



**FULLERTON COLLEGE STRATEGIC PLAN: 2013 – 2015
2014-2015 (FINAL) UPDATE**

Introduction - The Fullerton College Strategic Plan: 2013-2015 contains information from departments and divisions at Fullerton College regarding how they address the goals and objectives of the college. The goals and objectives are as follows:

Goal 1: Fullerton College will promote 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 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 percent.
- Objective 3: Increase success rate of Hispanic and African-American students by at least 2 percent.
- Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2 percent.

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.

Goal 1: Fullerton College will promote student success.

Objective 1: Address the needs of under-prepared students.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| ACADEMIC COMPUTING TECHNOLOGIES | | | | | |
| <p>Action 1.1.1 Academic Computing – System Technologies Group will upgrade the positive attendance tracking software utilized by student support labs and facilities for tracking and reporting required weekly lab attendance, non-credit hour reporting and facility/lab usage.</p> | <p>No funds requested.</p> | <p>ACT Application Specialist and users from various departments using the Time Keeper</p> | <p>2013-2014</p> | <p>All sites running new TK2010 application</p> <p>All existing reports available in SharePoint</p> <p>Creation of reports to address Program Review requirements</p> <p>Creation of additional reports as requested</p> | <p>Completed</p> |
| <p>Action 1.1.2 Academic Computing – System Technologies Group will create improved customer assistance web presence.</p> | <p>No funds requested.</p> | <p>ACT Customer Services personnel</p> | <p>2013-2015</p> | <p>Merge the FCNet website and myFC self-help portal into a SharePoint site</p> <p>Expand online training Add short video tutorials</p> <p>Questions frequently received by the Help Desk will be answered by website content</p> | <p>The most frequently asked questions were added to the website. The other two items are in progress.</p> |

BUSINESS & CIS

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| <p>Action 1.1.3 The Business & CIS Division will utilize early diagnostic tools in Business Writing and Business Communications classes to identify underprepared students in writing skills and refer them to the Academic Support Center.</p> | <p>Business Administration and Management faculty teaching BUS 111 F and BUS 211 F.</p> | <p>Business Administration and Management faculty teaching BUS 111 F and BUS 211 F.</p> | <p>Planning Fall 2013 with implementation in Spring 2014.</p> | <p>Diagnostic implemented uniformly across all sections taught by FT and adjunct faculty, with referrals for at-risk students.</p> | <p>Diagnostic tool implemented via McGraw Hill Connect. Students have a customized plan with online tutoring in areas that have been identified with weak skills. Diagnostic pre-test given to all BUS 111 F students. Students who do not obtain a 60 percent on the pretest are referred to the ASC.</p> |
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COUNSELING

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| <p>Action 1.1.4 The Counseling Division will increase the number of service area, first-time students who apply, complete orientation and assessment during the first month of open application.</p> | <p>SARS Call software and communication hardware, campus website, CCC Apply application, staff for high school presentations.</p> | <p>Stewart Kimura, Greg Menchaca, Rolando Sanabria</p> | <p>Fall 2013-Spring 2015</p> | <p>More service area, first-time students will complete application, the orientation (and receive minimum score on exit quiz) and assessment during the first month of open registration.</p> | <p>Using fall 2011 and spring 2012 as a baseline for comparison, in fall 2014 the data show a 156.63 percent increase in unduplicated assessments from fall 2011. In spring 2015 the data show a 30.66 percent increase in unduplicated assessments from spring 2012. For</p> |
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| | | | | | orientations the increase from fall 2011 to fall 2014 is 106.45 percent and from spring 2012 to spring 2015 a 100.36 percent was experienced. |
| <p>Action 1.1.5 The Counseling Division will enhance security and functionality of an online math pre-test tool/website.</p> | ACT technical staff, campus web servers. | Matriculation Coordinator | Fall 2013-Spring 2015 | Security of math pre-test website will be increased to mitigate vulnerability to “hacking,” functionality of website will be repaired. | The website was moved to a campus server. A limited number of staff have been granted admin rights to control security as well. |
| <p>Action 1.1.6 The Counseling Division - Career & Life Planning Center will enhance presentations for Freshmen Orientation.</p> | CACareerCafe, CLPC Website, FC Catalog, SB1456 | Career Center Coordinator | Each Fall Aug 2013-2015 | Students will develop awareness of Career Planning Process to assist in decision-making of academic/career goals. | In Fall 2014, 26 participants completed an evaluation: 100 percent indicated presentation the information was (1) informative, (2) answered their questions, and that (3) the participants would recommend presentation to other students. Content of the presentation has since been incorporated in pilot |

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| | | | | | SSSP workshop, "Uncertain About Your Major?" for 2015. |
| <p>Action 1.1.7 The Counseling Division will educate high school special education staff, parents and students about necessary readiness criteria to be successful at a credit institution so these can be incorporated into the students' transition planning.(Post SB 1456 implementation)</p> | Additional DSS counseling hours to create content | DSS Director and DSS Counselor. | Fall 2014 – Fall 2015 | Students with appropriate college readiness skills will be more successful – resulting in high success and completion rates in DSS students overall. | Related correspondences were sent via email and USPS to all feeder high schools. Recipients were principals, school counselors and special education department chairs. All were invited to bring students to FC for outreach presentations by DSS counselors of which 15 classes participated. DSS website was updated and is current on readiness criteria and transition of special education students to FC. |
| <p>Action 1.1.8 The Counseling Division will design and implement new and creative methods to address basic skills deficiencies in DSS students.</p> | Additional DSS instructional staffing to develop and implement. | DSS Director, DSS instructor | Fall 2014 – Fall 2015 | Improve DSS student success and completion rates in Basic Skills courses. | Additional instructional support was offered through the Adaptive Computer Lab. Approximately 15 new workshops were |

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| | | | | | developed and presented to DSS students. |
| FINE ARTS | | | | | |
| <p>Action 1.1.9 Fine Arts will recruit representative faculty to serve on the Student Success and Basic Skills Committees and engage in developing new strategies for increasing awareness for the needs of under-prepared students in Fine Arts.</p> | Time | <p>Bob Jensen Jim Dowdalls (Art) Tony Mazzaferro (Music) Steve Pliska (Theatre)</p> | <p>Summer, Fall 2013 Spring 2014</p> | <p>Improved student degree and certificate rates among under-prepared students</p> <p>Improved faculty advisement strategies and teaching strategies</p> | <p>Theatre Department faculty, Timothy Espinoza, is currently leading Fine Arts faculty involvement on the Student Success Committee. Fine Arts program review data consistently demonstrates that there is no achievement gap in Fine Arts.</p> |
| <p>Action 1.1.10 The Fine Arts Division will use Centennial events to celebrate student success stories to encourage under-prepared students to become successful college students</p> | Centennial budget | <p>Bob Jensen Andrea Hanstein Stephanie Reyna</p> | <p>Summer, Fall 2013 Spring 2014</p> | <p>Improved student motivation</p> <p>Increased awareness of successful role models for student success in specific college programs</p> | <p>Through video, live events, and posting to the Centennial website, the Centennial team celebrated inspiring student success stories spanning 100 years.</p> |

HUMANITIES

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| <p>Action 1.1.11 The English Department will conduct faculty-led workshops focusing on best practices.</p> | <p>None requested</p> | <p>English Department Coordinator</p> | <p>Planning and implementation during Fall 2013 and Spring 2014.</p> | <p>Positive survey results of department members, who participate in the Best Practices Discussion Group and a summary report during a department meeting.</p> | <p>Completed Spring 2014: Supported by the Basic Skills Office, English Department, members held six workshops for faculty as part of the Basic Skills Teaching and Learning Certificate.</p> |
| <p>Action 1.1.12 The English Department will increase the number of faculty trainings to teach the pilot accelerated composition course.</p> | <p>None requested</p> | <p>English Department Coordinator</p> | <p>English Department faculty will train through the “Community of Practice in Acceleration” statewide group June 29-July 1, 2013. More faculty teaching sections of accelerated English in Spring 2015.</p> | <p>An increase in the number of students participating in the acceleration pilot.</p> | <p>The department has offered training on its accelerated-English course two summers in a row to expand the number of instructors prepared to teach the course. Between fall 2014 and fall 2015, the number of sections of ENGL 099 F offered went from nine to 16.</p> |
| <p>Action 1.1.13 The ESL Department will engage in a dialog with the Counseling Division on placement considerations.</p> | <p>None requested</p> | <p>ESL Department Coordinator and Faculty</p> | <p>Fall 2013 – Spring 2015</p> | <p>There will be an increase in the number of students taking the ESL placement test, which in turn will result in students being correctly placed in ESL classes rather than</p> | <p>The ESL Department has met with Counseling on several occasions to discuss the information which ESL students receive both before and after they take the placement exam. The</p> |

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| | | | | English classes. | department has provided Counseling with extensive input which will be implemented for the fall 2015 semester. |
| <p>Action 1.1.14 The Humanities Division - ESL Department will implement and evaluate the success of two Directed Learning Activities for ESL 186 F.</p> | Assistance from the Institutional Research Office. | ESL Department Coordinator and Faculty | Fall 2013 – Spring 2015 | Increased success rate of ESL 186 F students completing DLAs. Higher performance on classroom measures of skills covered in DLAs. | In spring 2015, 88 percent of students surveyed in ESL, ESL 186 F reported that they found both DLA 1 and DLA 2 to be either helpful or very helpful and felt they had a better understanding of how to integrate quotations into their writing and produce a works cited page. |
| <p>Action 1.1.15 The Humanities Division - Reading Department will continue to develop and research accelerated curriculum in reading and pilot the concept in Spring 2014.</p> | Basic Skills Initiative support for attendance at relevant workshops or conferences. | Reading Department Coordinator and Faculty | Fall 2013- Spring 2014 | Curriculum development, planning, and piloting of a department accelerated course. | The Reading Department has developed a pilot accelerated reading course which allows a student, upon successful passing, to move into READ 142 F. This course has completed its second semester of piloting and will continue to be piloted during the |

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| | | | | | 2015-2016 academic year. The official course outline is now in the process of moving through Curricunet and will be implemented as a new accelerated course for the Reading Department in the fall of 2017 or 2018, depending on the curriculum process. |
| Action 1.1.16 The Speech Department will conduct workshops on teaching strategies in department meetings. | None requested | Speech Department Coordinator and Faculty | Fall 2013 | Updates to Curriculum in Six-Year Review. | The department has conducted two Friday trainings and the next plan includes training on the implementation of new writing requirements for SPCH 100 F. |
| Action 1.1.17 The Student Success Committee will undertake an initiative that will focus on incorporating habits of mind for success into instruction and student services. | College general funds for supplies (\$1000), honoraria for speakers (\$500), and web design services (\$1,500). | Student Success Committee Co-chairs | Fall 2013-Explore Spring 2014-Pilot Fall 2014-Implement Spring 2015-Evaluate | Students will be better prepared for courses across the curriculum. | During fall 2014, the Student Success Committee rolled out the Habits of Mind initiative. Events were held each month during the academic year. This initiative has been passed from the Student Success Committee to the |

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| | | | | | Staff Development Committee for ongoing training and implementation. |
| <p>Action 1.1.18 The Student Success Committee will work with the Staff Development Committee and the Basic Skills Committee to create a sustained professional development program for new faculty.</p> | Adequate support for the Staff Development Office. | Student Success Committee Co-chairs with assistance from the Basic Skills Co-chairs and Staff Development Coordinator | Fall 2013-Spring 2014-Planning Fall 2014-Implement | Faculty will be better prepared to teach FC students. | During the 2013-2014 school year, 10 new full-time faculty members went through the New Faculty Seminar. During the 2014-2015 school year, 11 new instructors completed the program. For fall 2015, it is anticipated that 45 new full-time instructors will start the program. |
| LIBRARY/ LEARNING RESOURCES, INSTRUCTIONAL SUPPORT PROGRAMS AND SERVICES | | | | | |
| <p>Action 1.1.19 The Transfer Achievement Program will require TAP students whose placement is below READ 142 F to take a reading class.</p> | Extended day budget for course sections. | TAP Planning Committee Carol Shier, Coordinator | 2013-2014: Add additional section of READ 056 F and seats in READ 036 F, READ 056 F and READ 096 F. | Increased student success and retention. Additional seats in reading courses available for TAP students. | TAP has established a policy for students who want to participate in the program to take an applicable reading course if they score below the READ 142 F level. An additional section of READ 056 F was |

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| | | | | | added. |
| <p>Action 1.1.20 The Transfer Achievement Program will identify strengths and weaknesses of the program in order to drive improvement.</p> | <p>Cohort tool or other tools in Banner and time provided by Institutional Researcher.</p> | <p>TAP Planning Committee Carol Shier, Coordinator</p> <p>Institutional Researcher</p> | <p>Fall 2013 Request provided to Institutional Researcher Spring 2014 Review of data</p> | <p>Based on what works, develop strategies for improvement.</p> | <p>The TAP Planning Committee is working with the institutional researcher to get accurate statistics on TAP students related to success, retention, persistence, and transfer as compared to the general FC population whose placement results are similar.</p> <p>Members of the TAP faculty and Planning Committee have developed and offered a TAP Summer Academy for sophomores. The goals of the Academy are to foster continued success in courses and transfer.</p> <p>The TAP Supplemental Instruction, SI, component now</p> |

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| | | | | | <p>works in collaboration with the FC campus SI Program.</p> <p>TAP's current model will change in fall 2015. The new model will continue to require students attend SI. Facilitators will benefit from training specific to TAP as well as campus SI training.</p> <p>TAP developed a recruitment video. Previous, successful recruitment practices are not available, and because of this, new strategies must be implemented.</p> |
| <p>Action 1.1.21 The Library will assess its technology program based on the identified SLO.</p> | <p>Library staff for the distribution of the survey to library technology users.</p> <p>Librarian time to create and distribute assessments, collect and analyze data, and implement changes.</p> | <p>Circulation and Systems librarians.</p> | <p>Fall 2014: Write a survey assessing library technology program.</p> <p>Survey library technology users (every fourth semester).</p> | <p>Add results to library technology plan to provide support for future library technology budgeting and purchasing.</p> | <p>In the spring of 2015, the campus technology plan replaced aging student desktops and laptops (those five years and older), which addressed issues related to the fall 2012 survey.</p> |

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| | | | <p>Assess results.</p> <p>Spring 2015: Revise library technology program if results warrant and funds allow.</p> <p>Implement changes to library policies, as necessary.</p> | | <p>Additionally, upon the request of library instruction, four rows of research area computer images were revised, requiring students' log-in. One row was locked down, looping to the library databases page and 12 staff computers were replaced.</p> |
| <p>Action 1.1.22 The Library will assess its website usability based on the identified SLO.</p> | <p>Librarian time to create and distribute assessments, collect and analyze data, and revise website if results warrant and funds allow.</p> | <p>Systems Librarian.</p> | <p>Fall 2014: Write a survey assessing library website usability.</p> <p>Survey library website users (every fourth semester).</p> <p>Assess results.</p> <p>Spring 2015: Revise library website if results warrant and funds allow.</p> | <p>Improve and/or strengthen the usability of the library website.</p> | <p>After the systems librarian attended the Internet Librarian 2014 conference, it was decided by the LLRISP&S to redesign the library website using a WordPress responsive template.</p> <p>Working in collaboration with the Office of Campus Communications and the ASC, a division portal was built and all LLRISP&S areas will receive an updated look.</p> <p>After the website is</p> |

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| | | | | | migrated to the new template, a QR code tour of the library will be designed. |
| <p>Action 1.1.23 The Library will develop library orientations for new students based on level of interest shown on Spring 2013 questionnaires.</p> | <p>Librarian time to create and distribute advertisements for the orientations.</p> | <p>Circulation Librarian.</p> | <p>Develop freshman library orientations for Fall 2013.</p> | <p>Develop new student orientations to give entering students' knowledge about library services that will help them succeed academically. Pass out short follow-up questionnaire to evaluate effectiveness of new orientations.</p> | <p>Based on post-orientation surveys, a librarian continues to offer fall session orientations, primarily overviews of library services for new students.</p> |
| <p>Action 1.1.24 The Library will assess its collections of basic skills print books based on an identified SLO.</p> | <p>Librarians' time to create surveys in print and online versions as well as to administer these to students.</p> | <p>Acquisitions and Catalog librarians will create and administer these surveys.</p> <p>All librarians will evaluate the results of the surveys.</p> | <p>Fall 2013: Create print and online surveys.</p> <p>Spring 2014: Administer surveys to students.</p> <p>Fall 2014: Evaluate results of surveys.</p> <p>Spring 2015: Update collections if survey results warrant and funds allow.</p> | <p>Improve content of the basic skills collections to better assist students with their school work.</p> | <p>In the spring of 2015, Academic Support provided additional funding for basic skills library print books, which the librarians spent to acquire these materials. Librarians are also generally updating the print book collection, including basic skills materials, to reflect the student survey finding that the library print book offerings</p> |

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| | | | | | <p>are weak. Spending on print books was three times greater in the 2014-2015 academic year than in the 2013-2014 academic year. The acquisitions librarian presented for and participated in the November 2014 Young Adult Library Services Association Literature Symposium (via SDC funding), and coordinated with an English instructor to select several basic skills-appropriate YA titles to add to the print book collection. Following the upcoming mid-year collection evaluation, the librarians will again consider collection development opportunities.</p> |
| <p>Action 1.1.25 The Library will develop resource guides in selected subject areas.</p> | <p>Librarian time to create, distribute, market, assess, collect and analyze data, and implement changes.</p> | <p>Select librarians.</p> | <p>Fall 2013: Librarians will create at least one resource guide in their collection area and promote to department faculty.</p> | <p>Create greater awareness of library resources.</p> | <p>Twelve subject resource guides have been developed and posted to the library's website. Since the library is transitioning</p> |

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| | | | <p>Librarians will send out feedback survey to faculty at the end of semester and track the number of page views. Librarians will analyze and discuss how to improve or strengthen guides and/or awareness of guides.</p> <p>Spring 2014: Librarians will create at least one resource guide in their collection area and promote to department faculty. Repeat assessment, analysis, and implementation of changes.</p> <p>Fall 2014: Librarians will create at least one resources guide in their collection areas and promote to dept. Repeat assessment, analysis, and implementation of changes.</p> <p>Spring 2015: Librarians will create at least one</p> | | <p>its web presence to WordPress, the librarians are investigating more dynamic approaches to promoting library resources and reading for lifelong learning, i.e., Pinterest. New titles in subject areas are being posted to the site, linked from the library's website, and will be sent to faculty along with requests for book suggestions that will support their courses and underprepared students. The systems librarian also built subject guides for chemistry, theatre, and veterans.</p> |
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| | | | resource guides in their collection area and promote to department faculty. Repeat assessment, analysis, and implementation of changes. | | |
| Action 1.1.26 Library Technology will offer a section of LIB 100 F, Introduction to Research for Buena Park High School (BPHS) Students. | Course and transportation will be funded by the Fullerton Joint Union High School District (FJUHSD). | Dean of Library Technology and VPI | Spring 2014 | A section of LIB 100 F for BPHS students will be offered Summer 2013. Students will be provided transportation to the college by the Fullerton Joint Union High School District (FJUHSD). | The BPHS partnership continues with two LIB 100 F classes offered for the students in summer 2015. |
| Action 1.1.27 The Academic Support Center – Skills Center will expand workshop resources | None requested | Skills Center Instructional Assistants Basic Skills | 2013-2015: Create and deliver student and faculty surveys on effectiveness of workshops | Improve learning strategies, critical thinking, use of technology, and writing | Delivered a series of technology workshops through Fullerton College Staff Development designed to support faculty and students. |
| Action 1.1.28 The Academic Support Center – Skills Center will install Smart Classroom Technology. | Funded by Humanities | Academic Support Center Director and Academic Computing Technology | 2013-2015: Purchase Equipment | Improve instruction Enhance workshops | Networked 30 laptop computers, placed them on a rechargeable cart, and utilized them in various programs: Humanities Division, |

