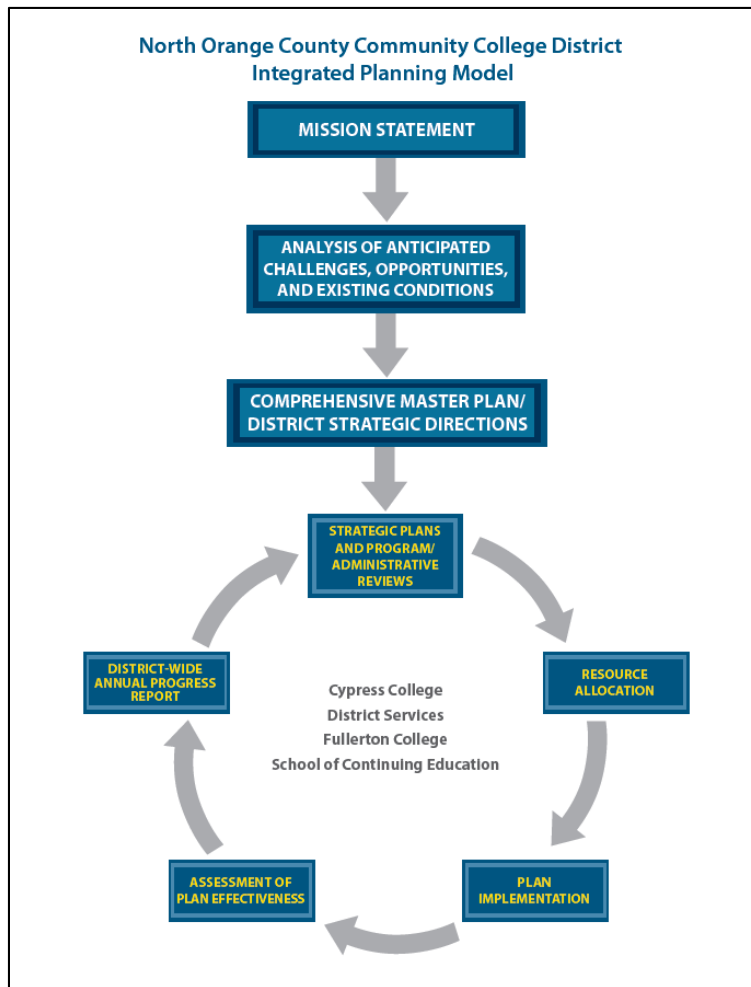


Fullerton College Campus-wide Planning Process

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 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.



NOCCCD Integrated Planning Model



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 2012*. 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) an annual 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.

Fullerton College Mission Statement

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.

Mission

We prepare students to be successful learners.

Vision

Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.

Core Values

- We respect and value the diversity of our entire community.
- We value tradition and innovation.
- We support the involvement of all in the decision-making process.
- We expect everyone to continue growing and learning.
- We believe in the power of the individual and the strength of the group.
- We expect everyone to display behavior in accordance with personal integrity and high ethical standards.
- We accept our responsibility for the betterment of the world around us.
- We value and promote the wellbeing of our campus community

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 in November to determine if it is still viable. In February of each year, the (PAC) reaffirms 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 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.

District-wide Strategic Plan

The *North Orange County Community College District-wide Strategic Plan 2014 - 2017* 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 *North Orange County Community College District 2011 Comprehensive Master Plan* will be achieved.

The District Objectives describe the 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 that contribute to the achievement of the District Strategic Directions are documented in the campus Strategic Plans and in the District Services Administrative Reviews.

Since the term of the District Strategic Plan is three years, there will be three District-wide Strategic Plans developed under the umbrella of the *North Orange County Community College District 2011 Comprehensive Master Plan*:

District-wide Strategic Plan 2012 – 2014

District-wide Strategic Plan 2014 – 2017

District-wide Strategic Plan 2017 – 2020

The format of the *North Orange County Community College District-wide Strategic Plan 2014-2017* is presented on the following page. The primary components in this plan are:

- **District Strategic Directions** that were developed as part of the *North Orange County Community College District 2011 Comprehensive Master Plan*. The District Strategic Directions are institutional goals and, as such, are broad statements that articulate how NOCCCD intends to address current and anticipated challenges.
- **District Objectives** describe more specifically those initiatives undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty and staff.
- **District Action Plans** describe in step-by-step sequence how the District Objectives will be accomplished and assessed. Each Action Plan includes a timeline for completion, the assignment of the group or office responsible for implementing the action, and an estimate of the cost if applicable.

