

Responses to 2005 Accreditation Team Recommendations

Since the writing of the 2005 self study and the team visit, significant changes in the college have occurred. The college leadership was revised to include three vice presidents: Instruction, Student Services, and Educational Support. After a series of interim appointments, a permanent Vice President of Instruction (VPI) was appointed in July 2008. Subsequently, in 2010, the VPI left the college, and a new interim was selected. A permanent Vice President of Student Services (VPSS) was hired in 2006, who subsequently left. Following the appointment of an interim VPSS, a permanent VPSS was hired in July 2008 and continues to serve in that position. In June 2010, the VPES retired, and an interim was selected. In October 2009, the college President was reassigned as Vice Chancellor of Instruction, and an interim President was appointed. In July 2010, a new President assumed the helm.

In addition, the college continues a major construction program including the opening of the Library/Learning Resource Center in 2005, a multi-level parking structure in 2006, a College Center in 2007, a new Classroom Office Building, a new 50 meter pool in 2009, and a new Natural Sciences building in 2010.

The progress made over the past six years to respond to the accreditation recommendations, and the progress still to be made, is only part of the ongoing efforts of the campus faculty and staff to ensure the highest possible level of academic experience for our students.

Districtwide Recommendation #1:

District Budget Allocation Model

The team recommends that the District Chancellor develop and implement an evaluation of the existing budget allocation model and make adjustments if appropriate to meet the needs of the entire district. (III. D, IV. B. 3. c)

The district met this recommendation after conducting an extensive and collaborative evaluation of its budget allocation model from 2004 to 2006. The two-year-long evaluation, involving the district's shared governance committee, resulted in significant changes in two allocations and led the way for making strategic connections between budget priorities and program priorities.

One of the areas impacted by the budget model evaluation was operational funding for growth, which was originally called "growth beyond extended day" in the district. Previously, when the colleges projected enrollment growth, resources were provided for faculty salaries (primarily adjunct faculty) to cover the costs of offering additional classes to meet growth targets. This method proved to be inadequate since it did not take into account the need for additional resources to cover corresponding increases in supply and operational costs. The method was modified to provide additional resources and more equitable per-student expenditures.

A Budget Allocation Committee was formed in late 2007 as a subcommittee of the district's shared governance committee, the District Planning Council (DPC). The subcommittee's goals were to review the previous accreditation finding and use the recommendations as a framework to analyze data and, ultimately, to make recommendations to DPC regarding the budget allocation model. This subcommittee, with representation from each

campus, includes budget officers, researchers, vice presidents, deans of instruction, and the Vice Chancellor of Finance and Facilities. The subcommittee reviewed the district's budget allocation model and models used at other California community colleges.

The subcommittee also discussed potential changes, including the concept of incorporating a fixed base into the district's allocation model, and discussed what might be included as a fixed cost. The subcommittee also conferred about campus size based on FTES, i.e., small/medium/large college, as well as differences in state funding for credit versus non-credit courses. The district's current extended day model was also discussed.

As discussions continued, the subcommittee focused on instructional programs to identify which programs would be high cost/low efficiency programs. A grid was developed using criteria agreed to by all three campuses of the district. The grid criteria also took into consideration if certain programs appeared high cost/low efficiency but were required to be so under some type of regulation or mandate. After the subcommittee agreed on the grid format and criteria, it was presented to the DPC for review and input. The DPC did not recommend any changes to the grid so the subcommittee began to populate the grid to analyze the data from all three campuses.

As the subcommittee continued its work, the state fiscal situation became less stable. At that time, under DPC's direction, the subcommittee was placed on hold and a different budget subcommittee was formed to address the budget reductions. Through the new subcommittee, 401 line items of budget recommendations, obtained from various individuals throughout the district, were reviewed, summarized, implemented if possible, and distributed to the appropriate district and campus staff for review. After the new subcommittee completed its task, they stopped meeting. Budget reduction strategies are considered and implemented on an ongoing basis and discussed at each DPC meeting.