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INSTRUCTION

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| <p>Action 1.1.29 The Office of Instruction will work with Faculty Senate to develop a pilot of courses to be offered at Buena Park High School (BPHS).</p> | <p>Course offerings will be funded by the Fullerton Joint Union High School District (FJUHSD).</p> | <p>VPI, FC/FJUHSD Work Group</p> | <p>Identify courses for pilot (Summer 2013 and/or Fall 2013). Work out processes and procedures (Summer 2013 and/or Fall 2013). Offer pilot courses (Fall 2013 or Spring 2014). Evaluate outcomes (Fall 2013 or Spring 2014). Make adjustments based on analysis; offer second set of courses (Spring 2014 or Fall 2015).</p> | <p>Fullerton College will offer a pilot of one or two courses at BPHS followed by a second set of courses in the subsequent semester.</p> | <p>This was completed.</p> |
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MATHEMATICS & COMPUTER SCIENCE

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| <p>Action 1.1.30 The Mathematics and Computer Science Division will develop a series of boot camps or other interventions prior to the beginning of class to better prepare students for mathematics classes</p> | <p>Reassigned time and/or faculty stipends to develop the boot camps either on campus or online Materials to be used in the interventions, such as skill-building</p> | <p>Mathematics Faculty</p> | <p>Begin discussion in Fall 2013, with possible pilot in winter intersession January 2014 Additional boot camps scheduled for 2014-2015.</p> | <p>Better prepared students in mathematics classes</p> | <p>Boot camps and study sessions were offered in summer of 2014, where 250 students participated in 21 sessions. In spring 2015, Student Equity funded 31 boot camps that served 426</p> |
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| | software | | | | students. |
| <p>Action 1.1.31 The Mathematics and Computer Science Division will continue to refine placement processes, including alternatives to the COMPASS test, better use of multiple measures, and the use of faculty advisors</p> | <p>Reassigned time and/or faculty stipends to work with Matriculation and Counseling</p> <p>Funds to potential purchase diagnostic software (such as My Math Test) and a dedicated Computer Lab in which to offer remediation and tutoring</p> | <p>Mathematics and Computer Science Division Dean and Mathematics Faculty</p> <p>Matriculation and Counseling</p> | <p>Ongoing. In conjunction with the results of the current Professional Learning Council, and the task force developed by the Student Success Committee</p> | <p>Better placement. Shorter pathways for students to move through the basic skills sequence</p> | <p>The division dean met with over 20 local high school students to use multiple measures in lieu of (or in conjunction with) the COMPASS test to provide guidance and placement.</p> <p>Faculty are investigating alternative software for in-class assessment</p> |
| <p>Action 1.1.32 The Mathematics and Computer Science Division will restructure curriculum into an intensive review of arithmetic (MATH 007 F), a redesigned MATH 015 F (Pre-Algebra) and MATH 020 F (Beginning Algebra)</p> | <p>None requested</p> | <p>Mathematics Faculty</p> | <p>MATH 007 F will be offered for the first time in Fall 2014. At that time MATH 015 F will have all prerequisites removed, and MATH 020 F will have MATH 015 F as an Advisory only</p> | <p>Only students who clearly show the need for intensive arithmetic instruction will be placed into MATH 007 F. MATH 015 F or MATH 020 F will serve as the “entry-level” course to the basic skills mathematics sequence</p> | <p>The re-structuring of the basic skills math curriculum is complete.</p> |
| NATURAL SCIENCES DIVISION | | | | | |

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| <p>Action 1.1.33 The Natural Sciences Division will maintain and expand GPS2 (Guiding and Preparing Science, Technology, Engineering, and Math Students) efforts</p> | <p>STEM/GPS2 Coordinator Dedicated space for tutoring and support Supplies/Materials</p> | <p>Natural Sciences Division Dean and Faculty, Office of Special Programs</p> | <p>Ongoing, with expansion in 2013 – 2015</p> | <p>Students entering STEM courses will be better prepared and receive appropriate support</p> | <p>Activity was ongoing into 2014 – 2015.</p> |
| <p>Action 1.1.34 The Natural Sciences Division will continue the Maximizing Student Potential (MSP) program</p> | <p>Funds for the program</p> | <p>Natural Sciences Division Dean and Faculty, Office of Special Programs</p> | <p>Ongoing with expansion in 2013 – 2015</p> | <p>Increased advising and tutoring of STEM majors</p> | <p>The Division has a STEM faculty mentor program and regularly meets with majors to guide them on their science career path.</p> |
| <p>Action 1.1.35 The Natural Sciences Division will request a counselor trained to specialize in STEM majors and will participate in the development of STEM majors guides</p> | <p>None requested</p> | <p>Natural Sciences Division Dean, Counseling Division</p> | <p>Fall 2013 and beyond</p> | <p>Underprepared students will have a dedicated counselor with whom to discuss placement and other issues</p> | <p>STEM does provide specialized counselors to students in the STEM cohort.</p> |
| <p>Action 1.1.36 The Natural Sciences Division will research and examine methods to better prepare students for its curriculum</p> | <p>None requested</p> | <p>Natural Sciences Division Dean and Faculty</p> | <p>Incorporated into departmental 6-yr curriculum review cycle</p> | <p>Possible inclusion of prerequisites on various entry-level science courses</p> | <p>Ongoing.</p> |

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| <p>Action 1.1.37 The Natural Sciences Division will implement a science-related orientation program</p> | <p>Budget for boot camp activities including faculty stipends and materials</p> | <p>Natural Sciences Division Dean and Faculty, Office of Special Programs</p> | <p>Summer 2014</p> | <p>Students better prepared for entry-level science courses</p> | <p>Abandoned for general science students, but students in the STEM cohort do receive extensive orientations.</p> |
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PHYSICAL EDUCATION

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| <p>Action 1.1.38 The Physical Education Division will expand the Incite Program for all student-athletes</p> | <p>Title III</p> | <p>Director of Academic Support Center; Tutoring Center Coordinator</p> | <p>Expand 2014-15</p> | <p>Improved academic success for student-athletes.</p> | <p>Beginning fall 2014, it was mandatory for all student-athletes to attend an orientation and enroll in the Incite program.</p> <p>Completed/Ongoing 2014-2015 – Identified space for student-athletes: Room 808A, Room 801C, Skills Center North and South Labs.</p> <p>Completed spring 2014 – Incite student-athletes attended two field trips.</p> <p>Completed / Ongoing - spring 2014 -- Data show that student-athletes who attend Incite study hall</p> |
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| | | | | | <p>succeed at higher rates compared to student-athletes who do not participate in the program. The achievement gap between African-American and Hispanic student-athletes compared to Caucasian student-athletes is dramatically reduced when they attend study hall for at least nine hours per semester. Overall, the course success rates for African-American students participating in Incite was 64 percent compared to 50 percent for students that did not participate; the course success rates for Hispanic students participating in Incite was 72 percent compared to 63 percent for students that did not participate.</p> |
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| <p>Action 1.1.39 The Physical Education Division will strengthen testing in core classes for student-athlete transfer.</p> | <p>Title III</p> | <p>Incite Director</p> | <p>2014-15</p> | <p>Improved academic success for student-athletes</p> | <p>In process. Working with Incite director through monthly meetings to collaborate on strategies to assist student athlete transfer. Data will be collected and analyzed with strategies to be implemented by fall 2016.</p> |
| <p>PUBLIC INFORMATION</p> | | | | | |
| <p>Action 1.1.40 The Public Information Office will publish a monthly, internal student newsletter highlighting the programs and services offered by the college.</p> | <p>Department budget</p> | <p>Public Information Officer Marketing & Outreach Assistant</p> | <p>2013-15</p> | <p>Increased awareness of resources available to underprepared students.</p> | <p>The President's Weekly has been in existence for numerous years for faculty and staff. However due to technical difficulties with the college's email server, students did not receive the newsletter until this past spring semester. In January 2015, the Office of Campus Communications team redesigned the newsletter and worked with information technology staff to</p> |

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| | | | | | generate a distribution list of student emails. The newsletter is now sent from ConstantContact, not the internal email server. For the first time, the college's entire student body, composed of about 25,000 students began to receive the communication. In addition, the News Center launched in May 2015. |
| Action 1.1.41 The Public Information Office will establish a formal Student Ambassador Program. | Department budget | Public Information Officer Marketing & Outreach Assistant | 2013-15 | Increased awareness of resources available to underprepared students. Increased opportunities for peer-to-peer interaction. | This program is in its second year with five student ambassadors under the advisement of the marketing & outreach assistant. They conduct group tours of the college and recruit at high school college fairs on behalf of the college. |
| SOCIAL SCIENCES | | | | | |
| Action 1.1.42 The Social Sciences Division will expand the use of tutors and interns in selected | Basic Skills Student Success | Social Sciences Division Dean | 2013 - 2015 | Improved course success of underprepared students. | The Social Science Division is supporting underprepared students by |

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| <p>sections of course offerings.</p> | | | | | <p>coordinating services with the Skills Center, the Tutoring Center, and the Writing Center. The number of students using the centers from the SSD increased by 20 percent between 2013-14 and 2014-15. The number of hours of instruction increased by 37 percent with each of the 10 departments referring students to the centers.</p> |
| <p>Action 1.1.43 Ensure Social Sciences Divisional participation in the Student Success Committee and the initiatives sponsored by it.</p> | <p>Student Success funds</p> | <p>Social Sciences Division Dean</p> | <p>2013 - 2015</p> | <p>Improved course success of under-prepared students.</p> | <p>The Social Sciences Division participates actively in the Student Success Committee. In spring 2015, the division piloted a student success initiative. Students were offered intensive instruction during the final exam study sessions. Eleven faculty participated and 254 students attended the sessions. 97 percent of the</p> |

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| | | | | | students who participated in the study sessions and responded to a survey said that they found the sessions helpful or very helpful, and all the respondents said they would recommend it to a friend. |
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STUDENT SUPPORT SERVICES

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| <p>Action 1.1.44 The Student Services Division will develop a pilot program of “Jump Start to College” bringing approximately 500 ninth grade students to the campus</p> | <p>Vital Link Outreach funds</p> | <p>Vice President, Student Services Dean of Counseling Dean of Student Support Services</p> | <p>Implement Spring 2014</p> | <p>Ninth graders will learn importance of high school courses and grades for preparation for college; information about the community college system; and about services and programs available at Fullerton College.</p> | <p>Six hundred and fifty students participated in an event in the spring. The day included: Kuder assessments, campus tours, lunch and parent education seminars.</p> |
| <p>Action 1.1.45 The EOPS Program will increase outreach services to include 13 feeder high schools for recruiting of students to the annual “College</p> | <p>EOPS Staff and Faculty.</p> | <p>EOPS Outreach Coordinator, EOPS Faculty and Staff.</p> | <p>2013 – 2015 2014-2015 Carryover Provide Surveys to attending students.</p> | <p>Students will acquire the necessary knowledge to understand the college admissions and matriculations</p> | <p>EOPS included the 13 feeder high schools with an invitation to attend the EOPS College Prep event. 322 high school</p> |

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| <p>Prep Conference”.</p> | | | <p>Process data generated by surveys.</p> | <p>processes. These practices include the admissions process, and financial aid awareness.</p> | <p>students attended the 2013 EOPS College Prep event and 279 high school students attended the 2014 College Prep event. There were surveys distributed, but the scope of the survey questions has limited implications. A new survey will be developed for this event in 2015.</p> |
| <p>Action 1.1.46 The Financial Aid Office will implement more efficient methods of communicating with and serving students applying for financial aid.</p> | <p>Financial Aid Office</p> | <p>Director of Financial Aid</p> | <p>Currently implementing for fall 2013.</p> | <p>Communication with students will be more immediate by moving from email-based notification to targeted announcements in myGateway. Students will receive immediate notification on their financial aid file by logging into their student portal. This will reduce student concerns from not receiving notification in a timely manner due to spam filters, etc.</p> | <p>This was rolled out in 2014-2015 and proved to be very effective, so it was continued. In spring 2015, email notification was added to the targeted announcements, and then put the job in the scheduler to run nightly as opposed to staff having to find time to run the job. For 2015-2016, the department is expanding this to include text messaging as students opt in, communicating with them in a</p> |

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| | | | | | manner they expect and are familiar. |
| <p>Action 1.1.47 The Financial Aid Office will implement a new electronic dynamic forms verification process.</p> | Financial Aid Office | Director of Financial Aid | Live for 14/15 academic year. Will be assessed by May 2015 | Students will be able to complete the Federal verification process in a quicker timeframe, which will eliminate bottlenecks in the financial aid process, thus allowing earlier disbursement of funds to assist students with student success, by allowing more students to be served by early disbursement for books and supplies. | Students are able to complete all FA paperwork online, without the need to come into the office. They may do so 24/7. Lines and phone call volume have decreased to negligible levels this year. The 2014-2015 went well after initial implementation issues. For 2015-2016, the remainder of the paper forms (dependency overrides, special conditions, and SAP appeals) are going live in the system. |
| <p>Action 1.1.48 Student Affairs will encourage A.S., ICC, Clubs and Organizations to form student groups and provide in-meeting presentations to</p> | Inter-Club Council/ICC Clubs and Organizations Associated Students Student Affairs Staff FC Master Calendar | Student Affairs Staff will collaborate with A.S., ICC and the Clubs & Organizations in providing educational presentations during meetings and to | Fall 2014-Spring 2015 | To increase the number of A.S., ICC and clubs study groups, and in-meeting educational presentations to enhance student | During 2014-15 A.S., ICC and nine clubs hosted study groups and presentations during meetings to enhance and promote student success. A.S. |

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| <p>promote student success</p> | | <p>support study sessions on campus</p> | | <p>success and address the needs of under-prepared students.</p> | <p>Senate and ICC meetings provided dozens of club and guest presentations.</p> |
| <p>Action 1.1.49 Student Affairs will direct and support Inter-Club Council and the Club Collaborative in providing ICC Food Drive efforts for the FC Food Bank.</p> | <p>Student Affairs Staff Inter-Club Council/ICC FC Clubs/Organizations Associated Students FC Faculty, Staff, Students Office of Special Programs Volunteers</p> | <p>Director, Student Activities/ICC Advisor to provide direction and advisement</p> <p>ICC Board will coordinate the clubs and volunteers</p> <p>Student Affairs Classified Staff will inform the clubs and volunteers of details, and assist them as needed</p> | <p>The ICC Food Drive proposal was approved by ICC in April 2013. ICC Board will begin planning during Summer 2013. The plan will be approved by ICC in early Fall and the implementation will begin as of September 2013, recess in October and November as to not conflict with the Thanksgiving Food Drive. The ICC Food Drive will reconvene February – early May 2014.</p> | <p>To promote and provide weekly to monthly canned goods and dry goods, as donated, for the FC Food Bank.</p> | <p>During 2014-15, 15 FC Departments sponsored ICC Food Drive donation boxes at 19 locations. Up to 14 clubs assisted with the Food Bank during the ICC Food Drive in September. During February thru early May, seven clubs, ICC, A.S. and Student Affairs supported ICC's efforts by encouraging participation. ICC also provided monetary donations from ICC funds to support the FC Food Bank. ICC donated additional funds with A.S. and Student Affairs, in memory of Dr. Toni DuBois, who the Food Bank is also named in memory of, with the late Chris Lamm.</p> |

TECHNOLOGY & ENGINEERING

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| <p>Action 1.1.50 The Administration of Justice Department will pilot a Law Enforcement hiring seminar to prepare recent graduates for the unique hiring process used to select law enforcement officers.</p> | <p>Classroom space, guest speakers, photocopied materials, and some classified staff support.</p> | <p>Department faculty - both full time and adjunct.</p> | <p>A two-day function conducted during a weekend near the end of the Spring term in synchronization with FCPA class completion.</p> | <p>A comparison will be made between hiring success rate for trial year as compared to prior years.</p> | <p>The first Hiring Seminar was completed on August 18, 2013. Surveys indicated the event was very informative and helpful in preparing for a career in law enforcement. Funding was unavailable to provide this in 2014 even though attendee's satisfaction surveys indicated it was a positive experience.</p> |
| <p>Action 1.1.51 The Administration of Justice Department will conduct a FCPA class family orientation to provide recruits and their families with insights into the rigors and demands of academy life and the expectations assumed in a law enforcement career.</p> | <p>Classroom space, guest speakers, photocopied materials, light refreshments, and some classified staff support.</p> | <p>Department faculty - both full time and adjunct.</p> | <p>A half-day function conducted during a week prior to the beginning of the Fall term in synchronization with the start of the FCPA.</p> | <p>A comparison will be made between retention rate for trial year as compared to prior years for academy exit other than for reasons of injury or academic dismissal. This will primarily track students leaving who indicate they were not well informed or lacked family support. This orientation does not replace the credit</p> | <p>Family Orientation was conducted for the second year in August 2014 with similarly good results again. Based on the data the department will make this event an annual activity.</p> |

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| | | | | class - AJ 094 F, Basic Police Academy Orientation. | |
| <p>Action 1.1.52 The Cosmetology Department will develop 2-3 new versions of short practice quizzes covering material from textbooks to reduce student fear of tests and improve understanding of the sciences used in Cosmetology.</p> | <p>Cosmetology full-time staff using two major textbooks recommended by the California Board of Barbering and Cosmetology and Skill Center staff using special funding for this purpose.</p> | <p>Cosmetology full-time staff and Skill Center staff.</p> | <p>Work begins during spring with results collected/assessed during early Fall 2013. The loop will close during the departments' advisory committee meeting in October 2013 where recommendations for the next cycle will be recorded.</p> | <p>Students will be able to take the Cosmetology State examinations with increased confidence and knowledge leading to increased pass rates for State examinations. Pass rates are tracked and recorded by the department office.</p> | <p>Staff members developed short quizzes. The staff coordinated with the Skills Center staff to provide a study hour to include the new quizzes and a testing bank from our textbooks was also included. These quizzes have been taken by some students. Students taking the state written examinations have improved but staff feel that it can be better. They will continue with this format but will also be more proactive in sending students that they feel will benefit from the study hour.</p> |

Goal 1: Fullerton College will promote student success.