- **Responsible Party** identifies the group or office assigned with the responsibility to launch, oversee, and complete the Action Plan. The responsible group or office may complete the Action Plan or may collaborate with others to complete the Action Plan. The assignment of a responsible group or office is essential for accountability.
- **Estimated Budget** identifies approximately how much funding will be needed, if any, to complete the Action Plan. Personnel costs for current employees are not included in this estimate.
- **Outcome** is completed for the annual Progress Report and is a brief statement describing the results of the Action Plan.
- **Implications for Next Year's Action Plans** is also completed for the annual Progress Report and is used to describe adjustments that may be needed if the outcome described in the previous column requires changes to subsequent Action Plans.

College Goals, Objectives, and Strategic Action Plans

In concert with the NOCCCD District-wide Strategic Directions, Fullerton College establishes its goals, objectives and strategic action plans. While the college goals are less likely to change from year to year, the objectives pertinent to each goal may change. The strategic action plans, developed by individual areas to address the objectives, are designated for two years and are evaluated and modified annually, as needed. It is critical that we use a common definition of terms in our planning process. Thus, it has been agreed 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 college goals are discussed annually at the President’s Advisory Council on the same schedule as the college mission statement, and are endorsed by PAC or suggestions for modification are recommended. 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.

Strategic Action Plan Implementation

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

Strategic action plans are designated for a two-year period. Data are gathered on achievement of the action plans annually in October. The College Annual Report, described in a subsequent section, informs the district community about the outcomes of plan implementation.

Fullerton College 2015-2017 Goals and Objectives

Goal 1: Fullerton College will increase student success.

- Objective 1: Address the needs of under-prepared students.
- Objective 2: Increase course retention and success.
- Objective 3: Increase the number of degrees and certificates awarded.
- Objective 4: Increase the number of transfers.
- Objective 5: Increase the number of students participating in STEM activities.
- Objective 6: Increase the persistence rate of students.

Goal 2: Fullerton College will reduce the achievement gap.

- Objective 1: Address the needs of English language learners.
- Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%.
- Objective 3: Increase success rate of Hispanic and African-American students by at least 2%.
- Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.
- Objective 5: Increase the number of students from underrepresented groups participating in STEM activities.

Goal 3: Fullerton College will strengthen connections with the community.

- Objective 1: Strengthen our contacts with Alumni.
- Objective 2: Strengthen partnerships with local feeder high schools and universities.
- Objective 3: Strengthen partnerships with local business and industry.
- Objective 4: Increase funding capabilities of the college.
- Objective 5: Increase engagement of the college with the community through college events, community service, and other partnerships.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the establishment of goals and objectives 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 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 the self-studies and provides feedback to writers. A key purpose for the committee is to identify common themes found across the various program reviews. 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 used to inform the campus process of developing college goals and objectives. The Program Review Committee provides the identified themes, a list of short and long-term goals, and a complete list of requested resources.