As the district implements its Districtwide Strategic Plan, also overviewed in this self-study report, there will be many more opportunities to review budget allocations and plan beyond the current budget crisis. The Strategic Plan highlights important focus areas in the district that are intended to guide budget decisions in the future.

**Districtwide Recommendation #2:
District Strategic Planning**
The team recommends that the Board of Trustees and Chancellor implement a process to systematically develop and document strategic institutional goals for the district. The goals should: provide a framework for the colleges' strategic planning processes; include a review of the district mission statement to ensure that the district strategic goals align with the mission; and be reflected in the allocation of district resources. (I.A.1, I.B.4, III.D.1)

During the 2005-06 academic year, work began on a Districtwide Strategic Plan to address a variety of questions: What are the trends and needs in the district's service area? What is the district doing now to meet those needs? What should the district do in the future to meet the needs of the community as demographics change?

The Strategic Plan was developed under the direction of the Board of Trustees (BOT) and the Chancellor. In the first phase, consultants specializing in strategic planning assisted a small steering committee and worked directly with other planning groups throughout the district. The steering committee which included two representatives from the BOT, framed the planning discussions and work for the full board as well as the DPC and Chancellor's Staff. Each of these groups deliberated separately at numerous meetings from January through June 2006 and conducted interviews and surveys with students, employees, alumni, business representatives, community members, and other interested parties.

In the first phase of the development of the Strategic Plan, eight goals and many potential strategies

and indicators or measures were identified around three focus areas. These focus areas are: Innovation and Relevancy for All Learners; Intra-District and Community Collaboration; and Effective and Efficient Use of Resources. Within these focus areas the goals address instructional programs, student services, campus relationship building, community partnerships, inclusive processes, revenue-generating opportunities, effective planning, and marketing/communications.

In the second phase of the Strategic Plan, starting in 2006-2007, implementation teams and individuals began to integrate existing campus plans into the new district plan. This added a wide variety of detail to the Districtwide Strategic Plan, which became a patchwork of the different formats and styles followed by the individual campus plans. The BOT added a requirement that all board agenda items being submitted must include a statement tying the agenda item to the Strategic Plan.

During the 2007-2008 academic year, as implementation continued, efforts focused on creation of a more cohesive Districtwide Strategic Plan with participation of the individual campus entries. During the first part of the academic year, the planning process was on the agenda for four DPC meetings. Meanwhile, the Strategic Plan Steering Committee worked on a revised report framework that linked the Districtwide Strategic Plan to the California Community College Systems Office Strategic Plan.

The 2008-2009 Districtwide Strategic Plan proved to be more challenging, with three years of information to blend into a cohesive document. While the plan's template remained the same as in previous years, it was decided to modify the format for the 2009-2010 year.

The Strategic Plan Steering Committee met again in 2009 to revisit the template of the Districtwide Strategic Plan to discuss a new, more concise document. The new format now clearly includes the accomplishments of the current year and goals for the upcoming year. Additionally, the new document

includes only strategic goals rather than a number of operational goals that were included in previous years. The annual review of the process has proven to be an effective method to ensure the process is useful to the college community.

Recommendation #3: College Planning Process

The team recommends that the college formalize a college planning process to ensure that long-term strategic directions with related annual goals are established to guide college operations. These strategic directions should be developed in conjunction with an Educational Master Plan that incorporates recommendations from the program review process and serves as the foundation for the facilities and technology plans. The college should ensure that all plans are linked to the budget process and are reviewed, evaluated, and updated on a regular basis. (I. B. 2, 3, 6, 7)

In 1999, the district and its colleges adopted the Education and Facilities Master Plan. The Master Plan was commissioned by the district and BOT to provide a clearer vision of the future for the district and its colleges as they moved into the next century. This document has been continually used as a guide in producing the yearly update of the District Five-Year Construction Plan, Initial Project Proposals, and Final Project Proposals necessary for state capital outlay funding.

The Master Plan guided the planning process for major bond projects valued at more than \$150 million at Fullerton College. Numerous projects that have a direct impact on educational programs and services have been completed since the Master Plan was finalized. Several more are either currently underway or will soon begin construction.