Objective 2: Increase course retention and success.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| COUNSELING | | | | | |
| <p>Action 1.2.1 The Counseling Division will create and implement additional workshops/specialized trainings in the Adaptive Computer Lab including, but not limited to, workshops for DSS students on academic and progress probation.</p> | <p>Materials and staffing for additional trainings and workshops.</p> | <p>DSS faculty and instructional assistant</p> | <p>Began Spring 2012 and ongoing</p> | <p>Increase success, retention and completion rates in DSS students</p> <p>Reduce the percentage of DSS students on academic probation and dismissal</p> | <p>DSS counselors and instructional staff created and implemented approximately 10 workshops to address student success and retention.</p> |
| <p>Action 1.2.2 The Counseling Division will develop and implement an intervention program for veterans who are put at risk or lose their VA benefits because of substandard grades</p> | <p>Dedicated Veterans Counseling position</p> <p>Support from Institutional Research Dept.</p> | <p>VRC Director and Dean of Counseling</p> | <p>Fall 2014-Spring 2015</p> | <p>A decrease in substandard grade reports will result in higher success rates.</p> | <p>The VRC certifying official contacts each student with a sub-standard grade. Future interventions will include meetings with VRC counselor and workshops.</p> |
| <p>Action 1.2.3 The Counseling Division will develop an online orientation available to all veterans including</p> | <p>VRC staff time to create the content</p> | <p>VRC Director, Counselor and Certifying Official.</p> | <p>Fall 2014 to Fall 2015</p> | <p>Veteran students will be better prepared prior to discharge and enrolling in classes and will have an</p> | <p>An orientation for future and incoming FC student veterans is now online.</p> |

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| those preparing to be discharged from the military and subsequent enrollment at FC. | | | | increased likelihood of success | |
| Action 1.2.4 The Counseling Division will develop and implement an improved method to follow-up with DSS students who are struggling academically. | Additional DSS counseling and/or paraprofessional hours to develop strategies and provide follow-up. Additional Instructional staff needed in DSS instructional component. | DSS Director, DSS Counselor and/or paraprofessional. | Fall 2014 to Fall 2015 | Reduce the number of DSS students on probation. | A plan has been developed to reconfigure the DSPS SEC regulation to where the student would meet at least once with a DSS counselor. Then additional planning will be implemented for those students who are struggling academically. Additional support is provided for these students in the Adapted Computer Lab. |
| FINE ARTS | | | | | |
| Action 1.2.5 Fine Arts will develop and publish education plans for Art, Music, and Theatre students to help direct students and improve completion. | Time Supply budget allocation | Bob Jensen Jim Dowdalls (Art) Tony Mazzaferro (Music) Steve Pliska (Theatre) Ryan Patterson (Website) | Summer, Fall 2013 Spring 2014 | Improved student retention and success rates Improved faculty advisement strategies | Art, theatre and music have developed education plans for each degree and certificate program. The plans will be vetted through the Counseling Department before |

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| | | | | | publication and distribution. |
| Action 1.2.6 Fine Arts will align course and program-level SLOs | Time | Bob Jensen Jim Dowdalls (Art) Tony Mazzaferro (Music) Steve Pliska (Theatre) | Summer, Fall 2013 Spring 2014 | Consistency between course SLOs and program SLOs Increase SLO cycle efficiency and efficacy | All programs have aligned their program and course SLOs and have begun PSLO assessment. |
| HUMANITIES | | | | | |
| Action 1.2.7 The English Department will launch ENGL 099 F, the accelerated developmental writing course that will prepare students for ENGL 100 F in one semester. | Units, classrooms provided by the college. | English Department Coordinator and Acceleration Committee Chair | Curriculum Committee approval: Fall 2013 Pending approval, offer ENGL 099 F in Fall 2014 | Reduce exit points from the developmental English sequence. Reduce the time it takes for students to achieve college readiness. Increase the number of developmental students reaching college level English [ENGL 100 F]. | Completed: ENGL 099 F was approved by the state and implemented in fall 2014. Nine sections were offered in fall 2014, and 16 sections will be offered in fall 2015. Comparison of success rates will be available in spring 2016. |
| Action 1.2.8 The Foreign Language Department will work with Foreign Language tutors in Academic Support Center with guidelines for writing and composition | Academic Support Center collaboration. | Foreign Language Department Coordinator and Faculty | Planning: Fall 2013 Implementation: by end of 2015 | The Foreign Language Department will develop a set of guidelines for ASC tutors to better assist students with writing and composition | The Foreign Language Department worked closely with the Academic Support Center to develop guidelines for tutors to assist students |

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| assistance. | | | | assistance for Foreign Language writing assignments. | learning Japanese during the fall 2014 semester, and to assist students learning Chinese during the spring 2015 semester. |
| Action 1.2.9 The Reading Department will redesign READ 027 F in curriculum. | Fullerton College TECH Education and Math Division support. | Reading Department Coordinator and Faculty | Fall 2013 – Spring 2015 | READ 027 F will improve student success in retention and persistence and success rates in TECH Education and Math courses. | The committee members are continuing to research this course and revise curriculum. Additionally, the members are attending a summer course to help them in planning and revising the new curriculum. |
| Action 1.2.10 The Student Success Committee will implement a pilot program to improve the use of multiple measures for math placement. | Professional expert funds (\$4,000) for Summer 2013. | Student Success Committee co-chairs | Implement Summer 2013 Evaluate Fall 2013 | Improvement in accuracy of math placement leading to greater retention and success in math courses. | As a result of concerns from the Counseling Division, this initiative was not implemented. |
| Action 1.2.11 The Student Success Committee will expand the supplemental instruction pilot program for transfer level courses. | Funding for program already committed for two additional semesters at \$50,000. | Success Committee co-chairs in collaboration with the ASC | Fall 2013-Spring 2014 | Increased retention and success in courses, especially among students taking advantage of the intervention. | The number of sections involved in supplemental instruction at Fullerton College has increased dramatically, and this initiative has been |

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| | | | | | passed from the Student Success Committee to the LLRISP&S Division. |
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LIBRARY/ LEARNING RESOURCES, INSTRUCTIONAL SUPPORT PROGRAMS AND SERVICES

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| <p>Action 1.2.12 The Basic Skills Office will expand the Basic Skills Initiative Supplemental Instruction (BSISI) Program.</p> | <p>Basic Skills Initiative funding for SI leaders and supervision</p> | <p>BSI Special Projects Director</p> | <p>Implement: Fall 2013 in response to results from the pilot launched Spring 2012</p> | <p>Increase success and retention rates for BSISI courses compared to similar non-BSISI courses. Increase success and retention rates for students who take advantage of the optional SI sessions.</p> | <p>Basic Skills' SI Program has merged with the pilot FCSI program, expanding to over 40 sections total, reaching basic skills students in courses from disciplines across campus. Students who attend SI sessions continue to benefit from the program with increased success and retention rates in their classes.</p> |
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| <p>Action 1.2.13 The Transfer Achievement Program will offer a new math option, MATH 043 F (Intermediate Algebra for Statistics and Liberal Arts).</p> | <p>This section replaces another section of MATH 040 F.</p> | <p>TAP Planning Committee Carol Shier, Coordinator Math Division</p> | <p>Fall 2013</p> | <p>Increased course retention and success. More appropriate course alignment with students' majors.</p> | <p>TAP added a MATH 043 F to the spring 2014 offerings. However, TAP is not offering the course currently.</p> |
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| <p>Action 1.2.14 Increase the number of students receiving information literacy instruction at the library.</p> | <p>Librarian time to create various modes of instruction that will provide access to a greater number of students.</p> <p>Librarian time to promote these various modes of instruction.</p> | <p>Instruction librarian will develop and improve online guides and labs and assessments with input from other librarians.</p> <p>Instruction librarian will collect assessment data.</p> <p>All librarians will analyze data to make recommendations for revising guides, labs, and/or assessments.</p> | <p>Fall 2013: Revise Selecting Sources online lab and assessments. Create assessment for MLA online lab.</p> <p>Towards the end of the semester, advertise these labs to instructors, suggesting they use labs as extra credit or assignment.</p> <p>Spring 2014: In the beginning of semester, promote labs with instructors. At the end of the semester, analyze assessment data to improve online lab instruction for Fall 2014.</p> | <p>Increased number of students attending library instruction sessions, requesting research consultations, seeking research assistance at the reference desk (in-person and online), viewing library research guides, and participating in library online labs.</p> | <p>New software and hardware was purchased in fall 2014 to create online learning objects. The selecting sources online lab is being revised again with this new software to make the module more interactive.</p> <p>Additionally, a video on keyword searching is in production for fall 2015. With the hiring of the new online learning librarian, the department staff expect to be able to dedicate more time to creating, promoting, and assessing these learning objects in fall 2015.</p> |
| <p>Action 1.2.15 The Library will assess its collections (subscription databases and print books), based on an identified SLO.</p> | <p>Librarians' time to create surveys in print and online versions as well as to administer these to students.</p> | <p>Acquisitions and Catalog librarians will create and administer these surveys.</p> <p>All librarians will evaluate the results of the surveys.</p> | <p>Fall 2013: Create print and online surveys.</p> <p>Spring 2014: Administer surveys to students.</p> <p>Fall 2014:</p> | <p>Improve content of the collections to better assist students with their school work.</p> | <p>In spring 2015, the department staff began updating the library collection to reflect the student and faculty surveys. For example, the library added a print</p> |

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| | | | <p>Evaluate results of surveys.</p> <p>Spring 2015: Update collections if survey results warrant and funds allow.</p> | | <p>periodical subscription, several JSTOR collections and PsycARTICLES, and spending on print books was three times greater during the 2014-2015 academic year than in the 2013-2014 school year. Following the upcoming mid-year collection evaluation project, the librarians will again consider collection development opportunities.</p> |
| <p>Action 1.2.16 The Academic Support Center – Tutoring Center will offer a pilot Supplemental Instruction (FCSI) program for general education courses (such as PSY 101 F)</p> | <p>Program is currently funded for 2014-2015 - \$50,000</p> | <p>Tutoring Center, Campus-wide faculty, Humanities Division</p> | <p>2013-2014: Pilot SI Program</p> <p>2014-2015: Increase the number of SI leaders and sections.</p> | <p>Begin pilot with 10 SI Leaders supporting 10 general education classes during Fall 2013.</p> <p>Increase retention and success in designated sections.</p> | <p>A total of 548 students (51 percent) attended at least one session during spring 2014 and fall 2014.</p> <p>Data for 2014-2015 data is being collected for evaluation.</p> |
| <p>Action 1.2.17 The Academic Support Center – Tutoring Center will maintain the Cosmetology Study Hour</p> | <p>Funded by department general fund budget</p> <p>\$5,005 per academic year</p> | <p>Director Academic Support Center Director</p> <p>Cosmetology Faculty</p> | <p>2013-2014: Maintain resources offered</p> | <p>Through a structured study hall environment that includes workshops and Directed Learning Activities (DLAs),</p> | <p>Offered workshops and mini lessons to cosmetology students that included DLAs to reinforce academic class content.</p> |

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| | | | | increase student success at each course level measured through retention and success data | <p>Offered study hall hours in 808A utilizing laptop support.</p> <p>Data for 2014-2015 study hall data is being collected for evaluation.</p> <p>Cosmetology students who took state board written exam from Jan. 2014 to March 2014 had a 4 percent higher success rate when compared to the average total.</p> <p>State Board Exam data has been requested for 2014-2015</p> |
| <p>Action 1.2.18 The Academic Support Center – Writing Center will evaluate the effectiveness of online tutoring</p> | \$3,200 | Writing Center Coordinator, English faculty | <p>2013-2014: Investigate feasibility of online tutoring for students in online English classes</p> <p>2014-2015: Pilot online tutoring for students enrolled in online writing courses</p> | Measure course retention and success rates of students who use online tutoring | Currently collecting 2014-2015 data on online tutoring activities offered to students enrolled in online writing courses. |

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| <p>Action 1.2.19 Provide academic enhancement opportunities for STEM students by offering supplemental instruction, strength of cohort involvement, mentoring, undergraduate research and internships linked to selected sections of course offerings throughout the campus.</p> | STEM Grant | Office of Special Programs | 2013 - 2015 | Increased number of degrees awarded. | |
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MATHEMATICS & COMPUTER SCIENCE

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| <p>Action 1.2.20 The Mathematics and Computer Science Division will encourage all faculty to investigate, study and incorporate a wide variety of pedagogies and assessments in classes</p> | Reassigned time and/or faculty stipends for training and piloting activities | Mathematics and Computer Science Division Dean and Adjunct Faculty Coordinator. Mathematics and Computer Science Faculty | Investigate strategies during Fall 2013 with a series of workshops during January 2014 | Increased use of alternative teaching modalities in all classes | The division held workshops (attended by both full-time and adjunct faculty) on online instructional tools (such as ALEKS), accelerated curriculum, and the flipped classroom concept. |
| <p>Action 1.2.21 The Mathematics and Computer Science Division will develop directed learning</p> | None requested | Mathematics and Computer Science Faculty | 2013 – 2015 | Increased use of directed learning activities to increase course retention and | Many instructors now require students to complete learning activities in the Math |

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| activities to be used throughout the curriculum | | | | success | Lab to reinforce concepts taught in class. |
| Action 1.2.22 The Mathematics and Computer Science Division will expand its use of supplemental instruction | Reassigned time and/or faculty stipends; funds for SI facilitators and incentives for students Room to hold SI sessions | Mathematics and Computer Science Faculty | Underway as part of both BSC and SSC's SI initiatives | Increased success in courses with SI components | Supplemental Instruction is now provided in TAP sections of MATH 020 F and MATH 040 F, and in numerous transfer-level courses. |
| NATURAL SCIENCES | | | | | |
| Action 1.2.23 The Natural Sciences Division will develop directed learning activities to be used throughout the curriculum | None requested | Natural Sciences Faculty | 2013 – 2015 | Increased use of directed learning activities to increase course retention and success | Several faculty members have participated in and continue to participate in development of Reading Apprenticeship strategies and tools to improve science literacy in general education science classes. These activities have taken the place of directed learning activities. |

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| <p>Action 1.2.24 The Natural Sciences Division will expand its use of supplemental instruction</p> | <p>Reassigned time and/or faculty stipends and SI facilitators Room in which to hold SI sessions.</p> | <p>Natural Sciences Faculty, SSC</p> | <p>Currently underway in 2 sections of NUTR 210 F. Funded by the College's SSC's SI initiatives. Plans to expand the program in Fall 2013.</p> | <p>Increased success in courses with SI components</p> | <p>Division has expanded participation in the college SI Initiative. SI has continued to expand in NUTR 210 F; four sections had SI programs in the spring of 2015. Student success rate data has been submitted to campus SI Department for analysis.</p> |
| <p>PHYSICAL EDUCATION</p> | | | | | |
| <p>Action 1.2.25 The Physical Education Division will explore alternative scheduling formats.</p> | <p>None requested</p> | <p>Dean of Physical Education</p> | <p>2014-15</p> | <p>Courses offered in formats shown to increase student retention and success.</p> | <p>The number of Physical Education online courses increased by 100 percent over 2013-14 (nine total online courses) and in 2014-2015, there were 18 total online courses.</p> |
| <p>Action 1.2.26 The Physical Education Division will collaborate with English department and Math division regarding scheduling to accommodate at-risk student-athletes.</p> | <p>None requested</p> | <p>Dean of Physical Education</p> | <p>2014-15</p> | <p>Increase opportunities for student-athletes to enroll in core English and math courses opposite the intercollegiate classes.</p> | <p>After discussions with faculty and coaches, along with a review of the class schedules, there are multiple sections of transferable English and math courses which offer increased opportunities for</p> |

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| | | | | | student-athletes to enroll. |
| TECHNOLOGY & ENGINEERING | | | | | |
| Action 1.2.27 The Drafting Department will utilize instructor created lecture videos which will reinforce and supplement book assignments and important lecture topics. | Video creation software and faculty. | Faculty | Work begins Fall 2013 with supporting evidence collected during Summer 2014. | Increase in grade scores compared to 2012/13. | For assignments that incorporated the new lecture video, the average project score increased 5 percent. |

Goal 1: Fullerton College will promote student success.

Objective 3: Increase the number of degrees and certificates awarded.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| ADMISSIONS & RECORDS | | | | | |
| <p>Action 1.3.1 The Admissions and Records Department will modify the timeline to evaluate all graduation applications to ensure that students will be notified of their results PRIOR to the start of registration for the following term.</p> | <p>Admissions and Records Department funds</p> | <p>Dean of A&R Registrar</p> | <p>Begin Fall 2013 and continue indefinitely</p> | <p>The modification of the current evaluation and notification timeline will enable students to register (in the following term) for classes that satisfy degree requirements. This will increase the number of degrees and certificates awarded.</p> | <p>The data shows that there is a continued increase in graduation applications submitted.</p> <p>Spring 2015 – 1,832 Spring 2014 – 1,577</p> <p>The data also shows an increase in degrees awarded.</p> <p>Spring 2015 – 1,233 Spring 2014 – 1,056</p> |
| BUSINESS & CIS | | | | | |
| <p>Action 1.3.2 The Business/CIS Division will identify and develop certificates in Business Management and Marketing Management that reflect emerging technologies, and work to develop transfer</p> | <p>Business and CIS Division faculty.</p> | <p>Business and CIS Division faculty, with guidance and support from the dean.</p> | <p>2013-2014: Research and identify new program possibilities.</p> <p>2014-2015: submit curriculum for new programs and/or certificates.</p> | <p>New certificates approved through local and regional curriculum process.</p> | <p>Faculty members have been engaged in the creation and revision of courses and the creation and revision of certificates and degrees. The AS-T in business management is state approved and has been awarded to</p> |

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| degrees as Transfer Model Curriculum (TMC) Templates are approved. | | | | | 83 students. |
| COUNSELING | | | | | |
| <p>Action 1.3.3 The Counseling Division will increase student degree/certificate complete rates through the implementation of a degree audit system. Designated A&R and Counseling staff members will make Degree Works implementation a top priority and will attend meetings/training district-wide</p> | Current staff contract time with potential overtime/overload to meet project deadlines | Dean of A&R, Dean of Counseling | Fall 2013-Spring 2015 | Students will more efficiently progress through their academic programs – more degrees and certificates will be awarded. | Key counseling and A&R Division personnel have regularly attended district-level degree audit implementation planning meetings and have worked with campus instructional office personnel and professional consultants hired by the district for the last two years to make significant progress on this project. However, the degree audit function of Degree Works remains under development and has not been launched as of July 2015. Projections for launch are now spring 2016. |

FINE ARTS

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| <p>Action 1.3.4 Fine Arts will develop and publish education plans for Art, Music, and Theatre students focused on completion of degrees and certificates.</p> | <p>Time Supply budget allocation</p> | <p>Bob Jensen Jim Dowdalls (Art) Tony Mazzaferro (Music) Steve Pliska (Theatre) Ryan Patterson (Website)</p> | <p>Summer, Fall 2013 Spring 2014</p> | <p>Improved student degree and certificate rates Improved faculty advisement strategies</p> | <p>Art, theatre and music education plans have been developed and are being vetted through counseling.</p> |
| <p>Action 1.3.5 Fine Arts will work to obtain local and state approval for four new certificates: Musical Theatre, Entertainment Arts, Advertising/Graphic Design/Theme Park Technician</p> | <p>Time</p> | <p>Bob Jensen Jim Dowdalls (Art) Tony Mazzaferro (Music) Steve Pliska (Theatre) Phil Dimitriadis (Art) Amberly Chamberlain (Theatre) Kevin Clowes (Theatre) New Advertising professor (TBA)</p> | <p>Summer, Fall 2013 Spring 2014</p> | <p>State approval Certificate implementation, promotion, and enrollment.</p> | <p>Musical theatre received state approval. Entertainment arts, advertising graphic design, and theme park technician are still moving through the regional approval process first. All have been approved by the Curriculum Committee.</p> |
| <p>Action 1.3.6 Fine Arts will use promotional and informative materials provided in print and on the web to increase enrollments in Fine Arts degree and certificate programs.</p> | <p>CTE budget Supply budget allocations Time</p> | <p>Bob Jensen Jim Dowdalls (Art) Tony Mazzaferro (Music) Steve Pliska (Theatre) Ryan Patterson (Website) Jon Infante (Video)</p> | <p>Summer, Fall 2013 Spring 2014</p> | <p>Improved student degree and certificate rates Improved faculty advisement strategies Improved new student recruitment</p> | <p>Fine Arts publishes a variety of informative materials each semester for use by faculty advisor and student majors. The department websites reflect current, accurate information on all degrees and certificates.</p> |

HUMANITIES

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| <p>Action 1.3.7 The Foreign Language Department will offer an AA-T degree in Spanish.</p> | <p>None requested</p> | <p>Foreign Language Department Coordinator and Faculty - Spanish</p> | <p>Planning: Spring/Fall 2013 Implementation: by end of 2015</p> | <p>The Foreign Language Department will obtain data from Admissions and Records/Counseling about students earning the AA-T degree in Spanish by the end of 2015.</p> | <p>The state approved the ADT in Spanish in late fall 2014, and it is now listed in the 2015-2016 Catalog. The FL Department will begin promoting the ADT and collaborating with the Counseling Department to do so.</p> |
| <p>Action 1.3.8 The Speech Department will increase the number of Communication Studies degrees and certificates by developing a tracking system of declared majors to allow for increased contact.</p> | <p>Assistance from the Institutional Researcher and/or Admission and Records.</p> | <p>Speech Department Coordinator</p> | <p>Fall 2013/Spring 2015</p> | <p>Database or contact with Admissions and Records and/or the Institutional Researcher.</p> | <p>For various reasons, the department decided not to pursue this initiative.</p> |

MATHEMATICS & COMPUTER SCIENCE

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| <p>Action 1.3.9 The Mathematics and Computer Science Division will offer MATH 043 F (Intermediate Algebra for Statistics and Liberal Arts) as an alternative course to satisfy area B2 on the</p> | <p>None requested</p> | <p>Mathematics Faculty</p> | <p>MATH 043 F offered for the first time in Fall 2013</p> | <p>An alternative course better suited to non-STEM majors will increase the number of students meeting area B2</p> | <p>This course has been offered for the past two years, and although it has not had the enrollment desired due to questions of articulation, it has proved popular. Over</p> |
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| FC GEN ED pattern | | | | | 500 students have benefited. |
| Action 1.3.10 The Mathematics and Computer Science Division will market the transfer degree in Mathematics to help increase interest. | None requested | Mathematics and Computer Science Division Dean, Mathematics Faculty, PIO | The AS-T is now being awarded | An increase in the number of students earning an Associate Degree | In 2013-2014, 10 students were awarded the AS-T degree in mathematics. |
| NATURAL SCIENCES | | | | | |
| Action 1.3.11 The Natural Sciences division will develop transfer degrees as templates become available | None requested | Natural Sciences Faculty, Curriculum Representative | Ongoing. | Increased number of AS-T degrees offered. More opportunities for students to earn a degree in the sciences | The Geology AS-T is approved and is offered. |
| PHYSICAL EDUCATION | | | | | |
| Action 1.3.12 The Physical Education Division will align course-level SLOs and SLOAs with degree and certificate SLOs to help improve completion rates. | SLO Coordinator reassigned time. | SLO Coordinator | 2014-15 | SLOs and SLOAs for degree and certificates. | Alignment of course level SLO's with program level SLO's were reviewed through the instructional program review process during the fall of 2014. Dialogue among faculty will determine whether changes or improvements to instruction are needed and if necessary, will be implemented for |

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| | | | | | fall 2016. |
| <p>Action 1.3.13 The Physical Education Division CTE faculty will develop participate in advisory committee meetings.</p> | Regular division budget | Physical Education CTE Faculty | Fall 2014 | Redesign certificate programs that meet the needs of business and industry. | The Pilates and massage programs held advisory committee meetings during the fall 2014 semester. Both programs use the information to review their programs and make revisions that will meet changes in industry standards and enhance student learning and achievement. |
| <p>Action 1.3.14 The Physical Education Division will develop a marketing strategy for degrees and certificates.</p> | Regular division budget | Dean of Physical Education | 2013-2015 | Increase the number of students completing Physical Education degrees and certificates. | Students that had an educational goal of KIN AA-T were identified through Argos. The Dean of Physical Education contacted students via email to discuss student needs and how we can assist students in completing the transfer degree which resulted in a |

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| | | | | | 450 percent increase in KIN AA-T completers for spring 2014. Data for spring 2015 is not currently available to review for the number of students that applied for graduation and ultimately received the KIN ADT. |
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TECHNOLOGY & ENGINEERING

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| <p>Action 1.3.15 The Drafting Department will implement a strategy that ties into the Disney partnership, using Degree and Certificate outlines to communicate and guide Disney students to explore the Drafting program beyond just the required courses. This will lead to a student population that may have not considered Drafting as a potential major.</p> | <p>None requested</p> | <p>Faculty</p> | <p>Work begins Fall 2013 with supporting evidence collected during Summer 2014.</p> | <p>Increase in certificates awarded by the Drafting Department by 1 percent or greater as compared to 2012-2013.</p> | <p>Five Disney program students were enrolled in non-Disney required classes in Drafting for the 2013-2014 year. Four more enrolled during 2014-2015.</p> |
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Goal 1: Fullerton College will promote student success.