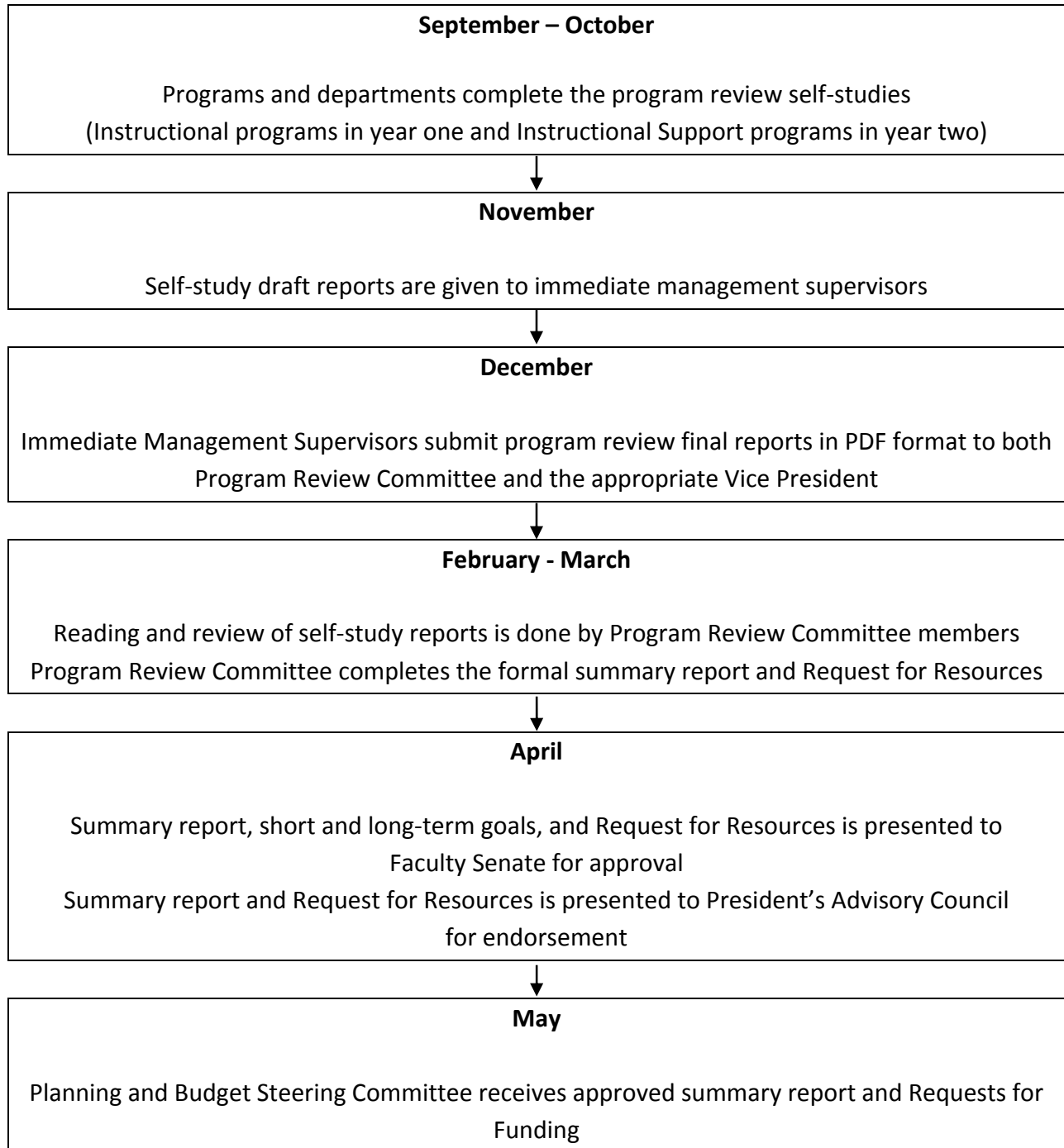
As part of a continuous quality improvement process, the committee engages in ongoing review and revision of templates and processes associated with Program Review. Members shall serve staggered terms (when feasible) with one half the committee elected / appointed /selected new for each program review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

Once the Program Review Committee has finished reading and evaluating the program reviews 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 accompanying Request for Resources has been endorsed by PAC, the documents are forwarded to the Planning and Budget Steering Committee (PBSC.) The PBSC then makes a recommendation to PAC for allocation of resources to fund proposals noted on the Request for Resources, taking into account available funding and how the actions support the attainment of College goals and objectives.

Program Review operates on a three-year cycle. This coincides with the three-year assessment cycle for course and program Student Learning Outcomes. Instructional Programs complete their self-studies in year one; Student Support and Administrative & Operational Services complete their self-studies in year two; and the third year of the cycle is devoted to refining the templates and the readers' reports and to enhancing the links between the program review process with other components of the integrated planning process.

Timeline and Process for Program Review



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 recommends made by the facilities and maintenance and operations team.

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 forward to the NOCCCD and 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. In addition, input from user groups needs to be fully vetted and finalized by user groups prior to being submitted to architects to avoid unnecessary design changes and increased architectural and construction costs.

Procedure – Building Design Approval Process

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 fully vetted and approved by user groups prior to being submitted to architects. To avoid project delays and increased architectural and construction costs, changes are not permitted by the user group after they are approved by the user group and submitted to the architect.
- **Architect incorporates specifications approved by user group in project design** - Design specifications approved by users groups are incorporated into architectural designs. Architect signifies that specification have been included in plans. If specifications are excluded by the architect, the architect notifies the user group.
- **User groups review and approve 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 to be determined by the user group.

Subsequent changes require user group approval - Any changes to the plans approved by the user group require the user group's review and approval.

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 narrow scope of users relative to an instructional building serving multiple disciplines.

As BUGs are established to obtain input from intended users of new buildings and buildings undergoing renovation, BUG participants need to represent constituency groups (faculty, students, and staff) of departments and programs that utilize the respective buildings.

BUGs will be established for each project by the VPAS, deans, and department chairs with activities/operations in each respective project. When a BUG is being formed for a specific building or project, it will be publically announced and the Deans and Faculty Senate will be notified. BUGs are to include representation from constituency groups (faculty, students, and staff) in a manner that allows sufficient input opportunities by users. The size of each BUG will depend on the nature and complexity of the project.

College Annual Report to the Community

The College Annual Report to the Community is written to inform the community, on-campus and off, about progress toward achievement of the college goals and objectives. The report incorporates quantitative and qualitative data about the strategic action plans of the preceding academic year. Analysis is provided related to the effectiveness of individual action plans and future action plans may be modified based on the outcomes noted.