On January 22, 2008, the BOT retained a consultant to update the Master Plan in accordance with and in response to the District Strategic Plan and the colleges' planning processes. The 2008 Facilities Master Plan status report addresses all of the projects outlined in the Master Plan, including those under construction and those recommended for the future, and is a response to the District Strategic

Plan and relates directly to District Goal #7: "Through effective planning and using resources efficiently, the district/campuses provide facilities, equipment, technology, and infrastructure to adequately support instructional programs and services."

In Fall 2009, campus committees formed with the purpose of guiding and shaping a comprehensive master plan in coordination with the consultants. The initial phase of the work focused on identifying the educational needs of the campus and formulating educational planning initiatives. The second phase included an analysis of existing conditions and development of options for facilities, especially those that increase the efficiency of pedestrian and automobile traffic flow and that enhance functionality for students. The first draft of the Comprehensive Educational Master Plan is scheduled to be submitted in 2011.

In 2006, by mutual agreement of the Faculty Senate, PAC, and College President, the existing Educational Technology Committee (ETC) was split into the Instructional Technology Committee (ITC) and the Distance Education Advisory Committee (DEAC). The ITC committee was charged with updating the Academic Computing Technology strategic plan to reflect changes in distance learning, instructional technology, and growing campuswide demands for new delivery modes and communication technologies. However, significant disagreement among committee members existed on numerous points. The committee disbanded, but the plan was completed and forwarded to the President's Advisory Council (PAC) in 2006. Although the plan was accepted by the College President in 2006, no formal process was implemented to carry out the plan, nor was the plan vetted by all constituent groups.

In May 2009, PAC approved a new committee structure including the Instructional Technology Committee (ITC), Distance Education Advisory Committee (DEAC), and Technology Implementation Planning Committee (TIPC). The goal of the ITC is to establish a process whereby faculty can provide recommendations and guidance for the

development and integration of technology into the classroom and to ensure that such technology can be adequately supported. At the direction of the PAC, the Technology Implementation Planning Committee is charged with coordinating and implementing the recommendations of the ITC and the DEAC. In Spring 2010, the DEAC drafted and submitted a strategic plan for distance education to the Faculty Senate. The plan was approved by the Faculty Senate in Fall 2010. Also in Fall 2010, the ITC and TIPC drafted a strategic technology plan for the campus. Further progress on finalizing and adopting the plan is forthcoming.

The college revised and implemented the framework for an annual planning process in 2006-07. The planning process integrates college goals and program review with the existing planning model. In the 2006-07 academic year, the BOT formulated districtwide strategic goals to provide a framework for college goals. At the beginning of the 2007-2008 academic year, the college planning effort was integrated with the district strategic plan, culminating in a comprehensive districtwide strategic planning process. This effort continues on an annual basis, with the formation of division-based unit objectives aligned with college goals and integrated with the district strategic planning process.

Formulation of college goals and alignment with district goals include the consideration of data that have been collected in support of program review by the Director of Institutional Research (DIR). These data, which examine a variety of key performance indicators for courses, students, resources, efficiency, and outcomes in each term, are provided to division deans annually. In addition, a Fact Book and an institutional effectiveness report are produced annually by the research office to provide information on faculty, students, and the programs of Fullerton College. These data are included in the Annual Report that is presented to the BOT and to the community. A scan of the college's external environment examines the demographic character of the community, including the K-12 educational

pipeline, economic factors, local and statewide political forces, and projections of future changes.

Once formulated, college goals are approved by PAC. Instructional and service area goals, integrated with district and college goals and strategies, are formulated and submitted to the vice presidents for review and approval. This process includes annual assessment and review of progress towards goals during the spring semester and goal revision/reformulation in the subsequent fall semester. To ease implementation, it was decided to approve the continuation of the 2007-08 college goals into the 2008-09 academic year. In addition, the agenda for PAC meetings regularly includes discussion of goals and plans to work toward development of long-term strategies. District and college planning documents are updated and distributed annually to all constituent groups during Fall Convocation.

In Fall 2010, the college adopted a new, integrated planning model that incorporates qualitative and quantitative data program review, strategic and operational planning, budgeting, and institutional effectiveness. Central to this model is alignment of college goals and action plans with the college mission, and processes that enhance campuswide communication of decision-making.