Objective 4. Increase the number of transfers.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| ADMISSIONS & RECORDS | | | | | |
| <p>Action 1.4.1 The International Student Center will increase the full-time F1 visa student population to 500</p> | TBD | <p>Manager, International Student Center</p> <p>Student Services Specialist, International Student Center</p> | <p>2013 – 2019: Conduct preliminary research and create a proposal/action plan</p> <p>Collect and analyze data</p> <p>Determine necessary financial support</p> <p>Receive feedback and recommendations from the Dean of Admissions and Records and the Vice President of Student Services</p> <p>Follow recommendations from proposal</p> | BANNER will indicate 500 F-1 students registered at Fullerton College | <p>In progress.</p> <p>Preliminary research is unfinished due to the training needed for a new hire of a full-time Student Services Specialist.</p> |
| BUSINESS & CIS | | | | | |
| <p>Action 1.4.2 The Business/CIS division will market its new AS-T degree in Business</p> | Business/CIS Division faculty. | Business/CIS Division faculty with support from the Dean. | 2013-2015. | Growth in AS-T degrees awarded during the two year period, with at least | The Business/CIS Division has awarded 83 AS-T degrees since 2013. Marketing |

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| Administration and pursue the development of additional AS-T degrees as they are approved at the State level. | | | | one other AS-T degree under development. | efforts will continue to increase the number of students focusing on transfer. |
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COUNSELING

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| <p>Action 1.4.3 The Transfer Center will refocus efforts to collaborate with academic divisions and support services on campus.</p> | CTC Director and staff | CTC Director | 2013-2015 | Increase in the number of classroom and division presentations; collaborate with student service offices to provide additional workshops/seminars/tours. | <p>The number of classroom presentations did not significantly increase throughout the reporting period. Challenges with staffing made it difficult to increase the presentations and improve outreach. The addition of a new full-time specialist position should allow the center to increase presentations during the next reporting period.</p> <p>During the reporting period, the CTC has collaborated with the International Students Center, Veterans Resource Center, STEM program,</p> |
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| | | | | | Business Department and Academic Support Center to coordinate new events and reach new student populations. |
| <p>Action 1.4.4 The Transfer Center will increase opportunities for students to visit universities.</p> | CTC staff/chaperones Transportation funds | CTC Director | 2013-2014 | The Northern California University Tour will be offered once per year (instead of every two years). Local tours will increase from 3 to 5 per year. | <p>Through the procurement of District Strategic Plan Funds, Program Review Funds, and Student Equity funds, the Northern California University Tour has been held every year during the reporting period.</p> <p>The number of university tours increased every year during the reporting period. Six university tours were offered in 2014-2015, exceeding the projected goal of five per year.</p> |
| <p>Action 1.4.5 The Transfer Center will create a network of transfer alumni to serve as a resource to current FC students.</p> | Staffing will be required to collect transfer student information and create a database and to recruit alumni to | CTC Director | 2013-2014 | By the end of Spring 2014, a database with recent alumni contact information will be in place. | A transfer alumni database has been created based on information collected through RSVPs for the annual transfer |

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| | participate in our events. | | | | celebrations. Transfer alums have participated in “meet and greets”, campus tours, and guest speaking activities. |
| Action 1.4.6 The Transfer Center will increase access to transfer information by creating an online Transfer Orientation using Comevo software. | We will use Comevo software acquired by the Counseling Division. Staff time to create the orientation and track users will be needed. | CTC Director | 2014-2015 | The online orientation will be available to students by the end of Spring 2015. | A draft of Transfer Basics 101 was created in Comevo. At the time of this report, it is still being finalized and is expected to be made available to students in the fall semester. |
| FINE ARTS | | | | | |
| Action 1.4.7 Fine Arts will develop and publish education plans for Art, Music, and Theatre students to help direct students and improve completion | Time Supply allocations | Bob Jensen Jim Dowdalls (Art) Tony Mazzaferro (Music) Steve Pliska (Theatre) Ryan Patterson (Web) | Summer, Fall 2013 Spring 2014 | Improved student transfer rates Improved faculty advisement strategies | Art, theatre and music have created education plans for all certificates and degrees and are vetting them through counseling. |
| LIBRARY/ LEARNING RESOURCES, INSTRUCTIONAL SUPPORT PROGRAMS AND SERVICES | | | | | |
| Action 1.4.8 The Transfer Achievement Program will conduct student surveys in order to identify possible transfer level courses | None requested | TAP Planning Committee Carol Shier, Coordinator | Fall 2013: Students surveyed Spring 2014: Course(s) identified | Survey students, identify course(s) and add those courses to Phase II. This Phase will support students who have already | The program surveyed students, and as a result, students identified transfer-level courses that they thought should be |

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| that can be added to Phase II: College Level Transfer Readiness. | | | Fall 2014: Additional course(s) added to TAP offerings | completed their English, Math, and Reading requirements. Increase the number of transfers. | added to TAP course offerings. Suggestions included transfer level math (most requested), science, and history. |
| MATHEMATICS & COMPUTER SCIENCE | | | | | |
| Action 1.4.9 The Mathematics and Computer Science Division will market the transfer degree in Mathematics to help increase interest. | None requested | Mathematics and Computer Science Division Dean, Computer Science Faculty, PIO | The AS-T is now being awarded | An increase in the number of transferring student using the AS-T | In 2013-2014, 10 students were awarded the AS-T Degree in Mathematics. |
| NATURAL SCIENCES | | | | | |
| Action 1.4.10 The Natural Sciences Division will continue to build upon GPS2 (Guiding and Preparing Science, Technology, Engineering, and Math Students) activities to support students transferring in STEM fields | None requested | Natural Sciences Faculty, Office of Special Programs | Ongoing | An increase in the number student transferring in STEM fields | STEM grant ends September 2016. The division and college are pursuing additional grants to maintain and expand the program. |

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| <p>Action 1.4.11 The Natural Sciences division will develop transfer degrees as templates become available</p> | <p>None requested</p> | <p>Natural Sciences Faculty, Curriculum Representative</p> | <p>Ongoing</p> | <p>Increased number of AS-T degrees offered. More opportunities for students to transfer with AS-T degrees in the sciences.</p> | <p>The Geology AS-T has been approved and is offered.</p> |
| <p>PHYSICAL EDUCATION</p> | | | | | |
| <p>Action 1.4.12 The Physical Education Division will strengthen articulation with transfer universities.</p> | <p>None requested</p> | <p>Faculty</p> | <p>Fall 2013 Six-year review</p> | <p>Revise courses with different unit value to articulate with CSUs to increase transfer.</p> | <p>Completed 2013-2014, numerous Physical Education activity courses were articulated with CSUF to assist KIN AA-T majors in their ability to complete the program and transfer.</p> |
| <p>Action 1.4.13 The Physical Education Division will increase marketing of the Kinesiology transfer degree to increase enrollment.</p> | <p>None requested</p> | <p>Physical Education Dean and Physical Education Faculty</p> | <p>2014-15</p> | <p>Increase the number of students completing the KIN AA-T and being accepted at a CSU campus.</p> | <p>Completed 2014-15, the Dean of Physical Education communicated with KIN ADT majors regarding assistance with completion of the program. The result is a 450 percent increase in completers for spring 2014.</p> |

| SOCIAL SCIENCES | | | | | |
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| <p>Action 1.4.14 Develop and complete new Transfer Model Curriculum AA degrees for every department in the Social Sciences Division as templates become available.</p> | None requested | Social Sciences Division Dean | 2013 -- 2015 | Increased number of transfers. | All but one of the departments in the division has developed a transfer degree. The division conducted a campaign in spring 2015 to inform the students of the degree, increase graduation and degree applications. |
| TECHNOLOGY & ENGINEERING | | | | | |
| <p>Action 1.4.15 The Architecture Department will increase the number of transfers by improving relationships between five-year architecture schools and Fullerton College.</p> | Cooperation with transfer coordinators at the universities. | Architecture faculty and university faculty. | Work begins Fall 2013 | Stronger relationships with universities; better portfolios from students to give them a better chance of getting placed at 2 nd or 3 rd year at a university. | Students have been successfully placed into Cal Poly Pomona's Architecture and Urban Planning program and the Southern California Institute of Architecture. The Cal Poly Pomona department chair continues to take an active role in encouraging transfer to that institution. |

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| <p>Action 1.4.16 The Construction Department will develop a strategy to increase transfers by developing improved relationship with local CSU and UCs.</p> | <p>Cooperation with transfer coordinators at the universities and the Cadena Transfer Center</p> | <p>Construction faculty</p> | <p>Work begins Fall 2013</p> | <p>An increased number of transfer students compared to 2012-2013 values.</p> | <p>Discussion has occurred between several local and out-of-state universities including Cal Poly Pomona, Cal Poly San Luis Obispo and Northern University of Arizona. All three of these universities are very receptive to further discussions on possible articulation agreements to reward transfer students.</p> |
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Goal 1: Fullerton College will promote student success.

Objective 5: Increase the persistence rate of students.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| BUSINESS & CIS | | | | | |
| <p>Action 1.5.1 The Business/CIS Division will develop schedule maps for students in each division program to assist students in planning scheduling option and to inform them of the recommended sequence in course-taking to increase</p> | <p>Business/CIS Division faculty.</p> | <p>Business/CIS Division faculty with support from the dean.</p> | <p>2013-2014</p> | <p>Completed recommended course-taking sequence, in alignment with scheduling patterns, for all programs.</p> | <p>Eight rack cards were designed and proofed. Business/CIS division Facebook page has been established and provides regular updates on this information to students. Lead faculty members are starting work to redesign and update the division's</p> |

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| course-to-course persistence and program completion. | | | | | website in collaboration with the Office of Campus Communications. |
| FINE ARTS | | | | | |
| Action 1.5.2 Fine Arts will develop and publish education plans for Art, Music, and Theatre students to help direct students and improve completion. | Time Supply budget allocation | Bob Jensen Jim Dowdalls (Art) Tony Mazzaferro (Music) Steve Pliska (Theatre) Ryan Patterson (Web) | Summer, Fall 2013 Spring 2014 | Improved student persistence rates Improved faculty advisement strategies | Art, theatre and music have created education plans for all certificates and degrees and are vetting them through counseling. |
| HUMANITIES | | | | | |
| Action 1.5.3 The English Department will develop a tracking record for students moving through the developmental writing sequence. | None requested | English Department Coordinator and Faculty | Planning Fall 2013 and Implementation in Spring and Fall 2014 | The English Department will be able to analyze the developmental sequence, learning more about why students persist (or not). | Postponed due to other developments requiring department and campus resources. |
| Action 1.5.4 The Foreign Language Department will increase student contact and referrals to Academic Support Center for Foreign | Additional tutoring - \$3,000. | Foreign Language Department Coordinator and Faculty | Planning: Fall 2013 Implementation: By end of 2015. | The Foreign Language Department will obtain data relative to the number of students utilizing tutoring and academic | The Foreign Language Department worked closely with the Academic Support Center to refer foreign language students to |

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| Language tutoring. | | | | support services by the end of 2015. | the ASC for guided tutoring services for students of Japanese during the fall 2014 semester, and for students of Chinese during the spring 2015 semester. |
| <p>Action 1.5.5 The Reading Department will continue to expand the ESP program in basic skills classes. Sections of READ 036 F and READ 096 F will be added.</p> | Basic Skills Initiative continued funding for ongoing support of student success. | Reading Department Coordinator and Faculty | Fall 2013 – Spring 2014 | Identify growth in awareness and use of various campus support resources. This is measured by student pre- and post-surveys. Student success and retention improvement based on time spent taking advantage of tutoring, based on tutor records and surveys. Student success and retention improvement based on passing grades and completion of the course. | The Reading Department has expanded its offerings of READ 036 F ESP sections from two to three, and continues to offer two sections of READ 096 F ESP. Additionally, the Reading Department has expanded ESP to READ 142 F, offering one section of ESP for college level students as well. |
| <p>Action 1.5.6 The Student Success Committee will work with divisions to create preparatory courses to orient</p> | Faculty efforts. | Student Success Committee Co-chairs | <p>Fall 2013: Create courses</p> <p>Spring 2014: Pre-launch</p> | Students taking the courses will persist at a higher rate. | A course outline was entered into Curricunet and is currently in process. The content of the |

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| students to academic and vocational expectations at the college. | | | Fall 2016: Offer course | | course outline was implemented in summer bridge programs during the summer of 2015 by using student equity funds to support orientation programs instead of a specific course. |
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LIBRARY/ LEARNING RESOURCES, INSTRUCTIONAL SUPPORT PROGRAMS AND SERVICES

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| Action 1.5.7 The Basic Skills Office will strengthen the in-class intervention components of the Entering Scholars Program (ESP). | Basic Skills Initiative funding. | BSI Special Projects Director | Implement: Fall 2013 | Increase student use of tutoring by doubling the number of hours embedded tutors are in the class. Improved tutor effectiveness based on more exposure to course content and more contact hours with students. Improve the effectiveness of the Student Support Professional (SSP) component. | ESP tutors are spending more hours helping students in and out of the classroom. ESP has strengthened the faculty training component of the program to include more guidance on tutor classroom integration. The SSP role has also been revised to provide added value and support to students. |
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MATHEMATICS & COMPUTER SCIENCE

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| Action 1.5.8 The Mathematics and Computer Science Division will create and pilot MATH 041 F, | None requested | Mathematics and Computer Science Faculty | Course will be vetted in 2013 – 2014, with an anticipated start date of fall 2015 | A shorter path (less “exit points”) through the mathematics basic skills sequence | The course has been developed and will be offered for the first time in fall 2015. |
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| a 6-unit combination course covering both Elementary and Intermediate Algebra thus eliminating exit points | | | | | Three sections will be scheduled to accommodate approximately 150 students. |
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PHYSICAL EDUCATION

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| Action 1.5.9 The Physical Education Division will explore alternative scheduling formats. | None requested | Dean of Physical Education | 2014-15 | Courses offered in formats shown to increase student persistence rates. | Completed. The PE Division offered more classes in the afternoon and evenings to meet student needs and increase persistence rates. In addition, an increase in hybrid and online offerings were incorporated in the schedule to meet student needs. The number of Physical Education online courses increased by 100 percent over 2013-14 (nine total online courses). For 2014-2015, 18 total online courses. |
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| Action 1.5.10 The Physical Education Division will collaborate with English Department and Math Division | None requested | Dean of Physical Education | 2014-15 | Increase opportunities for student-athletes to enroll in required English and math courses to increase | Completed. After discussions with faculty and coaches along with a review of the class schedules, |
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| regarding scheduling to accommodate at-risk student-athletes. | | | | persistence rates. | there are multiple sections of transferable English and math courses, which offer increased opportunities for student-athletes to enroll. |
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STUDENT SUPPORT SERVICES

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| Action 1.5.11 The Financial Aid Office will streamline the application process by modifying the current BOGG signature page for e-signature capability. | Financial Aid Office | Director of Financial Aid | Fall 2013 | By removing requirement of hard signatures, less students will be dropped for non-payment of fees. | This process was completed and is working effectively. Additionally, e-signature capability was pushed out for all Financial Aid Office forms for both student and parent in 2014-2015. |
| Action 1.5.12 The Financial Aid Office will streamline the data import and export process with the use of a scheduler. | Financial Aid Office | Director of Financial Aid | Fall through Spring 2014-2015 | By automating regular data exchange with the Department of Education, files can be sent and received with faster turnaround, including weekends and holidays, thus expediting the posting of financial aid awards and disbursements to student accounts. | The implementation in 2014-2015 saved time, particularly when key staff were out of the office the jobs continued to run, although it was only for importing files. The department is now implementing the export of data for 2015-2016 with the expectation with the same increase in |

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| | | | | | effectiveness and response time. Assuming all processes work well for 2015-2016, it will then move from Department of Education files to working to automate file exchange with the California Student Aid Commission. Staff once again exceed their numbers from 2013-2014 in the 2014-2015 academic year, and summer has not even been processed yet. |
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Goal 2: Fullerton College will reduce the achievement gap.