The College Annual Report is an essential accountability tool in the college's integrated planning process since it reinforces and sustains dialogue on college goals and objectives 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*.

In order to preserve the reliability of the *Fullerton College Integrated Planning Manual*, the college's Director of Institutional Research and Planning will be responsible for annual updates to include changes, such as descriptions, timelines, or processes. It is the responsibility of the college community and its leaders to inform the Director of Institutional Research and Planning of any such changes that should be included in the manual as they occur throughout the year.

An integral piece of the evaluation process at the College is accomplished by the Institutional Research and Effectiveness Committee (IREC) which is a standing committee of the Faculty Senate. The IREC's charge is to function as 1) an institutional effectiveness evaluation arm of the college; and 2) write evaluation reports on the institutional effectiveness of the decision-making processes evaluated. The IREC uses a variety of research methodology to collect both quantitative and qualitative data. Findings are provided as both summary data and written reports. These reports describe the processes, identify the strengths and gaps in the processes, and report the need for improvement of processes. This information is ratified by the Faculty Senate. The Faculty Senate then decides the process to move the reports through the President's Advisory Council and the campus community.

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

1.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.

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 Academic 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.

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. The academic and professional matters on which the President will rely primarily on the Faculty Senate are:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Standards or policies regarding student preparation and success;
5. Faculty roles and involvement in accreditation processes, including self-studies and annual reports; and
6. Policies for faculty professional development activities.

The President will seek mutual agreement with the Faculty Senate on:

1. Educational program development and educational program discontinuance;
2. District and college governance structures as related to faculty roles;
3. Processes for program review;
4. Processes for institutional planning and budget development; and
5. Other academic and professional matters as mutually agreed by the President and the senate.

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 rationale 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, he or she 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.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution

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 PAC 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.

Enrollment Management Committee

The Enrollment Management Committee (EMC) was developed in spring 2013 and endorsed by PAC as a standing committee. Enrollment management is a broad term that captures the various processes involved in a student's association with the college, including marketing, recruitment, application, admission, registration, enrollment, financial aid, student persistence, re-enrollment, completion, graduation and transfer, transition or employment. The EMC is responsible for development of the college's Enrollment Management Plan; analysis of matters impacting registration enrollment and scheduling; investigating factors impacting student access and success; and making recommendations regarding Full-time Equivalent (FTES) targets.

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.

Staff Development Committee

The charge of the Staff Development 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 Staff Development budget helps support improvement not only in individual classrooms and student support areas, but across the campus as a whole. Staff Development 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.

Study Abroad Committee

The charge of the Study Abroad Committee is, in consultation with the Dean of Library/Learning Resources, Instructional Support Programs and Services and the Vice President of Instruction, :

- 1) to select faculty members to teach in Study Abroad Programs,
- 2) to recruit and select students to participate in study abroad,
- 3) to select appropriate sites for the program, and
- 4) to coordinate with Cypress College.

Technology Committee

The charge of the Technology Committee is to: (1) assess how effectively current technology is being utilized at the college; (2) identify, prioritize and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the college; (3) identify, prioritize and recommend both on-going and specialized training needs for maximum utilization of technological resources; and (4) identify and make recommendations to the Vice President, Instruction of solutions to Distance Education issues and trends.

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 subcommittee makes recommendations to the Curriculum Committee.

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 Equity Committee

The Student Equity Committee develops, recommends, and endorses funding proposals for policies, programs and strategies that promote equity in student success, retention, degree/certificate completion and transfer as outlined in the Fullerton College Student Equity Plan. The Committee evaluates the success of these interventions toward meeting the college's equity goals.

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

Two 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.

Basic Skills Committee

The Basic Skills Committee was created to oversee the implementation of the statewide Basic Skills Initiative (BSI) which provides a budget and regional support system for improving student success in ESL and the basic skills areas of Math, Reading and Writing. The Basic Skills Committee recommends methods to disseminate BSI funds most effectively to impact student success in these basic skills 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.

Student Success Committee

The Student Success Committee was created to provide 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. The Committee investigates issues; gathers and shares data; consults with constituencies; serves as a repository of current knowledge about student success; and a catalyst for completion of student success activities.

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.

Appendix A

	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 Research & Planning 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 <i>Program Review Reports</i>	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			<i>Program Review Reports</i> 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.	<i>Program Review Reports</i> 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 <i>Program Review Reports</i>	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. (bi-annually in odd # years)

	Budget	Other Funding	Program Review	SLOA	Institutional Effectiveness
April	PBSC reviews requests for funding via <i>Strategic Action Plans</i> 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 <i>Strategic Action Plans</i> 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				

Appendix B

Fullerton College Committees