Linkages between planning and budgeting, while limited by budget cuts and the small percentage of discretionary funding as compared to the overall budget, take place in two significant ways. Annually, the Budget Director recommends allocation of division funds for instructional supplies and equipment. Subsequently, division budget committees, in consultation with departments, evaluate unit objectives and prioritize resource requests submitted as part of program review or through discussions within departments. Depending on funding levels, divisions allocate funds that best meet their needs and priorities. On a college-level, the Dynamic Fund process, initiated in Spring 2005 as a result of recommendations from the Planning and Budget Steering Committee (PBSC), has been used to provide resources to support innovative



programs, such as the college iTunes project, or to help address critical college goals, such as distance education. Funds are awarded through a competitive application process. Applications are submitted to the PBSC and reviewed, and subsequent recommendations for funding are made to the PAC. In response to feedback from constituent groups, Dynamic Fund guidelines were revised in 2007-08 to assist groups in formulating their proposals. Unfortunately, the difficult budget environment has prevented allocations to the Dynamic Fund since 2010.

Baseline data from the research office guide development of basic skills initiatives and budget planning. Several initiatives begun the previous year by a Basic Skills Task Force with one-time funding from the state are in progress and likely to continue as part of the Basic Skills Initiative. Additional programs are expected to be undertaken as the statewide initiative progresses. In response to the growing statewide focus on basic skills and subsequent to attendance at Basic Skills Initiative workshops in the fall, the college formed a Basic Skills Steering Committee in December 2007. The committee is co-chaired by faculty and the Dean of Math and Computer Science. This committee

has been very active in providing funds to support faculty development workshops, such as the Strategic Literacy Initiative, and innovative programs, such as the graduate intern program.

Other special funds, such as the Perkins Act, continue to be integrated into a planning and budgeting process. This process is overseen by a group of managers and faculty representing vocational programs and special student services.

Recommendation #4: Equity and Diversity

The team recommends that in order to further advance the college's ideals of equality and diversity, a collegewide equity and diversity action plan should be developed and implemented in a timely manner, along with a schedule and budget. (Ill.A.4.a, b, c)

The Student Equity Committee of the Faculty Senate revised and updated the 2004 Student Equity plan in May 2008. The new plan establishes a data-driven, holistic model that focuses on advising, academic services, and affective domains for promoting student equity and success. The plan aligns with the college's focus on student success. Presently, a number of individual initiatives have been developed on campus, all working on student success and reflecting a common philosophical thread. Three Student Success Summits from 2008-2009 focused on enhancing services, improving outreach to diverse students, and addressing different learning styles. From those discussions, the concept of a "Dream Team" emerged. With representation from the college's Student Equity Committee chair, the Student Services' Dream Team hosts monthly meetings and explores opportunities for special needs and AB 540 students. The Dream Team is also developing and implementing a scholarship program for students in financial need.

To improve services for international students and help them become familiar with their new campus, its policies and procedures, and the surrounding community, an International Student Orientation was developed and implemented at the start of each semester. The orientation includes two days of general orientation, academic counseling,

placement testing, class selection, and registration. In addition, several Welcome Week events help students become acquainted with other students, meet college faculty and administrators, and become familiar with the city of Fullerton.

The college recognizes that a regular schedule of campuswide events promoting understanding of diverse cultures and lifestyles promotes an environment that welcomes diversity. The Campus Diversity Committee has continued to expand the scope and number of campuswide diversity events. These events are publicized to the students and community through the President's Weekly newsletter, the Diversity and Equity Newsletter, the online Master Calendar, and posters displayed prominently in public locations across campus.

A Campus Diversity Forum took place on April 27, 2010, at Fullerton College. The purpose of the event was to provide a platform for students, faculty, and staff members to discuss diversity in the classroom and on campus. Members of the Campus Diversity Committee acted as group facilitators to encourage respectful and inclusive discussions surrounding issues of diversity of importance to the campus community. More than 50 participants including community members, students, faculty, administrators, and classified staff contributed to the dialogue. Information gathered in the forum will be used to direct the work of the Campus Diversity Committee in the 2010-2011 academic year. One of the outcomes of the forum was the publication of a Diversity Newsletter at the end of May 2010.