Objective 1: Address the needs of English language learners.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| BUSINESS & CIS | | | | | |
| Action 2.1.1 The Business/CIS Division will utilize early diagnostic tools to identify at-risk ESL students in writing classes and with early intervention refer students to the | Business/CIS division faculty. | Business/CIS Division faculty with support from the dean. | Diagnostics developed in Fall 2013 with implementation in Spring 2014. | Utilized for early intervention with documented referrals. | Diagnostic tool implemented via McGraw Hill Connect. Students have a customized plan with online tutoring in areas where weak skills have been |

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| Writing and Skills Centers. | | | | | identified. Diagnostic pre-test given to all 111F students. Students who do not obtain a 60 percent on the pretest are referred to the ASC. |
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HUMANITIES

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| <p>Action 2.1.2 The English Department faculty will work with the ESL Department and/or the Academic Support Center to assist Hispanic Generation 1.5 students in its classes.</p> | None requested | English Department Coordinator | Fall 2013 and Spring 2014 | The English Department will increase its effectiveness in working with Generation 1.5 students. | Department faculty participated in an acceleration workshop sponsored by the ESL Department on May 5, 2015. |
| <p>Action 2.1.3 The ESL Department will establish Success Circles to enhance the effectiveness of the Weekly Arranged Lab Hour.</p> | None requested | ESL Department Coordinator and all ESL faculty instructing in the WALH | Fall 2013 | ESL students who attend Success Circles in the Weekly Arranged Lab Hour will have improved performance on targeted language points. | During the two years of this strategic plan cycle, Success Circles were offered as an alternative to the regular lab assignments for students in ESL 80 – 185. The circles were very well received by the students who attended them. However, they were not well-attended overall, and as a |

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| | | | | | result, they have been discontinued effective fall 2015. |
| LIBRARY/ LEARNING RESOURCES, INSTRUCTIONAL SUPPORT PROGRAMS AND SERVICES | | | | | |
| <p>Action 2.1.4 The Library will assess its collection of ESL print books based on an identified SLO.</p> | <p>Librarians' time to create surveys in print and online versions as well as to administer these to students.</p> | <p>Acquisitions and Catalog librarians will create and administer these surveys.</p> <p>All librarians will evaluate the results of the surveys.</p> | <p>Fall 2013: Create print and online surveys.</p> <p>Spring 2014: Administer surveys to students.</p> <p>Fall 2014: Evaluate results of surveys.</p> <p>Spring 2015: Update collections if survey results warrant and funds allow.</p> | <p>Improve content of the ESL collections to better assist students with their school work.</p> | <p>During spring 2015. Staff, began updating library collection, including ESL materials, to reflect the student survey finding that the library print book offerings are lacking. Spending on print books was three times greater in the 2014-2015 academic year than in the 2013-2014 academic year. Following the upcoming mid-year collection evaluation, the librarians will again consider collection development opportunities.</p> |
| <p>Action 2.1.5 The Academic Support Center – Tutoring Center will offer enhanced</p> | <p>\$6,800 funded by general funds</p> | <p>Tutoring Center Coordinator</p> | <p>2013: Pilot enhanced Conversation Groups</p> <p>2014-2015: Expand</p> | <p>Student success and retention improvement based on time spent taking</p> | <p>Conversation and group tutoring were expanded to students in ESL, Japanese, and</p> |

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| <p>Conversation Groups that include math, ESL, and Foreign Language</p> | | | <p>Conversation Groups</p> | <p>advantage of tutoring</p> | <p>French in 2014-2015 by hiring two new ESL specialist tutors, one additional Japanese tutor, and by increasing the workshops offered and appointment hours available for one of the French tutors. ID numbers were collected for the students who attended conversation groups and appointments. Students who met with an ESL specialist also completed a short survey.</p> |
| <p>Action 2.1.6 The Academic Support Center – Writing Center will expand and enhance writing workshops for English language learners</p> | <p>\$1,920 funded by general funds</p> | <p>Writing Center Coordinator</p> | <p>2013-2014: Expand and/or enhance 2014-2015: Possible expansion</p> | <p>Students will complete Directed Learning Activities (DLAs) at the end of each workshop. Improve course success of English language learners.</p> | <p>2014-2015 data is currently being collected for evaluation.</p> |

MATHEMATICS & COMPUTER SCIENCE

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| <p>Action 2.1.7 The Mathematics and Computer Science Division will encourage English language learners to utilize resources in other languages, such as a series of videos in Spanish that accompany the Arithmetic text.</p> | <p>None requested</p> | <p>Mathematics and Computer Science Faculty</p> | <p>Resources will be made available in Fall 2013</p> | <p>More resources will be available for English language learners</p> | <p>The videos were utilized however the exact usage is unknown.</p> |
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NATURAL SCIENCES

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| <p>Action 2.1.8 The Natural Sciences Division will implement classroom strategies, directed learning activities, and other techniques shown to increase the content literacy in science.</p> | <p>Professional development funds</p> | <p>Natural Sciences Faculty</p> | <p>2013 – 2014</p> | <p>Increased accessibility of content to ELL students</p> | <p>Several faculty have participated in and continue to participate in development of Reading Apprenticeship strategies and tools to improve science literacy in general education science classes. Two faculty are attending an RA workshop in Summer 2015.</p> |
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| SOCIAL SCIENCES | | | | | |
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| <p>Action 2.1.9 Social Sciences faculty will develop best practices and present as workshops, pedagogy designed to improve learning in large lecture settings.</p> | <p>None requested</p> | <p>Social Sciences Division Dean</p> | <p>2013-2015</p> | <p>English language learners' needs addressed.</p> | <p>Literature on the latest research on teaching and learning is shared with faculty and discussions are held regarding integrating it in future classes and in designing course syllabi.</p> <p>Meetings and discussions have been held individually and in small groups to discuss pedagogy to improve student learning. Additional discussions are planned for fall 2015.</p> |
| STUDENT SUPPORT SERVICES | | | | | |
| <p>Action 2.1.10 The CalWORKs Program will increase student access to CalWORKs Counseling staff in order to address these needs through the addition of a bilingual adjunct counselor.</p> | <p>CalWORKs Program Staff</p> | <p>CalWORKs Program Staff</p> | <p>2013-2015</p> | <p>The retention and success of English language learners will increase for CalWORKs students solely attending Fullerton College as well as students co-enrolled at SCE. These</p> | <p>A total of 98 ESL students were served for academic years 2013-2014 and 2014-2015. A total of 35 students (35.7 percent) transferred to Fullerton College. Students enrolled in</p> |

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| | | | | students will fully transition to Fullerton College. Students will enroll in certificate/degree programs as English fluency improves | ESL courses and in additional coursework as English proficiency improved. |
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TECHNOLOGY & ENGINEERING

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| <p>Action 2.1.11 The Cosmetology Department will reinforce information previously covered by developing non-graded practice quizzes covering material presented in level two through five of the curriculum.</p> | <p>Department instructors and staff. Skills Center study hour and tutoring.</p> | <p>Department instructors and staff from level one through five and FC Skill Center staff.</p> | <p>Work begins in Spring 2013 and be reviewed through Summer 2013. Results will be collected early Fall 2013 and discussed at the departments' staff meeting in August 2013 at which time action plans will be implemented for the remainder of the planning cycle.</p> | <p>Students will be exposed to the same information for at least 2- 4 times increasing instructional continuity, student understanding and retention of information and improving course success.</p> | <p>New quizzes were developed by staff members using the current textbooks. The staff decided that it would be best to wait and start recording results with a new class. It was also decided to use these quizzes as a basis to gauge student knowledge in order to recommend students needing assistance to the skills center study hour. A scoring form has been developed to cover quizzes given in each level and for recording quiz results. This form will be passed on to the next level providing information for</p> |
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| | | | | | comparison. By the end of the 2014 summer session, level 3 will finish its cycle and by mid October 2014 level 4 will have completed its cycle. These scores were evaluated and discussed at our October 2014 advisory committee meeting. State board passage rates have improved since these practices were implemented. |
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Goal 2: Fullerton College will reduce the achievement gap.

Objective 2: Increase retention rate of Hispanic and African-American students by at least 2 percent.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| BUSINESS & CIS | | | | | |
| Action 2.2.1 The Business/CIS Division will develop profiles of successful Hispanic and African-American leaders in division disciplines to publicize to students and provide ethnically relevant role models. | Business/CIS faculty and dean, with CTE Transitions grant funds. | Business/CIS faculty and dean. | Identification and design 2013-2014, with materials completed and available Fall 2014. | Completion and distribution of materials. | Materials were developed and distributed to students. Retention rates will be monitored to gauge the success of this action. |

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| <p>Action 2.2.2 The Business/CIS Division will work in partnership with STEM personnel to strengthen technical programs on campus and increase support within these disciplines for Hispanic and African-American students.</p> | <p>Business/CIS Division faculty and CTE Transitions grant</p> | <p>Business/CIS Division faculty and dean</p> | <p>2013-2014</p> | <p>Continuing partnership with STEM personnel on activities and resource support.</p> | <p>The CTE Transitions activities for 2013-2014 document interaction with STEM students and counselors on high school campuses. Student success rates for targeted populations will be monitored to gauge the success of this action.</p> |
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COUNSELING

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| <p>Action 2.2.3 The Cadena Center will solicit information from student groups about their challenges through forums.</p> | <p>Cadena Center Staff</p> | <p>CTC Director</p> | <p>2013-2014</p> | <p>Student forums will be held annually and data will be collected and forwarded to FC administrators.</p> | <p>The Cadena Center has facilitated the following annual student forums: Latino, LGBT, Veteran and Black Students Forum. A summary of these events was forwarded to the dean of counseling and vice president of student services in 2013, included in the Diversity Committee (DC) newsletter for 2013-2014, and will be included in the 2014-2015 newsletter.</p> |
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| HUMANITIES | | | | | |
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| Action 2.2.4 The Speech Department will increase student contacts with the Tutoring Center for basic skills students in speech classes. | Additional tutoring hours. | Speech Department Coordinator and Faculty | Fall 2013 (and thereafter) | Referrals and tally of speech student contacts. | Students in all sections were referred to the Tutoring Center. |
| MATHEMATICS & COMPUTER SCIENCE | | | | | |
| Action 2.2.5 The Mathematics & Computer Science Division will investigate and implement strategies shown to increase retention rates among underrepresented groups | Reassigned time and/or faculty stipends Funds for training faculty on strategies | Mathematics and Computer Science Faculty | Investigate in 2013 – 2014, with the goal of training and implementation by Fall 2014 | Increase retention rate of under-represented groups | The faculty held forums and other workshops to discuss such topics as the flipped classroom, alternative assessments, use of technology etc. Faculty have started to incorporate these ideas into the classroom. |
| NATURAL SCIENCES DIVISION | | | | | |
| Action 2.2.6 The Natural Sciences Division will investigate and implement strategies shown to increase retention rates among underrepresented groups | Reassigned time and/or faculty stipends Funds for training faculty on strategies | Natural Sciences Faculty, Staff Development | Investigate in 2013 – 2014, with the goal of implementation by Fall 2014 | Increase retention rate of underrepresented groups | Through a District Innovation Grant, curriculum emphasizing active, inquiry-based learning, and undergraduate research was |

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| | | | | | implemented into general education, non-majors courses. Results were very positive with elimination of the achievement gap in these sections. The curriculum is being modified and expanded for other courses. |
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PHYSICAL EDUCATION

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| <p>Action 2.2.7 The Physical Education Division will expand the INCITE program.</p> | <p>Title III</p> | <p>Director of Academic Support Center Tutoring Center Coordinator</p> | <p>Expand 2014-15</p> | <p>More successful course retention of Hispanic and African-American student-athletes.</p> | <p>Beginning fall 2014, it was mandatory for all student-athletes to attend an orientation and enroll in the Incite program.</p> <p>Completed / Ongoing 2014-2015 – Identified space for student-athletes: Room 808A, Room 801C, Skills Center North and South Labs.</p> <p>Completed spring 2014 – Incite student-athletes attended two field trips.</p> <p>Completed / Ongoing</p> |
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| | | | | | <p>- spring 2014 -- Data show that student-athletes who attend Incite study hall succeed at higher rates compared to student-athletes who do not participate in the program. The achievement gap between African American and Hispanic student-athletes compared to white student-athletes is dramatically reduced when they attend study hall for at least nine hours per semester. Overall, the course success rates for African American students participating in Incite was 64 percent compared to 50 percent for students that did not participate; the course success rates for Hispanic students participating in Incite was 72 percent compared to 63 percent for students</p> |
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| | | | | | that did not participate. |
| <p>Action 2.2.8 The Physical Education Division will provide support to expand the Umoja program.</p> | None requested | Umoja Program Director | 2014-15 | Increased retention rates of African-American student-athletes. | <p>Rescheduled and expanded the Umoja program presentation times to increase the student-athlete participation. Continue to give student program surveys. Continued to refer student-athletes to the Incite and tutoring programs. Continue to encourage the student-athletes to attend cultural events and activities, i.e. Kwanzaa Celebration, African American Museum tour and Historical Black College and University tours, etc. Continued the outreach presentations e.g., classrooms, Smart Saturdays, club days. Continue to work and promote the Feed the Student-athlete effort.</p> |

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| <p>Action 2.2.9 The Physical Education Division will increase the enrollment of Hispanic and African-American students in the Athletic program.</p> | None requested | Athletic Department | 2014-15 | Increase the retention rates of Hispanic and African-American student-athletes. | Continuous recruitment efforts by athletic coaches. Continued work with the Incite program to identify strategies to increase retention rates of Hispanic and African-American student-athletes. |
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PUBLIC INFORMATION OFFICE

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| <p>Action 2.2.10 The Public Information Office will publish a monthly, internal student newsletter highlighting the programs and services offered by the college.</p> | Department budget | Public Information Officer Marketing & Outreach Assistant | 2013-15 | Increased awareness of resources available to under-prepared students. | The President's Weekly has been in existence for numerous years for faculty and staff. However due to technical difficulties with the college's email server, students did not receive the newsletter until this past spring semester. In January 2015, the Office of Campus Communications team redesigned the newsletter and worked with information technology staff to generate a distribution list of student emails. The |
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| | | | | | newsletter is now sent from ConstantContact, not the internal email server. For the first time, the college's entire student body, composed of about 25,000 students began to receive the communication. In addition, the News Center launched in May 2015. |
| Action 2.2.11 The Public Information Office will establish a formal Student Ambassador Program. | Department budget | Public Information Officer Marketing & Outreach Assistant | 2013-15 | Increased awareness of resources available to under-prepared students. Increased opportunities for peer-to-peer interaction. | This program is in its second year with five student ambassadors under the advisement of the marketing & outreach assistant. They conduct group tours of the college and recruit at high school college fairs on behalf of the college. |
| SOCIAL SCIENCES | | | | | |
| Action 2.2.12 The Office of Special Programs will support expansion of the UMOJA program. | None requested | Office of Special Programs Starting in 2015, the program was moved to Student Services, where | 2013 - 2015 | Increased success rates of African-American students. | The Social Sciences division continues to support UMOJA through attendance of meetings, allocation of space, staff, and funds. Starting Fall |

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| | | | | | 2015, the program will be moved to the Student Services area where such programs are typically held. |
| Action 2.2.13 The Honors Program will seek funding for scholarships specifically earmarked for under-represented students. | None requested | Honors Program | 2013 - 2015 | Increased success rates of Hispanic and African-American students. | Scholarships are available each spring. |
| Action 2.2.14 The Honors Program will pursue Transfer Agreements with various institutions designated as Historically Black Colleges & Universities. | None requested | Honors Program | 2013 - 2015 | Increased success rates of African-American students. | The CCC has a system-wide transfer agreement with HBCU's. |
| STUDENT SUPPORT SERVICES | | | | | |
| Action 2.2.15 EOPS will evaluate current procedures and streamline processes and then develop a method to collect and evaluate specific data about these populations. | EOPS/CARE Funds | EOPS/CARE Staff and Faculty | 2013 – 2015 2014-2015 Carryover | Provide underrepresented students with a strong foundation for academic success. | As a result of a new fulltime EOPS director being hired in Sept. 2014, the EOPS processes and procedures are currently being updated and evaluated for efficacy. One of the new processes that have |

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| | | | | | been streamlined is the EOPS online application, which went live in fall 2014 (for spring 2015 applicants). In addition, EOPS has also implemented an online EOPS Orientation to streamline services (fall 2015). Both of these new processes will be used to gather program data on students. Streamlined processes will continue to be a goal of EOPS. |
| <p>Action 2.2.16 The CalWORKs Program will increase student access to CalWORKs Counseling staff in order to address these needs through the addition of a bilingual adjunct counselor. Students will be required to meet with a counselor 3 times each semester/term</p> | CalWORKs Program Staff | CalWORKs Program Staff | 2013-2015 | The retention and success of English language learners will increase for CalWORKs students solely attending Fullerton College as well as students co-enrolled at SCE. These students will fully transition to Fullerton College. Students will enroll in certificate/degree programs as English | A total of 98 ESL Students were served for academic years 2013-2014 and 2014-2015. A total of 35 students (35.7 percent) transferred to Fullerton College. Students enrolled in ESL courses and in additional coursework as English proficiency improved. |

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| | | | | fluency improves. | |
| <p>Action 2.2.17 The CalWORKs Program Staff will establish outreach presentations to SCE Hispanic students (enrolled in ESL coursework as well as certificate programs)</p> | CalWORKs Program Staff | CalWORKs Director/Counselor | 2013- 2015 | An increase in the number of Hispanic SCE students transitioning to Fullerton College and enrolling in ESL coursework and certificate/degree programs | There was a 33 percent increase in Hispanic ESL students served through the CalWORKs Office from the academic years 2012-2013 to 2013-2014. There was not an increase from 2013-2014 to 2014-2015. |
| <p>Action 2.2.18 The Financial Aid Office will ensure that eligible, undocumented students will learn about and apply for available grants and fee waivers.</p> | Financial Aid Office | Director of Financial Aid | Implementation in fall of 2013 | Dream Act eligible AB540 students will now be able to receive the BOGG and the Cal Grant, which should help to increase the retention rate, as financial challenges are one reason students do not continue their studies. | This was completed in advance of the fall implementation date and is working well, apart from continued challenges with DACA, whereby students are given SSN's, but are not eligible for Federal Student Aid. The department is expanding outreach in this area to more adequately educate and inform students. |

TECHNOLOGY & ENGINEERING

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| <p>Action 2.2.19 The Architecture Department will increase the retention of Hispanic and African-American students by 2 percent through the design of activities related to cultural diversity.</p> | <p>None requested</p> | <p>Architecture faculty</p> | <p>Work begins Fall 2013</p> | <p>Demonstrated activities and assignments that focus on the cultural aspects of stated student population will yield a minimum 2 percent increase in retention.</p> | <p>ARCH 111 students now present projects on the work of an architect relevant to their culture. Student response to this activity has been positive. A similar approach has been instituted in ARCH 113 where students integrate the design elements from a structure founded in their cultural heritage.</p> |
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Goal 2: Fullerton College will reduce the achievement gap.

Objective 3: Increase success rate of Hispanic and African-American students by at least 2 percent.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| LIBRARY/ LEARNING RESOURCES, INSTRUCTIONAL SUPPORT PROGRAMS AND SERVICES | | | | | |
| <p>Action 2.3.1 The Basic Skills Office will work with the ASC to enhance the Incite program by targeting additional resources on student-athletes who are taking basic skills classes.</p> | <p>The Basic Skills Initiative funding</p> | <p>BSI Special Projects Director (with support from the Academic Support Center Director)</p> | <p>Implement: Fall 2013</p> | <p>Target workshops, access to educational counseling, and a study hall for Incite athletes who are in basic skill classes in an effort to increase their success in these classes.</p> | <p>Incite students regularly attend designated study halls five times a week in the ASC. Incite now invites athletes to attend all relevant student success workshops on campus and Incite counselors</p> |

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| | | | | | advise Incite students to attend specific workshops based on identified academic needs. |
| <p>Action 2.3.2 The Academic Support Center – Tutoring Center will enhance the Incite Program: Academic Support for Student-athletes Program</p> | Funded by the Basic Skills Initiative | <p>Director of Academic Support Center</p> <p>Dean of Physical Ed</p> <p>Director of Basic Skills</p> | <p>2013-2015</p> <p>Mid-semester student surveys</p> | <p>Provide orientations, progress checks, educational plans, success strategy workshops, and study hall, to address the needs of under-prepared student-athletes and increase the success, retention, and persistence rates.</p> | <p>Incite provides pre-semester orientations, student educational plans, regular and consistent study hall, and targeted success strategy workshops.</p> <p>In spring 2014, African-American student participants had a 4 percent higher course success rate than non-participants, and Hispanic Incite student participants had an 8 percent higher course success rate than non-participants.</p> <p>2014-2015 data is currently being collected for evaluation.</p> |

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| <p>Action 2.3.3 The Academic Support Center – Tutoring Center will enhance the pilot Student Diversity Success Initiative (SDSI) for at risk African American and Hispanic males</p> | <p>\$23,705 per academic year</p> | <p>Director Academic Support Center Dean of Mathematics Dean of Counseling</p> | <p>2013: Enhance pilot components 2014: Possible expansion</p> | <p>Provide orientations, progress checks, educational plans, life skills coaching, success strategy workshops, and increase student success, retention, and persistence rates.</p> | <p>2014-2015 data is currently being collected for evaluation.</p> |
| <p>Action 2.3.4 The Office of Special Programs will initiate STEM grant-funded efforts to provide math supplemental instruction.</p> | <p>STEM Grant</p> | <p>Office of Special Programs</p> | <p>2013 -- 2015</p> | <p>Increased success rates of African-American students.</p> | <p>This program has seen an increase of 10 percent in graduation rates for African American students.</p> |
| <p>MATHEMATICS & COMPUTER SCIENCE</p> | | | | | |
| <p>Action 2.3.5 The Mathematics & Computer Science Division will investigate and implement strategies that increase success rates among under-represented groups</p> | <p>Reassigned time and/or faculty stipends Funds for training faculty on strategies</p> | <p>Mathematics and Computer Science Faculty</p> | <p>Investigate in 2013 – 2014, with the goal of training and implementation by Fall 2014</p> | <p>Increase success rate of underrepresented groups</p> | <p>The faculty held forums and other workshops to discuss such topics as the flipped classroom, alternative assessments, use of technology etc. Faculty have started to incorporate these ideas into the classroom.</p> |

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| <p>Action 2.3.6 The Mathematics & Computer Science Division will continue to support college initiatives such as SDSI and Legacy designed for under-represented populations</p> | <p>None requested</p> | <p>Mathematics Faculty Office of Special Programs Academic Support Center</p> | <p>Ongoing. Legacy may be implemented in Spring 2014</p> | <p>Increase success rate of underrepresented groups</p> | <p>Seats are held in selected sections for students in special programs to allow them access to key courses. Legacy is a key initiative in the new Student Equity Plan.</p> |
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PHYSICAL EDUCATION

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| <p>Action 2.3.7 The Physical Education Division will expand the INCITE program.</p> | <p>Title III</p> | <p>Director of Academic Support Center Tutoring Center Coordinator</p> | <p>Expand 2013-15</p> | <p>More successful course success of Hispanic and African-American student-athletes.</p> | <p>Beginning fall 2014, it was mandatory for all student-athletes to attend an orientation and enroll in the Incite program.</p> <p>Completed / Ongoing 2014-2015 – Identified space for student-athletes: Room 808A, Room 801C, Skills Center North and South Labs.</p> <p>Completed spring 2014 – Incite student-athletes attended two field trips.</p> <p>Completed / Ongoing - spring 2014 -- Data show that student-</p> |
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| | | | | | <p>athletes who attend Incite study hall succeed at higher rates compared to student-athletes who do not participate in the program. The achievement gap between African American and Hispanic student-athletes compared to white student-athletes is dramatically reduced when they attend study hall for at least nine hours per semester. Overall, the course success rates for African American students participating in Incite was 64 percent compared to 50 percent for students that did not participate; the course success rates for Hispanic students participating in Incite was 72 percent compared to 63 percent for students that did not participate.</p> |
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| <p>Action 2.3.8 The Physical Education Division will provide support to expand the Umoja program.</p> | <p>None requested</p> | <p>Umoja Program Director</p> | <p>2013-15</p> | <p>Increased success rates of African-American student-athletes.</p> | <p>Rescheduled and expanded the Umoja program presentation times to increase the student-athlete participation. Continue to give student program surveys. Continued to refer student-athletes to the Incite and tutoring programs. Continue to encourage the student-athletes to attend cultural events and activities, i.e. Kwanzaa Celebration, African American Museum tour and Historical Black College and University tours, etc. Continued the outreach presentations e.g., classrooms, Smart Saturdays, club days Continue to work and promote the Feed the Student-athlete effort.</p> |
| <p>Action 2.3.9 The Physical Education Division will increase the enrollment of Hispanic and African-</p> | <p>None requested</p> | <p>Athletic Department</p> | <p>2013-15</p> | <p>Increase the success rates of Hispanic and African-American student-athletes.</p> | <p>Continuous recruitment efforts by athletic coaches. Continued work with the Incite program to</p> |

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| American students in the Athletic program. | | | | | identify strategies to increase retention rates of Hispanic and African-American student-athletes. |
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PUBLIC INFORMATION

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| <p>Action 2.3.10 The Public Information Office will publish a monthly, internal student newsletter highlighting the programs and services offered by the college.</p> | Department budget | Public Information Officer Marketing & Outreach Assistant | 2013-15 | Increased awareness of resources available to under-prepared students. | The President’s Weekly has been in existence for numerous years for faculty and staff. However due to technical difficulties with the college’s email server, students did not receive the newsletter until this past spring semester. In January 2015, the Office of Campus Communications team redesigned the newsletter and worked with information technology staff to generate a distribution list of student emails. The |
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| | | | | | newsletter is now sent from ConstantContact, not the internal email server. For the first time, the college's entire student body, composed of about 25,000 students began to receive the communication. In addition, the News Center launched in May 2015. |
| Action 2.3.11 The Public Information Office will establish a formal Student Ambassador Program. | Department budget | Public Information Officer Marketing & Outreach Assistant | 2013-15 | Increased awareness of resources available to under-prepared students. Increased opportunities for peer-to-peer interaction. | This program is in its second year with five student ambassadors under the advisement of the marketing & outreach assistant. They conduct group tours of the college and recruit at high school college fairs on behalf of the college. |
| NATURAL SCIENCES | | | | | |
| Action 2.3.12 The Natural Sciences Division will investigate and implement strategies shown to increase success rates among | Reassigned time and/or faculty stipends Funds for training faculty on strategies | Natural Sciences Faculty, Staff Development | Investigate in 2013 – 2014, with the goal of training and implementation by Fall 2014 | Increase success rate of underrepresented groups | Through a District Innovation Grant, curriculum emphasizing active, inquiry-based learning, and |

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| underrepresented groups | | | | | undergraduate research was implemented in to general education, non-majors courses. Results were very positive with elimination of the achievement gap in these sections. The curriculum is being modified and expanded for other courses. |
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STUDENT SUPPORT SERVICES

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| <p>Action 2.3.13 EOPS will increase the success of Hispanic and African-American students by increasing awareness of campus and community resources.</p> | EOPS/ CARE Funds, and Tutoring and Writing Center. | EOPS Staff and Faculty, Tutoring and Writing Center Staff and Faculty. | <p>2013 – 2015 2014-2015 Carryover</p> <p>Evaluate current procedures and streamline processes.</p> <p>Develop a method to collect and evaluate specific data about these populations.</p> | Students will acquire the skills and knowledge necessary to seek out campus resources that will help in the attainment of the personal and career goals. | After the new director of EOPS (fall 2014) assessed this action item, it became apparent that this item will need to be updated or changed. The current way it is written along with the current measures and tools available to assess the goal, is not attainable. However, EOPS working in coordination with student equity goals, has revised action items under the Strategic Plan for |
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| | | | | | 2015-2017 to include access, retention and success for Hispanic, African-American and Pacific Islanders being served by EOPS. |
| Action 2.3.14 The CalWORKs Program will increase student access to CalWORKs Counseling staff in order to address these needs through the addition of a bilingual adjunct counselor. Students will be required to meet with a counselor 3 times each semester/term | CalWORKs Program Staff | CalWORKs Program Staff | 2013-2015 | The retention and success of English language learners will increase for CalWORKs students solely attending Fullerton College as well as students co-enrolled at SCE. These students will fully transition to Fullerton College. Students will enroll in certificate/degree programs as English fluency improves. | A total of 98 ESL students were served for academic years 2013-2014 and 2014-2015. A total of 35 students (35.7 percent) transferred to Fullerton College. Students enrolled in ESL courses and in additional coursework as English proficiency improved. |
| TECHNOLOGY & ENGINEERING | | | | | |
| Action 2.3.15 Architecture Department will increase the success of Hispanic and African-American students by 2 percent through the design of activities related to | None requested | Architecture faculty | Work begins Fall 2013 | Demonstrated activities and assignments that focus on the cultural aspects of stated student population will yield a minimum 2 percent increase in | ARCH 111 students now present projects on the work of an architect relevant to their culture. Student response to this activity has been positive. A similar |

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| cultural diversity. | | | | success. | approach has been instituted in ARCH 113 where students integrate the design elements from a structure founded in their cultural heritage. |
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Goal 2: Fullerton College will reduce the achievement gap.

Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2 percent.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| MATHEMATICS & COMPUTER SCIENCES | | | | | |
| Action 2.4.1 The Mathematics & Computer Science Division will investigate and implement strategies shown to increase persistence rates among under-represented groups | Reassigned time and/or faculty stipends Funds for training faculty on strategies | Mathematics & Computer Science Faculty | Investigate in 2013 – 2014, with the goal of training and implementation by Fall 2014 | Increase persistence rate of underrepresented groups | The faculty held forums and other workshops to discuss such topics as the flipped classroom, alternative assessments, use of technology etc. Faculty have started to incorporate these ideas into the classroom. |
| NATURAL SCIENCES | | | | | |
| Action 2.4.2 The Natural Sciences Division will investigate and implement strategies shown to increase persistence rates | Reassigned time and/or faculty stipends Funds for training faculty on strategies | Natural Sciences Faculty, Staff Development | Investigate in 2013 – 2014, with the goal of training and implementation by Fall 2014 | Increase persistence rate of underrepresented groups | Through a District Innovation Grant, curriculum emphasizing active, inquiry-based learning, and |

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| among underrepresented groups. | | | | | undergraduate research was implemented in to general education, non-majors courses. Results were very positive with elimination of the achievement gap in these sections. The curriculum is being modified and expanded for other courses. |
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PHYSICAL EDUCATION

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| <p>Action 2.4.3 The Physical Education Division will expand the INCITE program.</p> | Title III | Director of Academic Support Center Tutoring Center Coordinator | Expand 2014-15 | More successful course persistence of Hispanic and African-American student-athletes. | <p>Beginning fall 2014, it was mandatory for all student-athletes to attend an orientation and enroll in the Incite program.</p> <p>Completed / Ongoing 2014-2015 – Identified space for student-athletes: Room 808A, Room 801C, Skills Center North and South Labs.</p> <p>Completed spring 2014 – Incite student-athletes attended two field trips.</p> |
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| | | | | | <p>Completed / Ongoing - spring 2014 -- Data show that student-athletes who attend Incite study hall succeed at higher rates compared to student-athletes who do not participate in the program. The achievement gap between African American and Hispanic student-athletes compared to white student-athletes is dramatically reduced when they attend study hall for at least nine hours per semester. Overall, the course success rates for African-American students participating in Incite was 64 percent compared to 50 percent for students that did not participate; the course success rates for Hispanic students participating in Incite was 72 percent</p> |
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| | | | | | compared to 63 percent for students that did not participate. |
| <p>Action 2.4.4 The Physical Education Division will provide support to expand the Umoja program.</p> | None requested | Umoja Program Director and Division faculty | 2014-15 | Increased persistence rates of African-American student-athletes. | Rescheduled and expanded the Umoja program presentation times to increase the student-athlete participation. Continue to give student program surveys. Continued to refer student-athletes to the Incite and tutoring programs. Continue to encourage the student-athletes to attend cultural events and activities, i.e. Kwanzaa Celebration, African American Museum tour and Historical Black College and University tours, etc. Continued the outreach presentations e.g., classrooms, Smart Saturdays, club days. Continue to work and promote the Feed the |

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| | | | | | Student-athlete effort. |
| <p>Action 2.4.5 The Physical Education Division will increase the enrollment of Hispanic and African-American students in the Athletic program.</p> | None requested | Athletic coaches | 2014-15 | Increase the persistence rates of Hispanic and African-American student-athletes. | Continuous recruitment efforts by athletic coaches. Continued work with the Incite program to identify strategies to increase retention rates of Hispanic and African-American student-athletes. |
| STUDENT SUPPORT SERVICES | | | | | |
| <p>Action 2.4.6 The CalWORKs Program will increase student access to CalWORKs Counseling staff in order to address these needs through the addition of a bilingual adjunct counselor. Students will be required to meet with a counselor 3 times each semester/term.</p> | CalWORKs Program Staff | CalWORKs Program Staff | 2013-2015 | The retention and success of English language learners will increase for CalWORKs students solely attending Fullerton College as well as students co-enrolled at SCE. These students will fully transition to Fullerton College. Students will enroll in certificate/degree programs as English fluency improves. | A total of 98 ESL students were served for academic years 2013-2014 and 2014-2015. A total of 35 students (35.7 percent) transferred to Fullerton College. Students enrolled in ESL courses and in additional coursework as English proficiency improved. |

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| TECHNOLOGY & ENGINEERING | | | | | |
| Action 2.4.7 The Architecture Department will increase the persistence of Hispanic and African-American students by 2 percent through the design of activities related to cultural diversity. | None requested | Architecture faculty | Work begins Fall 2013 | Demonstrated activities and assignments that focus on the cultural aspects of stated student population will yield a minimum 2 percent increase in persistence. | ARCH 111 students now present projects on the work of an architect relevant to their culture. Student response to this activity has been positive. A similar approach has been instituted in ARCH 113 where students integrate the design elements from a structure founded in their cultural heritage. |

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

Objective 1: Strengthen our contacts with Alumni.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| Admissions and Records Division | | | | | |
| Action 3.1.1 Student Affairs will assist the Associated Students (A.S.), Inter-Club Council (ICC) and the clubs in re- | Associated Students Directories ICC Directories | A.S., ICC, Clubs will reach out to their former members and invite them to Homecoming 2013 | Fall 2013-Spring 2014 | To reconnect with FC alumni and increase the number of participants during their Centennial- | This was completed in 2013-2014. |

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| connecting with Fullerton College alumni previously involved in their organizations. | Student Affairs Directories Public Information Office Faculty, Staff, Students | and Centennial Events, as appropriate. | | related events, as well as promote the FC's Centennial events. | |
| BUSINESS & CIS | | | | | |
| Action 3.1.2 The Business/CIS Division will publicize and distribute materials on the FC Alumni Association to graduating students. | Business/CIS Division office staff with support from the dean. | Business/CIS Division office staff with support from the dean. | 2013-2015 | Mailings sent to degree and certificate completers. | Division has an active Facebook page with information on FC Alumni Association scheduled for posting in Fall 2014. Work has started on updating the Business Division website. |
| FINE ARTS | | | | | |
| Action 3.1.3 The Theatre Arts Department will host a Theatre Arts alumni Reunion on October 26, 2013 in conjunction with a production of Ragtime | Fundraised monies Theatre Arts production allocation | Robert Jensen, Gary Krinke, alumnus Stephen John | June-October preparations October event | Revised theatre arts alumni mailing list Increased awareness of FC Theatre Arts scholarships Celebration of Gary Krinke in final year of full time service at FC | 540 people attended the alumni reunion night of <i>Ragtime</i> in October 2013. The eight performances of the show were attended by 3,298 audience members, representing 91 percent of audience capacity. |

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| <p>Action 3.1.4 The Art Department will host an Art alumni Reunion and Exhibition on Feb 1, 2014 in the Fullerton Art Gallery</p> | <p>Art Gallery exhibition allocation</p> <p>Gallery fundraised monies</p> | <p>Robert Jensen, James Dowdalls, Carl Henke</p> | <p>June 2013-January 2014 preparations</p> <p>Feb. 1 event</p> | <p>Establish an Art alumni mailing list</p> <p>Formalize Art alumni network</p> <p>Celebrate Art alumni accomplishments</p> | <p>The Art Alumni opening night reception was attended by 350 alumni and friends, representing one of the largest opening nights in Art Department history.</p> |
| <p>PHYSICAL EDUCATION</p> | | | | | |
| <p>Action 3.1.5 The Physical Education Division will increase communication with student-athlete alumni.</p> | <p>None requested</p> | <p>Sports Information and Marketing Director</p> | <p>2014-15</p> | <p>Increase the number of student-athlete alumni connections through athletics website and live events.</p> | <p>In process. The Sports Information Director is working on developing and maintaining an alumni database by adding a student-athlete contact information tab to the athletics website; implementation for fall 2016.</p> |
| <p>Action 3.1.6 The Physical Education Division will host a Dance Performance</p> | <p>Dance Facebook account</p> | <p>Dance instructors</p> | <p>2014-15</p> | <p>Connecting with Alumni and expand contacts with Dance alumni.</p> | <p>Fall 2014 - Fullerton College Faculty Dance Concert Informal Showing Date</p> <p>Fall 2014 - Fullerton College Informal Dance Showing</p> <p>Spring 2015 -</p> |

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| | | | | | Fullerton College Faculty Dance Concert Informal Showing Date Spring 2015 - Fullerton College Informal Dance Showing |
| Action 3.1.7 The Physical Education Division will provide Alumni enrollment information for graduating student-athletes. | None requested | Physical Education Division Dean, Sports Information and Marketing Director, and Athletic coaches | 2014-15 | All student-athletes that have exhausted athletic eligibility, met requirements to graduate and/or transfer will be provided Alumni contact information forms. | In process. The Sports Information Director is working on developing and maintaining an alumni database by adding a student-athlete graduation/transfer information questionnaire to the athletics website. Implementation for fall 2016. |
| Action 3.1.8 The Physical Education Division will host an Athletic Hall of Fame event | Donations | Physical Education Division Dean and Sports Information and Marketing Director | 2014-15 | To celebrate alumni and expand contacts with alumni. | Completed spring 2015. The FC Hall of Fame was held on May 15, 2015. Twelve outstanding individuals were inducted during the event. |

| STUDENT SUPPORT SERVICES | | | | | |
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| <p>Action 3.1.9 Student Affairs will assist the Associated Students (A.S.), Inter-Club Council (ICC) and the clubs in re-connecting with Fullerton College alumni previously involved in their organizations.</p> | <p>Associated Students Directories ICC Directories Student Affairs Directories Public Information Office Faculty, Staff, Students</p> | <p>A.S., ICC, Clubs will reach out to their former members and invite them to Homecoming 2013 and Centennial Events, as appropriate.</p> | <p>Fall 2013-Spring 2014</p> | <p>To reconnect with FC alumni and increase the number of participants during their Centennial-related events, as well as promote the FC's Centennial events.</p> | <p>This was completed in 2013-2014.</p> |
| TECHNOLOGY & ENGINEERING | | | | | |
| <p>Action 3.1.10 The Architecture Department will strengthen contacts with alumni through the invitation of alumni to serve on advisory committees, critique student presentations and share experiences during club activities.</p> | <p>Architecture Alumni</p> | <p>Architecture faculty</p> | <p>Work begins Fall 2013</p> | <p>Increased participation of alumni on advisory committees, club activities and during critiqued student presentations.</p> | <p>Three alumni participated in critique sessions of student work in the ARCH 113 F class during the fall 2013, spring 2014, fall 2014 and spring 2015 semesters.</p> |
| <p>Action 3.1.11 The Construction Department will develop an Alumni Contact Information database to aid in</p> | <p>Alumni/Construction program faculty</p> | <p>Construction faculty</p> | <p>Work begins Fall 2013</p> | <p>Increased participation of alumni on advisory committees, department functions,</p> | <p>Initial work began and a chairman of the department alumni committee was selected. Action items</p> |

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| connecting department activities with the interests of alumni. | | | | and classroom experiences. | covered in meetings held in spring 2015 included the development of a comprehensive list of construction alumni. The committee has encountered difficulty in acquiring names using college records and has determined it is imperative to develop contact information during the time students are enrolled in class. |
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Goal 3: Fullerton College will strengthen connections with the community.