The district's decision to create a districtwide diversity position, with the goal of relieving its colleges of responsibility for compliance issues, has meant that compliance-related diversity issues receive less visibility at the campus level. Nevertheless, the college appears to be doing well with regard to faculty and staff perspectives of diversity. In the 2009 Campus Climate Survey, most respondents agreed with statements regarding the college being supportive of all genders, racial/ethnic groups, and sexual orientations and that diversity is actively promoted on campus. A majority

of respondents felt that the college is responsive to the needs of employees with disabilities and to the changing demographics of our employees, but less than a majority (41%) felt that the college is responsive to the diverse needs of the changing demographics of our students. Most respondents believed that women, members of ethnic minorities, and gay, lesbian, bisexual, or transgender employees all have equal opportunities for recognition, respect, and advancement at the college. A small majority felt that the college has a fairly or very strong commitment to supporting diversity activities.

In 2006-07, seventeen basic skills projects were undertaken with one-time funds provided through the initial year of basic skills funding and with guidance from the Basic Skills Task Force. Particularly notable among these projects was the development of a Basic Skills Intern-Teaching Program in partnership with local university graduate students, in which the graduate students assist basic skills instructors, provide additional tutoring sessions, and gain community college experience. It is anticipated that this collaboration, having already yielded significant benefits to the faculty and students, will also assist in the recruitment of qualified instructors at the community college level.

In December 2007, subsequent to attendance at Basic Skills Initiative workshops in the fall, a Basic Skills Steering Committee was formed to develop overarching goals for the Basic Skills Initiative allocation and to recommend resource allocation strategies in support of those developed goals. The committee, co-chaired by a faculty and the Dean of Math and Computer Science, will evaluate the college and develop short-term and long-term plans for the utilization of Basic Skills Initiative funds. Subsequent basic skills projects will conform to the more stringent process anticipated to be recommended by the committee and be subject to committee review, approval, and committee-stipulated accountability requirements.

Recommendation #5: Student Learning Outcomes
The team recommends that the college establish a timeline and complete the identification and implementation of student learning outcomes, incorporate the outcomes into courses, programs, degrees and certificates, educational and student services programs and inform students by publicizing the student learning outcomes to all of the college's constituents. (II.A)

To date, nearly all Fullerton College courses have identified student learning outcomes (SLOs). Since December 2009, a process has been in place to complete identification of SLOs for remaining courses. Courses missing SLOs have been identified and are targeted to be compliant by December 2010.

The Curriculum Committee has made a commitment to including SLOs on Course Outlines of Records (CORs) in a timely and appropriate manner, and the SLOA committee has developed a method and procedure for completing the necessary steps towards including SLOs on CORs by Fall 2011.

Course SLOs are part of the body of information captured for each course in CurricUNET, the college's curriculum management software. Most divisions have prepared reports listing all course-level SLOs, and the campus is in the process of organizing the various documents that contain SLOA information into a single, comprehensive report, to be published on the SLO website in Spring 2011. Many faculty include SLOs in printed course syllabi distributed to students at the beginning of the semester, and many have incorporated them into course websites. The SLO website and CurricUNET provide information to the college community on existing SLOs. The district website publicizes districtwide SLOs.

SLOs and Service Area Outcomes (SAOs) are identified in the Student Services Division. SLOs are designated by each department within the division and identify abilities that students will gain because of their encounter with the service or program. SAOs are used to identify improvements that the staff will make within an academic year. A common template

is used to identify both SLOs and SAOs, including the assessment and use of the results.

In 2009, the Faculty Senate created a student learning outcome assessment (SLOA) committee with the responsibility to develop standards and practices to help guide faculty in developing and conducting effective assessments leading to meaningful data.