Objective 2: Strengthen partnerships with local feeder high schools and universities.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| ADMISSIONS & RECORDS | | | | | |
| Action 3.2.1 The Admissions and Records Department will work collaboratively with area high schools to assist special admit students to apply, submit their “Special Admit Form”, register, and process any | Admissions and Records Department funds, along with funds received from the high school districts for A&R staff overtime pay. | Dean of A&R Registrar | Began pilot program Spring 2012. Program has continued Spring 2013 and thereafter. | Working collaboratively with area high schools will create a seamless process for special admit students to successfully apply, submit their “Special Admit Form”, register for designated | The A&R office has seen an increase in the number of “Special Admit” forms they have processed for high school students applying to attend counseling courses. Spring 2014 – 1,416 |

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| <p>applicable fees for Counseling classes facilitated and paid for by area High School districts.</p> | | | | <p>counseling course, and have any applicable fees processed. A seamless process for high school students strengthens the partnerships with local feeder high schools.</p> | <p>Spring 2013 – 1,219 Spring 2012 – 465</p> <p>The A&R office has seen an increase in the number of “Special Admit” students who successfully registered and completed counseling courses.</p> <p>Spring 2014 – 748 registered into the 29 classes offered. Spring 2013 – 868 registered into the 33 classes offered. Spring 2012 – 265 registered into the 10 classes offered.</p> |
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BUSINESS & CIS

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| <p>Action 3.2.2 The Business/CIS Division will continue to facilitate articulation meetings between CTE program faculty and area high school technical programs.</p> | <p>CTE Articulation Coordinator, VTEA grant funds, and support from the division dean.</p> | <p>CTE Articulation Coordinator and division dean.</p> | <p>2013-2014</p> | <p>Existing articulation agreements renewed annually with expansion in number of courses with negotiated agreements.</p> | <p>With the assistance of the articulation coordinator the division renewed all existing articulation agreements that required recertification. The division will continue to work on</p> |
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| | | | | | maintaining current and developing new articulation agreements. |
| Action 3.2.3 The Business/CIS Division will explore the feasibility of offering classes at Valencia High School, in response to their inquiries. | Business/CIS Dean, department chair, and faculty. | Business/CIS Dean, department chair, and faculty. | 2013-2014 | Feasibility determined and plans developed or abandoned. | The division concluded it was not feasible to conduct these offsite classes at this time. The division will continue to explore the possibility of offering courses at high schools within our service area. |
| FINE ARTS | | | | | |
| Action 3.2.4 Fine Arts Division will work with the college Articulation Officer to improve articulation with transfer universities. | Time | Bob Jensen Jim Dowdalls (Art) Tony Mazzaferro (Music) Steve Pliska (Theatre) Carol Henke (Curriculum Committee) | Summer and Fall 2013 | Articulation agreements created with CSLB, CSUF, CSN, and CSDH. Increased consistency between FC programs and university lower-division curriculum | The Fullerton College articulation director worked for approval of a large number of new Fine Arts classes going through the State approval process. |
| HUMANITIES | | | | | |
| Action 3.2.5 The English Department will develop stronger collaboration with | None requested | Dean of Humanities and the English Department Coordinator | Fall 2013, a confirmation of an on-going agreement to allow direct entry into | More area high school students will meet the prerequisite for transfer level | The English Department met on May 6, 2014 with English faculty of the |

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| <p>area high school English instructors.</p> | | | <p>transfer level composition courses of any conditional status FJUHSD high school students who have succeeded in their ERWC course.</p> | <p>freshman composition (ENGL 100 F) before entering college.</p> | <p>Fullerton Joint Union High School District in a collaborative grading session designed to promote alignment of high school and college English curriculum. The English Department voted to accept FJUHSD students directly into ENGL 100 F when they have obtained a Conditional Pass on the EAP test as a junior in high school and then passed an ERWC certified course with a grade of "C" or better as a high school senior.</p> <p>The department held another meeting with area high school English faculty in fall 2014 to continue the collaboration. Teachers from every school in the FJUHSD have attended these meetings.</p> |
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| <p>Action 3.2.6 The Foreign Language Department will develop a stronger connection with Foreign Language departments at local colleges and universities.</p> | <p>None requested</p> | <p>Foreign Language Department Coordinator</p> | <p>Planning: Fall 2013 Implementation: Spring 2014</p> | <p>The Foreign Language Department will maintain communication with local FL college and university departments to advertise French Film Festival and future International film festival.</p> | <p>The Foreign Language Department held the sixth annual French Film Festival during the spring 2015 semester, its most successful festival yet in terms of attendance. The Foreign Language Department advertised the festival with local high schools, colleges, universities and the community at large.</p> |
| <p>Action 3.2.7 The Speech Department will sponsor a high school Speech Tournament to be hosted on the FC campus.</p> | <p>Multiple classrooms, parking permits, janitorial services, faculty participation, budget for startup costs.</p> | <p>Forensics Coach and Speech Faculty</p> | <p>Collaboration with local high schools in Spring 2013 followed by a tournament in Fall 2013.</p> | <p>High school tournament with participation from local high schools.</p> | <p>The high school tournament was cancelled due to conflicts with other established tournaments, however, Fullerton College will co-host the NEDA National Championship tournament in spring 2016 instead.</p> |

LIBRARY/ LEARNING RESOURCES, INSTRUCTIONAL SUPPORT PROGRAMS AND SERVICES

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| <p>Action 3.2.8 The Basic Skills Office will partner with the Math Division to initiate a new strategic partnership with local feeder high schools to create a possible innovation.</p> | <p>The Basic Skills Initiative funding.</p> | <p>BSI Special Projects Director (with support of the Math Dean)</p> | <p>Discussions begin: Fall 2013 Possible Innovation Implementation: Spring 2013</p> | <p>Develop a math student success innovation that arises out of continued conversation with our local high school partners.</p> | <p>Basic Skills partnered with the Math Division and local feeder high schools for a “Professional Learning Council” through the IEBC (Institute for Evidence-based change). This included monthly meetings for a year, and resulted in improvements to the multiple measures guidelines when placing incoming students at FC.</p> |
| <p>Action 3.2.9 The Transfer Achievement Program will explore opportunities to build a connection with transferred TAP students, current TAP students, and the Cadena Transfer Center.</p> | <p>Cadena Transfer Center.</p> | <p>TAP Planning Committee and the Cadena Transfer Center. Carol Shier, Coordinator</p> | <p>Spring 2013: Survey transferring TAP students to identify interest in serving as a liaison between local four-year colleges and universities and the center. Fall 2014: Panel discussion offered to TAP students</p> | <p>Transferred TAP students will offer panel discussion to current TAP students on transitioning from Fullerton College to a four-year college or university.</p> | <p>Students were surveyed with many indicating an interest to remain connected with the program. The only forum for which these students have been able to act as a liaison is by participating as panel members, speakers, at the family event, orientation for new students and family held prior to the</p> |

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| | | | | | <p>beginning of the fall semester.</p> <p>The TAP Planning Committee is now working closely with the Cadena Transfer Center to co-coordinate university tours for TAP students.</p> |
| <p>Action 3.2.10 The Library will develop communication and collaboration with high schools to help improve college readiness of high school graduates.</p> | <p>Campus announcements and flyers sent via email.</p> | <p>Dean of LLRC</p> | <p>Principals' Breakfast, Fall 2013 through Spring 2015</p> | <p>Improve research skills of high school graduates.</p> | <p>Outreach to feeder high schools has been maintained through the Principals' Luncheon. Staff have established a partnership with Buena Park High School (BPHS) to offer our LIB 100 F class to their students during the summer session. Staff have also researched the collaboration of BPHS students and our Writing Center.</p> |

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| <p>Action 3.2.11 The Office of Special Programs will use Service Learning students as tutors/mentors in local schools and host a variety of educational events including STEM grant-funded Summer Camps and Science Saturdays.</p> | <p>Engage in STEM Grant and campus Service Learning Program</p> | <p>Office of Special Programs</p> | <p>2013 - 2015</p> | <p>Increased contact with local feeder high schools. Junior high and elementary schools.</p> | <p>OSP has renewed relationships with local high schools and junior high schools; tutoring has begun at two junior highs and more are pending; outreach efforts for STEM/Teacher Pathway programs is ongoing; FC students are completing early fieldwork experience at local campuses and OSP is building programs with FJUHS, AHUSD, and FC students.</p> |
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MATHEMATICS & COMPUTER SCIENCE

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| <p>Action 3.2.12 The Mathematics & Computer Science Division will develop a formal method of communication and collaboration between the college, feeder high school mathematics departments, and 4-yr institutions (CSUF)</p> | <p>Reassigned time and/or faculty stipends Funds for refreshments and other materials to be used during the meetings</p> | <p>Mathematics & Computer Science Division Dean and Faculty</p> | <p>Ongoing</p> | <p>Meetings will be held each semester between representatives of the three segments</p> | <p>A few meetings have been held, however this initiative will be carried over into the 2015 – 2017 plan.</p> |
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| <p>Action 3.2.13 The Mathematics & Computer Science Division will work with local high schools to develop alternatives to the placement process and formal articulation of courses with basic skills course in our curriculum</p> | <p>Reassigned time and/or faculty stipends</p> <p>Funds for refreshments and other materials to be used during the meetings</p> | <p>Mathematics & Computer Science Division Dean and Faculty</p> | <p>Ongoing</p> | <p>Expanded options for students to receive alternative placement based on high school coursework</p> | <p>Staff will continue to expand opportunities to other high school districts. In addition, they will work on stronger articulation between high school courses and courses at FC to allow students to meet a prerequisite with a high school class.</p> |
| <p>Action 3.2.14 The Mathematics & Computer Science Division will support grants and agreements between the college and STEM programs elsewhere, such as CSUF</p> | <p>Reassigned time and/or faculty stipends</p> | <p>Mathematics and Computer Science Division Dean and Faculty</p> <p>Office of Special Programs</p> <p>Academic Support Center</p> | <p>Ongoing</p> | <p>Participation in grants and grant-funded activities with local institutions</p> | <p>Staff will continue to participate in grant-funded programs such as ENGAGE in STEM, and the proposed HSI, and FIPSE initiatives.</p> |
| <p>NATURAL SCIENCES</p> | | | | | |
| <p>Action 3.2.15 The Office of Special Programs and Natural Sciences Division will continue to participate in ENGAGE in STEM (project GPS2 (Guiding and Preparing Science, Technology,</p> | <p>Expenses associate with field trips, Science Saturdays, and other similar activities; sponsor the STEM Summer Experience for students including a minimum of 2 sections of the</p> | <p>Natural Science Faculty, Office of Special Programs</p> | <p>Ongoing</p> | <p>Increased number of students interested in STEM careers</p> <p>Stronger partnerships between FC and local feeder high schools</p> | <p>ENGAGE in STEM and other support programs are being expanded. Targeted populations are being reached. Over 400 students were served in summer 2014. Plans are being made for</p> |

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| Engineering, and Math Students) activities with local high schools and junior high school to help ignite students' interests in STEM | Geology of Orange County Area ESC 106 F | | | | 2015 with increased numbers of students being served. Coordination has also been done with the campus biotech program. |
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PHYSICAL EDUCATION

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| Action 3.2.16 The Physical Education Division will visit area high schools to promote the physical education, athletics, and dance programs at Fullerton College. | None requested | Dean of Physical Education, Division Faculty, and Athletic Coaches | 2014-15 | Strengthen relationships with high school physical education teachers and coaches. Physical Education students recruited as physical education, kinesiology, or dance majors. | Recruitment efforts are continuous throughout the academic year. Data will be collected and analyzed to measure whether the recruitment efforts fostered an increase in enrollments in the targeted programs. Results from reviewing the data for 2014-2015 will be used in the recruiting process beginning in fall 2016. |
| Action 3.2.17 The Physical Education Division will bring high school dance students on campus for events. | None requested | Athletic coaches and Dance Instructors | 2014-15 | Encourage students to attend Fullerton College. | Approximately five high schools attended the Fall High School Dance Day and approximately two high schools attended the Spring High School Dance Day. |

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| | | | | | During the Dance Day, the students take classes from our adjunct faculty. Three classes are scheduled during the day and then the students can attend a matinee performance at the concert. |
| Action 3.2.18 The Physical Education Division will host High School Dance Department Day | None requested | Dance Concert/Coordinator | 2014-15 | Recruit potential dancers. | December 6, 2014 High School Dance Day and Matinee May 1, 2015 –High School Dance Day and Matinee |
| STUDENT SUPPORT SERVICES | | | | | |
| Action 3.2.19 EOPS will provide early outreach awareness to 13 feeder high schools, the School of Continuing Education, and the community to ensure successful student transition and knowledge of the matriculation process by recruiting potential EOPS students to enroll them in COUN | EOPS Faculty and Staff | The Outreach team | Spring 2013-Fall 2015 Assess and process data generated at the end of each semester through surveys. | Students will transition successfully and acquire an understanding of the matriculation process when enrolled in COUN 050 F or Step Ahead courses. | EOPS Outreach data is unavailable from spring 2013 through spring 2014. However, the EOPS Outreach team made 572 potential student contacts from fall 2014 through spring 2015. Of these contacts, 99 students enrolled in the EOPS Counseling 50 courses for spring 2015 and 45 |

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| 050 F or Step Ahead classes at Fullerton College. | | | | | students enrolled in the EOPS Counseling 50 courses for summer 2015. This action item will be revised for the 2015-2017 Strategic Plan. |
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TECHNOLOGY & ENGINEERING

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| <p>Action 3.2.20 The Technology & Engineering Division will develop at least four new articulation agreements with local area ROPs/high schools.</p> | Some assistance from the CTE coordinator is needed in securing meeting space and preparing materials for new agreements. | Dean and faculty along with assistance from Candy Cantrell. | Work begins Fall 2013 with supporting evidence collected during Summer 2014. | The Technology & Engineering Division will provide evidence of at least four new articulation agreements by the conclusion of the 2013-2014 school year. | During the plan period, the division has renewed and established nine articulation agreements with local ROPs/high schools in Administration of Justice, Automotive, Construction, Fashion, Television, Engineering, Interior Design, Printing, Welding, and CAD. A partnership with La Habra High School's GCademy will transition students in Architecture and Construction "green" trades. |
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Goal 3: Fullerton College will strengthen connections with the community.

Objective 3: Strengthen partnerships with local business and industry.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| ADMISSIONS AND RECORDS | | | | | |
| <p>Action 3.3.1 Student Affairs will support community businesses through partnerships and promotions that also benefit Fullerton College and its students</p> | <p>FC Institutional Membership Hospitality Acct. to attend Brea Chamber Leads Lunches (\$15-\$20 per month)</p> | <p>FC Director of Student Activities</p> | <p>Fall 2013-Spring 2014 Fall 2014-Spring 2015</p> | <p>Maintain partnerships with the Brea Chamber of Commerce, SchoolsFirst Credit Union, Fullerton College Foundation and several other local businesses.</p> | <p>Secured 10 new business partnerships from Brea Chamber and local community businesses for the A.S. Benefits packet, providing discounts to A.S. Students/A.S. Benefits Members. This is a 10 percent increase.</p> |
| BUSINESS & CIS | | | | | |
| <p>Action 3.3.2 The Business/CIS Division will expand its program advisory committees and with input from business and industry representatives develop a three-year strategic plan for the division.</p> | <p>Business/CIS Division faculty and Dean.</p> | <p>Business/CIS Division faculty and Dean.</p> | <p>2013-2014: plan developed</p> | <p>Increased size of program advisory committees with development of strategic plan.</p> | <p>Although the Accounting, Business, and Real Estate departments updated and expanded their advisory committee membership, the CIS and Paralegal departments have a great deal of work to do to achieve this action.</p> |

LIBRARY/ LEARNING RESOURCES, INSTRUCTIONAL SUPPORT PROGRAMS AND SERVICES

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| <p>Action 3.3.3 The Library will expand outreach to local businesses and industries through grants.</p> | <p>Librarian time to write grants, meet with representatives, plan press opportunities (following grant receipt).</p> | <p>Librarian will submit 1+ grant(s)/year.</p> <p>Library faculty and staff will implement press opportunities, including: 1) media releases re: collaborations, and 2) library events that utilize and promote grant materials, such as KinderCaminata or class visits.</p> | <p>Ongoing effort.</p> <p>Will submit grant proposals, including Target grant proposal.</p> | <p>Improve library print collections through grant funding. The 2011 ACCJC Visiting Team Evaluation Report noted, “The Team did not identify a line item in the College budget dedicated to library materials acquisition and no mid-range or long-range plans exist to ensure the sufficiency of the collection.” The current line item “Library Books” is insufficient due to budget cuts and loss of TTIP funds so it only covers standing orders for serial publications. Though the library cannot resolve the line item issue without institutional intervention, the librarians can seek additional funding to strengthen the print collections.</p> | <p>The library is hiring another librarian (who will start in fall 2015) whose duties will include outreach as well as online education.</p> <p>There is now a line item in the budget for library resources.</p> <p>For the 2014-2015 academic year, Target (the retail store) awarded the Fullerton College Library \$3,000 in grants to be used in: 1) building the juvenile collection, and 2) sharing children's materials at KinderCaminata.</p> |
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| | | | | Increase community connections by building partnerships with the local representatives for businesses that offer grants to libraries. | |
| <p>Action 3.3.4 Strengthen Office of Special Programs partnerships with key educational and community-based organizations that will result in collaborative projects which support student success.</p> | STEM Grant | Office of Special Programs | 2013 -- 2015 | Increased contact with local business and industry. | Staff attended a STEM symposium opportunity to network with local industry. Staff attended the Doing What Matters Conference, and networked with community and potential business partners, connecting with OCDE and CTE advisory boards. OSP has also shared STEM and Teacher Pathway Materials with CalWORKs and School of Continuing Education for further outreach. |

PHYSICAL EDUCATION

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| <p>Action 3.3.5 The Physical Education Division will participate in Business and Industry Advisory Committee meetings.</p> | <p>None requested</p> | <p>The Physical Education Division Dean and Division CTE Faculty</p> | <p>2014-15</p> | <p>Increase the number of advisory committee meetings for CTE programs in an effort to meet the needs of local business and industry.</p> | <p>The Pilates and Massage programs held advisory committee meetings during the fall 2014 semester. Both programs are using the information to review their programs and make revisions that will meet changes in industry standards and enhance student learning and achievement.</p> |
| <p>Action 3.3.6 The Physical Education Division will connect with local businesses for Sponsorships and Fundraising</p> | <p>None requested</p> | <p>Athletic Coaches and Division Faculty</p> | <p>2014-15</p> | <p>Monetary support for extracurricular programs within the Physical Education Division.</p> | <p>Sponsorships and fundraising for athletic programs is a continuous process. Fall 2014, many athletic programs have implemented fundraising strategies through e-Team Sponsor.</p> |
| <p>Action 3.3.7 The Physical Education Division will upgrade athletic website.</p> | <p>None requested</p> | <p>Sports Information and Marketing Director</p> | <p>2014-15</p> | <p>Local business and industry support.</p> | <p>This is in process. Staff are developing an exit questionnaire for athletes that have graduated and/or</p> |

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| | | | | | transferred to four-year institutions. Staff are developing an upgrade to the Hall of Fame webpage for implementation by fall 2016. |
| <p>Action 3.3.8 The Physical Education Division will include community leaders in the Hall of Fame Selection Committee</p> | Fundraising | The Physical Education Division Dean and Sports Information and Marketing Director | 2014-15 | Build relationship/bridges with community. | Hall of Fame selection committee meetings were held at the beginning of the fall 2014 semester that included community leaders. The result of the meetings yielded the selection of 12 individuals associated with Hornet Athletics to be inducted in to the Hall of Fame. |
| PUBLIC INFORMATION | | | | | |
| <p>Action 3.3.9 The Public Information Office will continue to cultivate financial partnerships with Centennial donor prospects.</p> | Department budget | Public Information Officer President | 2013-2015 | Funds raised. | This action was completed in 2014. \$72,400 had been raised since January 2013. |

SOCIAL SCIENCES

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| <p>Action 3.3.10 Social Sciences faculty will seek out local business and industry partners to provide guest speaker or field trip opportunities.</p> | <p>None requested</p> | <p>Social Sciences Division Dean</p> | <p>2013 -- 2015</p> | <p>Increased contact with local business and industry.</p> | <p>The Social Sciences Division participated in numerous community events and made 40 field trips. Staff invited over 55 guest speakers to present to our students including the Council General of the State of Azerbaijan and the Council General of the State of Turkey. Speakers from Homeless Shelter, the District Attorney's Office, the OC AIDS Services Foundation, and Donate Life, UCI, CSUF, American Sign Language Association are examples.</p> <p>The Social Sciences Division supports diverse student organizations and hosted upwards of 30 events during the 2014-2015 academic year.</p> |
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| TECHNOLOGY & ENGINEERING | | | | | |
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| <p>Action 3.3.11 The Technology & Engineering Division will develop at least four new articulation agreements with local area ROPs/high schools.</p> | <p>Some assistance from the CTE coordinator is needed in securing meeting space and preparing materials for new agreements.</p> | <p>Dean and faculty along with assistance from Candy Cantrell.</p> | <p>Work begins Fall 2013 with supporting evidence collected during Summer 2014.</p> | <p>The Technology & Engineering Division will provide evidence of at least four new articulation agreements by the conclusion of the 2013-2014 school year.</p> | <p>During the plan period the division has renewed and established nine articulation agreements with local ROPs/high schools in Administration of Justice, Automotive, Construction, Fashion, Television, Engineering, Interior Design, Welding, and CAD.</p> |