The Faculty Senate also endorsed a plan to have all departments devise and implement SLOAs. During the semester, faculty conduct SLOAs for the courses and gather evidence of administering, delivering, and evaluating SLOs. The chair of the SLOA Committee, the SLOA Coordinator, logs progress towards completing SLOAs for all courses. An activity status document is maintained by the Vice President of Instruction to track progress in the development of SLOs, SLOA methodologies, planned and completed assessments, and inactive courses not undergoing assessment. In Fall 2010, at the recommendation of the Curriculum Committee, the Faculty Senate approved a menu-driven system in CurricUNET for identifying assessment methods in the curriculum review process. Assessment methodologies are planned for inclusion on the SLO website by Spring 2011.

The worksheets and reports, submitted by faculty in departments conducting SLOA in their courses, are incorporated into the new college Planning and Budget Calendar. Though collegewide participation in the planning and reporting process remains a work-in-progress, the college expects to finalize SLOA planning and reporting procedures by 2012. As the college completes the revised program review process, program review will establish a mechanism whereby results and analysis of SLOA may be reported.

Some departments have completed assessment cycles and have initiated changes in both curriculum and instruction in response to the results. The Math and Computer Science Division and the Humanities Division have completed one cycle of SLOA in many courses. Other divisions, such as Natural Sciences

and Fine Arts, have implemented assessments in some courses. All departments and divisions are currently working on developing assessment plans appropriate for the variety of courses they offer.

The campus is also developing a process for identifying SLOs for programs, including all degrees and certificates, and general education (GE) requirements. GE SLOs and Institutional Learning Outcomes were circulated among constituent groups and endorsed by PAC in Spring 2010.

Recommendation #6: Decision-making Progress
The team recommends that the college clarify decision-making processes and communicate them widely. The college should identify the informational basis on which to make decisions – institutional research, program review, institutional planning – and use decisions as a basis to improve institutional effectiveness. The role of participants in shared governance needs to be clear to all involved in the process. (IV.A.2, 5)

Significant progress has been made in defining and providing the elements that support informed decision making, clarification of decision-making processes, and collegewide communication of information.

In 2005, the college President proposed a new organizational structure that included three vice presidents. This organizational restructuring has better aligned administrative responsibilities with the college mission and have helped to clarify college decision-making processes. Additionally, a new governance model that includes a Classified Senate was adopted in Fall 2005. This model has helped to clarify the role of different constituent groups in shared governance and has given a stronger participatory voice to the classified staff, one of the largest employee groups at the college. Representatives from the Classified Staff serve on PAC.

The research and planning agenda, including program review, has continued to develop since the information reported in the 2005 Self Study.

Data and reports from a number of faculty, staff, administrative, and district constituent groups have expanded to support decision making across a wide range of college activities. While work continues on publicizing the availability of data and incorporating these data into institutional planning, additional time will be needed for this process to become institutionalized and understood as a permanent component of decision making in the college culture.

In 2004-2005, the college reviewed the program review process with the goal of streamlining reporting mechanisms. From 2005-2009, the college implemented a process whereby the DIR generated program review data, which examine a variety of key performance indicators for courses, students, resources, efficiency, and outcomes in each term. These data and an executive summary prepared by the DIR were provided to division deans annually and discussed within programs. In addition, the DIR met with divisions and departments and provided additional information if requested. During this time, no formal reports were required of programs. In 2009, the college re-implemented the previous program review reporting process to establish a greater evidentiary basis for departmental and divisional discussions. Previously, undocumented discussions between departments and division deans provided the basis for formulation of each division's unit objectives and resource requests. The revised process now ensures a more explicit mechanism for linking college planning and budgeting. Program review documents serve as the basis of division unit objectives used in annual planning, and identify resource requests for prioritization in college budgeting.

Program review establishes program goals and priorities for improvements in student learning and achievement. The program review process establishes a comprehensive look at student success data and, with assistance from the DIR, provides a means for more detailed looks at student success among different ethnic groups and underprepared students. Program initiatives and resource requests are justified based on these data. Evaluation of five-

year trends and discussion of previous initiatives and requests ensure that program review results are used to improve practices and efficiencies that impact student achievement and learning.

Institutional planning occurs on several levels. College-level planning, established in 2006-2007, integrates college goals and program review with the college planning calendar and the district strategic planning process. Formulation of college goals and alignment with district goals include the consideration of data that have been collected in support of program review. In addition, a Fact Book and an institutional effectiveness report are produced annually by the research office to provide information on the faculty, students, and programs of Fullerton College. These data are included in the Annual Report that is presented to the BOT and to the community. A scan of the college's external environment, utilized by the college's vocational programs, examines the demographic character of the community, including the K-12 educational pipeline, economic factors, local and statewide political forces, and projections of future changes.

Instructional and service area goals, integrated with district and college goals and strategies, are formulated and submitted to the vice presidents for review and approval. College goals are approved by the PAC. A planning calendar, formalized in 2009-2010, incorporates SLOs, program review, planning, and budgeting. The calendar includes annual assessment and review of progress towards goals during the fall semester and goal revision/reformulation in the subsequent spring semester. District and college planning documents are updated and distributed annually to all constituent groups during Fall Convocation. In 2006-2007, the college president and the Budget and Finance Officer requested that all departments and divisions submit a budget spending plan linked to college goals for the year. Spending plans, developed at the unit level, link the request for resources with planning, consistent with the department's stated goals and objectives, recommendations from advisory groups, and plans for adaptation

to emerging conditions (enrollment trends, construction plans, budget shortfalls, etc.).

As noted above, a scan of the college's external environment is produced by the DIR and covers changes in regional and local conditions. The environmental scan is utilized by vocational program personnel to develop funding proposals for program expansion and development, enrollment management, resource allocation, and planning decisions. It is available for use in vocational program advisory committee meetings and discussions. The scan analyzes demographic characteristics of the community, the K-12 educational pipeline, changing economic variables, and the local and statewide forces that affect resource availability and shape the college's planning.

During the academic year 2006-2007, the district invested in a schedule planning and management system (SPMS), which is now being utilized by deans and other administrative personnel to track course and program information. The system provides real-time and historical data on a number of key performance indicators and can be manipulated at the division, department, course, and section level. In addition, the system provides the ability to project and predict future enrollment trends, a valuable tool in planning semester schedules with maximum enrollment efficiency.

Institutional research, planning, and program review data are currently being utilized as the basis for decision making at a number of other levels. Baseline data to inform planning for the adoption of activities and allocation of funds for the Basic Skills Initiative have been developed and are being provided to the Basic Skills Initiative Steering Committee. Reports analyzing the enrollment and performance of under-represented and disabled students in comparison with the general student population are made available for use by the Student Equity Committee and are also utilized in vocational programs planning for Perkins IV resource allocation.

Additional studies are currently underway to provide further information for decision making. A

major study of categorical programs at the college, including EOPS, DSPS, CalWORKs, and Matriculation, was completed in 2008-09 and was followed by a visit from a team of student services professionals representing the State Chancellor's Office. A five-year analysis of student demographics, enrollment, and performance of EOPS students was completed by the DIR in 2007-2008. Factors considered include course retention and success, persistence, completion of degrees and certificates, and transfer rates. Similar studies are being conducted for other areas. A six-year review of placement testing was completed in 2008-2009, including a revalidation of all cut scores for placement testing in English, ESL, mathematics, and reading. Data have also been collected from deans and counselors to develop a study of the use of multiple measures in student course placement decisions.

The PAC meeting agenda has placed greater emphasis on planning and has given greater visibility to the decision-making process. It has also improved awareness of the linkage between PAC and the PBSC.

Meeting agendas and minutes are posted on websites, and important decisions and actions are reported via email (President's Weekly, District Bulletin) and printed bulletins (construction updates, News from the Chancellor). In addition, updates of college progress on goals and decisions are provided during semi-annual college convocations. Strategic Conversations, held by the district, also provide an opportunity to engage constituents in a constructive dialogue on issues and to advertise district and college decisions. Nonetheless, room for improvement in communication of collegewide decision-making processes always exists. While decision-making processes are increasingly reliant on data, awareness of how this information is being utilized to arrive at decisions that impact campus constituents needs to be more widely communicated to the college.