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

Objective 4: Increase funding capabilities of the college.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| BUSINESS & CIS | | | | | |
| <p>Action 3.4.1 The Business/CIS Division Dean will continue to scan and review available grant opportunities to finance technology implementation and new program development.</p> | <p>Business/CIS faculty and Dean</p> | <p>Business Division Dean</p> | <p>2013-2015</p> | <p>Funding opportunities identified and pursued that coincide with achievement of division plans, in fulfillment of college goals.</p> | <p>EDUCAUSE survey tools were used to determine need and assess appropriate strategies for technology implementation. The results should be available in Fall 2014. The Dean recently submitted two grant</p> |

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| | | | | | applications and will continue to scan for additional opportunities. |
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FINE ARTS

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| <p>Action 3.4.2 With the help of the Public Information Office, the Dean of Fine Arts will use Centennial events to better develop college contacts with local business and industry</p> | <p>Centennial event staff Centennial Fundraising Staff</p> | <p>Andrea Hanstein Stephanie Reyna Bob Jensen</p> | <p>Summer and Fall 2013 Spring 2014</p> | <p>Expansion and cultivation of donor base for capital fundraising Development of support for local construction bond measure Increased participation by local business and industry in college advisory committees</p> | <p>The Centennial team produced 35 Centennial based events, collaborating with local business and industry for sponsorship and participation opportunities. Local industry leaders continue to serve on CTE advisory committees.</p> |
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LIBRARY/ LEARNING RESOURCES, INSTRUCTIONAL SUPPORT PROGRAMS AND SERVICES

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| <p>Action 3.4.3 The Library will continue to scan and review available grant opportunities to strengthen library resources.</p> | <p>Library faculty and dean</p> | <p>Acquisitions librarian and library staff</p> | <p>Librarians will collaborate to determine funding priorities. Acquisitions librarian will submit grants on an ongoing basis, as</p> | <p>Improve library resources and</p> | <p>For the 2014-2015 academic year, Target (the retail store) awarded the Fullerton College Library \$3,000 in grants to be used in: 1) building the juvenile collection, and 2) sharing</p> |
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| | | | time allows. | | <p>children's materials at KinderCaminata. Library collaborated with Director of Special Programs to utilize STEM grant monies to partially fund the addition of two new EBSCOhost science databases, Science Reference Center and Science Full-Text Select.</p> <p>In the fall 2014, a \$2,000 grant was written by acquisitions librarian and funded by Target.</p> |
| <p>Action 3.4.4 The Library will coordinate with the foundation to increase funding for library resources.</p> | <p>Acquisitions librarian time to determine funding needs, write/research grants, and implement grants.</p> <p>Library faculty and staff time to implement press opportunities.</p> | Acquisitions librarian and library staff | <p>Acquisitions librarian will submit grants on an ongoing basis.</p> <p>Submit press releases re: collaborations.</p> | Improve library resources and strengthen partnership with foundation. | <p>Circulation and acquisitions librarians submitted application for, and then received and implemented the Fullerton College Foundation President's Circle grant and was also awarded monies by the Friends of the FC Library. FC Library hosted a centennial catalog card art contest celebration</p> |

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| | | | | | (for art contest winners and participants). Event publicized to students by art instructors and via an article in <i>The Hornet</i> . (Acquisitions and circulation librarians coordinated with student reporter for <i>The Hornet</i> .) Event promoted in <i>President's Weekly</i> . |
| PHYSICAL EDUCATION | | | | | |
| Action 3.4.5 The Physical Education Division will increase participation of FC faculty and staff in Foundation events. | None requested | Dean of Physical Education, Faculty, and Staff | 2014-15 | Increased collaboration and planning between the Physical Education Division and the Foundation. | The Dean of Physical Education attended the spring 2015 FC Foundation Scholarship Banquet. The adjunct faculty/women's basketball coach and members of the women's basketball team assisted in the preparation and organization of the event. |
| Action 3.4.6 The Physical Education will develop two major fundraising events. | None requested | Dean of Physical Education and Sports Information and Marketing Director | 2014-15 | Increase funding capabilities of the Physical Education Division. | The division hosted the 2 nd annual Gene Murphy Memorial Golf Tournament |

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| | | | | | fundraising event held at Coyote Hills Golf Course, March 16, 2015. The event yielded proceeds of approximately \$10,000. A new full-time Athletic Director has been hired and will be developing additional events. |
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TECHNOLOGY & ENGINEERING

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| <p>Action 3.4.7 The Construction Department will pursue local construction businesses and vendors as resources for donations and discounts of supplies and equipment.</p> | <p>None requested</p> | <p>Construction faculty</p> | <p>Ongoing beginning Spring 2013.</p> | <p>The department will document and track supplier discounts and donations that supplement and leverage our current base budget capabilities.</p> | <p>This effort to secure discounts and donations for the construction program has been productive. Great strides have been made with several vendors: Lowes 5 percent discount, Westside Building Materials reduced costs, Ganahl Lumber reduced pricing, along with others. The American Subcontractors Association, Orange County chapter has once again donated graciously to the Construction program in the amount of</p> |
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| | | | | | \$5,000 in each 2014 and 2015. Other private donations have reduced instructional supply costs. |
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Goal 3: Fullerton College will strengthen connections with the community.

Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.

| Action | Resources | Responsibility | Timeframe | Outcomes | Progress |
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| BUSINESS & CIS | | | | | |
| Action 3.5.1 The Business/CIS Division will increase its contacts with business and industry and representation on program advisory committees. | Business/CIS faculty and Dean | Business/CIS faculty and Dean. | 2013-2015 | Increased diversity and size of program advisory committees. | Although the Accounting, Business, and Real Estate departments updated and expanded their advisory committee membership, the CIS and Paralegal departments have a great deal of work to do to achieve this action. The dean will support faculty member efforts in this area. |
| COUNSELING | | | | | |
| Action 3.5.2 The Counseling Division will offer matriculation services at La Habra site to | Counseling/ Assessment Office Space, including computers and | Dean of Counseling, Matriculation Coordinator, Assessment | Spring 2014 | Offering matriculation services at this satellite site will give the local | Counseling services were made available to students attending classes at the La |

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| meet the needs of the local community. | staffing | Coordinator | | community increased access to completing the matriculation process and attending Fullerton College. | Habra site as planned. However, due to low utilization by students, staffing at this site did not continue beyond spring 2014. All classes have since returned to the FC campus. |
| FINE ARTS | | | | | |
| Action 3.5.3 In conjunction with the Public Information Office and the Centennial Steering Committee, the Dean of Fine Arts will plan and supervise Centennial based events to attract a wide audience from the community | Centennial fundraised monies Centennial budget Centennial grants | Bob Jensen Andrea Hanstein Stephanie Reyna Centennial Steering Committee | Summer 2013 Fall 2013 Spring 2014 | Increased public awareness of Fullerton College history and programs Increased staff morale and pride Greater collaborations across all campus departments and organizations | The Centennial team produced 35 events and 39 projects that drew thousands of community members into engagement with the college. Art, Music, Theatre, Radio/TV, Nutrition, PE, Veterans, Library, Reading, Printing, Construction Technology, Business, Natural Science, Mathematics, English, Political Science, Ethnic Studies, History, and Photography took active Centennial roles. |

HUMANITIES

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| <p>Action 3.5.4 The English Department will enhance its upcoming publication of <i>Live Wire</i>, a literary magazine.</p> | <p>\$5200 already committed from the Centennial Committee.</p> | <p>Mike Mangan and the English Department Creative Writing Committee</p> | <p>Fall 2013 and 2014</p> | <p><i>Live Wire</i> containing student articles published and sold to public. Student reading September 18, 2013. Online edition: Fall 2013. Future edition: Fall 2014.</p> | <p><i>LiveWire</i> was published online in March 2015. Strategic funding was requested and received from the district for 2015-2016. With that funding, two issues of <i>LiveWire</i> are planned for 2015-2016. Additional open mic and launch events are planned to correspond with the next online publication.</p> |
| <p>Action 3.5.5 The ESL Department will produce flyers in several languages which will be distributed in the community to promote the ESL program.</p> | <p>Publicity supplies.</p> | <p>ESL Department Coordinator and Faculty</p> | <p>Summer 2013</p> | <p>The ESL Department will establish relationships with foreign-language communities in the area, thereby increasing enrollment in the ESL program.</p> | <p>The department has produced flyers to promote the ESL program in Vietnamese, Spanish, Farsi, Arabic, Chinese, and Korean and began to distribute them in the 2014-2015 school year. It is too soon to determine whether the flyers have caused an increase in</p> |

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| | | | | | enrollment. |
| <p>Action 3.5.6 The Foreign Language Department will expand the current Annual French Film Festival to an Annual International Film Festival.</p> | Funds from the Foreign Language Department's Bursar account. | Foreign Language Department Coordinator and Faculty | <p>Planning: Spring and Fall 2013</p> <p>Implementation: by end of 2015</p> | Expand the current Annual French Film Festival to Annual International Film Festival. | Since the French Film Festival in spring 2015 was its most successful to date, and with the addition of new full-time French and German faculty members, the Foreign Language Department will continue the festival as the French Film Festival for the foreseeable future, and explore the expansion to International Film Festival during that time. |
| <p>Action 3.5.7 The Reading Department will conduct a book drive in the local community.</p> | Donated books; publicity materials; Centennial committee funding. | Reading Department | Fall 2013-Spring 2014 | Tally the number of books for children and young adults donated to the project. | Completed the spring of 2014. |
| <p>Action 3.5.8 The Speech Department will sponsor campus</p> | Room Reservations, Honoraria for speakers | Speech Department Coordinator and Faculty | Fall 2014 | On campus speaker or lecture event. | Activity was successfully presented in spring |

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| debates or lectures on current issues. | College funds \$500. | | | | 2014. |
| Action 3.5.9 The Humanities Division One Book, One College program will join with the Fullerton City Library to create the One Book, One College, One City Program. | College funds to support events, including Hospitality \$1000. Honoraria for speakers \$1000. Publicity \$500. | Kim Orlijan and the One Book, One College, One City committee | 2013-2014 | Events centering on the novel <i>Barbarian Nurseries</i> by Hector Tobar take place in the Fullerton City Library as well as on campus. | <i>The Barbarian Nurseries</i> was the common reading selection for 2013-2014, and author Hector Tobar visited the college on Tuesday, April 1, 2014. The following year (2014-2015), the Fullerton City Library chose to go on its own, and the college selected <i>The Pact</i> as its common reading for the year. For 2015-2016, the college selected <i>The Immortal Life of Henrietta Lacks</i> as the common reading selection for 2015-16, with a number of events in the planning process. |
| LIBRARY/ LEARNING RESOURCES, INSTRUCTIONAL SUPPORT PROGRAMS AND SERVICES | | | | | |
| Action 3.5.10 The Basic Skills Office | The Basic Skills Initiative funding. | BSI Special Projects Director and BSI | Implement: Fall 2013 | Enhance Fullerton College's engagement | Basic Skills has partnered extensively |

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| <p>will partner with the California Community Colleges Success Network (3CSN) to host regional workshops and conferences at Fullerton College and participate in statewide initiatives.</p> | | <p>Faculty Coordinator</p> | | <p>with our regional community college network and statewide communities of practice around BSI supported student success initiatives.</p> | <p>with 3CSN, hosting local and regional workshops on campus. Basic Skills has also participated in the statewide Habits of Mind initiative, and is currently part of a statewide Leadership Community of Practice which highlights Fullerton College as a model for statewide initiative implementation best practices.</p> |
| <p>Action 3.5.11 The Library will foster partnerships with local public libraries to partner with Young Adult librarians with teen groups.</p> | <p>Librarian time. Flyers, small prizes from FC bookstore.</p> | <p>Circulation librarian.</p> | <p>Fall 2013, librarian will contact Young Adult librarian at Placentia and/or Fullerton PL to hold an Intro to FC Library orientation for teens. Library might partner with counseling faculty in this project. Tentatively for Spring 2014.</p> | <p>Increase teen respect for community college as an option and in particular, FC, through presentations in the libraries and/or tours of FC campus.</p> | <p>Campus tours and attendance at an FC theatrical production with discounted tickets were offered to the teen club members at Placentia PL, but due to scheduling difficulties, this activity was not implemented.</p> |
| <p>Action 3.5.12 The Library will promote the website, <i>Fullerton College: A</i></p> | <p>Librarian and adjunct librarian time.</p> | <p>Circulation librarian</p> | <p>Spring 2013 Fall 2013 and Spring 2014</p> | <p>The online history will be an informational resource for the</p> | <p>After the Centennial, this action is now just an on-going project</p> |

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| <p><i>Pictorial History</i>, created in celebration of the Centennial.</p> | | | | <p>community beyond the Centennial as well as a useful tool for fundraising to show the impact of the college throughout the decades.</p> | <p>to keep the website updated with new information.</p> |
| <p>Action 3.5.13 The Library will hold a contest using <i>Fullerton College: A Pictorial History</i>. The contest will be a scavenger type hunt around campus to expose students to FC history.</p> | <p>Librarian time Prize money Printing expenses for QR codes and publicity</p> | <p>Circulation librarian</p> | <p>Spring 2014</p> | <p>While open to all students, the contest will be targeted at students in Basic Skills classes to increase their engagement in the college.</p> | <p>In lieu of the scavenger hunt, a local history essay contest was developed to encourage students to use FC archival sources, as well as partners in this project, CSUF Oral history collection and the Fullerton Public Library History Room. Despite initial interest by students attending a workshop on local history sources, in the end, no one wrote an essay for submission.</p> |
| <p>Action 3.5.14 In celebration of the Centennial academic year 2013-2014, the Library will host a contest that invites participants to use the</p> | <p>Librarian time Frame, framing, and hanging the art Prize money</p> | <p>Acquisitions librarian</p> | <p>Fall 2013</p> | <p>The librarians are implementing this contest to bring students into the library who may not have visited the library</p> | <p>This event was completed. Librarians collaborated with other campus</p> |

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| <p>library's old catalog cards to design and create an artwork that reinvents and reuses these nostalgic library search tools.</p> | | | | <p>previously, and to increase recognition among students that this library is their library, their resource.</p> | <p>departments to implement this contest. The contest was featured in a student article in <i>The Hornet</i>. FC Library awarded prizes to the seven winners and many participants in the <i>Fullerton College Centennial: Library Art Contest</i> on Dec. 10 in the library lobby --- FC students and their family members, faculty, and staff attended. The event and prizes were sponsored through generous contributions from the Friends of the Fullerton College Library & Fullerton College Foundation President's Circle grant.</p> |
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NATURAL SCIENCES

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| <p>Action 3.5.15 The Natural Sciences Division will participate in Smart Start Saturdays and other outreach</p> | <p>None requested</p> | <p>Dean of Natural Sciences, Natural Sciences Faculty</p> | <p>August 2013</p> | <p>Students will receive up-to-date information about programs and services offered by the Natural</p> | <p>The division participates in many outreach activities, including Smart Start Saturday, the STEM</p> |
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| activities | | | | Sciences Division | Summit, the Natural Sciences Open House and Undergraduate Research Symposium, the STEM Ecosystem, the Fullerton School District Science Advocacy Council, Biotech Workshops, and seminar presentations to the local community. |
| PHYSICAL EDUCATION | | | | | |
| Action 3.5.16 The Physical Education Division will partner with the Centennial committee regarding funding of new bleachers and a sculpture. | Centennial Fundraising | Centennial Committee | 2014-15 | Football bleachers and sculpture. | The Centennial Committee has continued to work with Sherbeck alums to raise the funds necessary to build the sculpture. There have been ongoing meetings to decide the permanent placement of the Sherbeck statue. There was a dedication ceremony scheduled for August 29, 2015. |

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| <p>Action 3.5.17 The Physical Education Division will provide resources for athletic advertisement.</p> | Athletic Archives | Sports Information Director | 2014-15 | Successful College Events | Continuous based on funding. The Dean of Physical Education will provide resources for athletic advertisement providing for implementation by fall 2015. |
| <p>Action 3.5.18 The Physical Education Division will have the Spirit Squad participate in Centennial events</p> | None requested | Spirit squad coach | 2013-14 | Successful Centennial Event | This was completed spring 2014. The Spirit Squad served as greeters at several centennial events. |
| STUDENT SUPPORT SERVICES | | | | | |
| <p>Action 3.5.19 Promote diversity within EOPS/CARE Advisory Committee Members, to ensure collaboration between EOPS/CARE, FC campus, feeder high schools, and community service organizations.</p> | EOPS faculty and staff, FC faculty and staff, Dean of Student Services, faculty members from feeder high schools, and other representatives from local community service agencies. | <p>Keep EOPS website updated with information about on-campus activities and/or workshops.</p> <p>Improve EOPS/CARE presence on campus by participating in campus activities like club day, and college fairs.</p> <p>Develop CARE page on EOPS website to include local</p> | Spring 2013 – Spring 2015 | <p>The EOPS/CARE advisory committees will meet twice every semester to ensure that EOPS students receive up-to-date and relevant information about available on-campus and community resources.</p> <p>The EOPS/CARE advisory committee will also allow EOPS/CARE to respond to the</p> | The EOPS Advisory Committee continues to meet each semester. There have been some recent committee member vacancies and those positions will be filled in the very near future. In fact, the EOPS Advisory Committee has decided to increase the number of committee members, which will allow for |

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| | | community resources. | | changing needs of the students we service, and to plan outreach activities with our 13 feeder high schools. | reaching participants on the campus and in the local community resulting in new partnerships. |
| <p>Action 3.5.20 Student Affairs will assist the Associated Students (A.S.), Inter-Club Council (ICC) and the clubs in re-connecting with Fullerton College Alumni previously involved in their organizations, invite them to Homecoming and seek their financial support for the Hornet Sculpture Refurbishment Project</p> | <p>Associated Students Directories</p> <p>ICC Directories</p> <p>Student Affairs Directories</p> <p>Public Information Office</p> <p>Physical Education Div.</p> <p>Faculty, Staff, Students</p> | Director, Student Affairs | Fall 2013-Spring 2014 | To reconnect with FC alumni and increase the number of participants during their Centennial-related events; and raise funds for the refurbishment of the Hornet Sculpture as a Centennial Gift to the College. | This was completed in 2013-2014. |
| <p>Action 3.5.21 Student Affairs will connect with former Men and Women of Distinction (M&WoD) in effort to host a Centennial Men and Women of Distinction Reunion.</p> | <p>Student Affairs Staff</p> <p>Men and Women of Distinction Reunion Committee</p> <p>Men and Women of Distinction Directories</p> <p>FC Foundation</p> | Director, Student Affairs | Fall 2013-Spring 2014 | To reconnect with FC M&WoD and alumni for the FC Centennial and to share their success stories during a special luncheon or dinner engagement. | This was completed in 2013-2014. |

TECHNOLOGY & ENGINEERING

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| <p>Action 3.5.22 The Technology & Engineering Division will strengthen ties with local partners in conjunction with the School of Continuing Education (CACT) through increased participation in workforce development events and actions.</p> | <p>Resources will be primarily supplied through CACT grants and special funding.</p> | <p>Dean, participating faculty, and CACT staff.</p> | <p>Evidence of action will be documented in minutes and proceedings from various workforce development events and activities.</p> | <p>These partnerships will yield enrollments and certificate production in various departments programs including, but not limited to, welding, machining, and printing.</p> | <p>During the plan period the division has partnered with the School of Continuing Education and the CACT to develop and deliver services for veterans taking coursework in preparation for advanced manufacturing occupations. Another new and developing regional partnership involves bio and medical device manufacturing. Additionally, the division continues the Disney skilled maintenance machinist training collaboration starting the fifth cohort in spring 2015. The division secured over \$500,000 in CTE enhancement funds supporting advanced manufacturing, printing, and</p> |
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| | | | | | construction. |
| <p>Action 3.5.23 The Drafting Department will develop an association with the club MAES to assist members in achieving educational and professional goals, through academic help, skill workshops, networking opportunities and the promotion of promote STEM younger students through outreach.</p> | MAES club flyers and announcements. | Club student organizer: and faculty. | Work begins Fall 2013 with supporting evidence collected during Summer 2014. | Increase in member growth in the MAES club by 2 percent or greater as compared to 2012-2013. | The on-campus MAES Club membership increased from seven to 25 over the 2013-2014 year and remained stable during 2014-2015. |