**NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT**

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District-wide Strategic Plan
Annual Progress Report
2015

District Strategic Directions 2011- 2020 and District Objectives 2014-2017

District Strategic Direction 1. The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

District Objective 1.1: NOCCCD will provide professional development training on factors that impact student success including classroom practices/challenges, teaching methodologies, learning styles, diversity awareness, tools/delivery systems and intercampus collaboration.

District Objective 1.2: NOCCCD will implement new technologies to assemble and coordinate information about curricular offerings at each college.

District Objective 1.3: NOCCCD will support programs and strategies that have demonstrated quantifiable improvement in, and those that show innovative promise for, student completion of degrees, certificates, diplomas, transfer, transfer-readiness requirements, and courses.

District Objective 1.4: NOCCCD will promote evidence-based research for the evaluation and support of student success.

District Strategic Direction 2. The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

District Objective 2.1: NOCCCD will distribute, evaluate, and communicate the findings of an annual District Institutional Effectiveness Report that disaggregates data by racial/ethnic cohorts to maintain awareness of the achievement gap.

District Objective 2.2: NOCCCD will research and identify elements that impact the achievement gap and disseminate the information to colleges in the District.

District Strategic Direction 3. The District will annually improve the success rate for students moving into:
- **The highest level possible credit basic skills courses in mathematics, English, and English-as-a-Second-Language from noncredit basic skills instruction in the same discipline and**
- **College-level courses in mathematics, English and English-as-a-Second-Language from credit basic skills courses in these disciplines and**
- **The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English and English-as-a-Second-Language.**

District Objective 3.1: NOCCCD will investigate and develop new pathways to transition students from non-credit to credit programs.

District Objective 3.2: NOCCCD will investigate and develop pathways to transition students who are best served by completing coursework on more than one credit campus.

District Strategic Direction 4: The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

District Objective 4.1: NOCCCD will continue to evaluate and revise the District-wide integrated planning model on a regular basis.

District Objective 4.2: NOCCCD will continue to evaluate and revise decision-making processes to ensure that these processes are collaborative and transparent on a regular basis.

District Objective 4.3: NOCCCD will create a centralized information repository to contain campus and District planning, decision making and budget resources.

District Strategic Direction 5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

District Objective 5.1: NOCCCD will assess the educational and facilities priorities of our service communities, and pursue projects and partnerships to meet the identified needs.

District Objective 5.2: NOCCCD will create and expand relationships with local businesses and civic organizations.

District Strategic Direction 1. The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

District Objective 1.1

NOCCCD will provide professional development training on factors that impact student success including classroom practices/challenges, teaching methodologies, learning styles, diversity awareness, tools/delivery systems and intercampus collaboration.

Action Plan for District Objective 1.1	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Yearly Outcome*	*Implications for Next Year's Action Plan*
1.1.1. Develop a coordinated series of training sessions on the factors that impact student success including: 　- classroom practices 　- teaching methods 　- learning styles 　- diversity awareness 　- tools/delivery systems 　- intercampus collaboration - Schedule the training sessions for 2014-15, 2015-16, 2016-17	*Director, Equity and Diversity in consultation with District Staff Development Committee*	*August 2014 (for 2014-15)* *August 2015 (for 2015-16)* *August 2016 (for 2016-17)*	*-0-*	*The following topics were addressed in the in-house Professional and Staff Development training sessions: Universal Design for Classroom Instruction & Student Learning; ADA Accessibility Compliance; Blackboard; Advanced Microsoft Word, Excel & PowerPoint. External trainings included: California Great Teachers Seminar; ACCCA Admin 101 and Great Deans Seminar.*	*Great Teachers of NOCCCD Seminar is being planned for Spring 2016- this opportunity will be open to all faculty throughout the District.* *Coordinating District-wide initiative on Cultural Intelligence Training for colleges/sites to occur in 2015-2016*
1.1.2. Deliver and evaluate the training sessions - Analyze the results of the training and use the results to improve future offerings	*Director, Equity and Diversity in consultation with District Staff Development Committee*	*Sept - May 2015* *Sept – May 2016* *Sept – May 2017*	*Contingent on training offerings*	*Evaluations have been completed on the following: Blackboard, Emerging Technology Best Practices Symposium, Universal Design, MS Office Suite, NOCCCD Management Retreat.*	*Training/Workshop session feedback evaluations have been reviewed and assessed via Survey Monkey® and Qualtrics® in consideration for future training sessions on the factors that impact student success*

District Objective 1.1

NOCCCD will provide professional development training on factors that impact student success including classroom practices/challenges, teaching methodologies, learning styles, diversity awareness, tools/delivery systems and intercampus collaboration.

Action Plan for District Objective 1.1	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Yearly Outcome	Implications for Next Year's Action Plan
1.1.3. Based on evaluation results determine training plan and present recommendation to District Consultation Council	*Director, Equity and Diversity in consultation with District Staff Development Committee*	*June 2015* *June 2016* *June 2017*	*-0-*	*Recommendations for 2015-2016 academic year will be presented to the District Consultation Council in Fall 2015.*	*Plans are in progress for the creation and delivery of The NOCCCD Institutional Leadership Program for Future Leaders.*

District Objective 1.2

NOCCCD will implement new technologies to assemble and coordinate information about curricular offerings at each college.

Action Plan for District Objective 1.2	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Yearly Outcome	Implications for Next Year's Action Plan
1.2.1. Review options for online Schedule/Catalog software tools *- Develop a recommendation regarding online Schedule/Catalog software tools including estimated costs and implementation timeline* *-Purchase software*	*District Director Information Services in consultation with the Vice Presidents/Deans of Instruction (SCE) and Directors of Campus Communications*	*August 2014*	*$253,000*	*Project demonstrations completed for Student Team, Vice Presidents, Deans, Information Services staff and Directors of Campus Communications. Consensus indicates the Leepfrog Online Catalog and Curriculum modules are appropriate and within budget. Online Schedule is not a tool that*	*Purchase and implementation of Leepfrog catalog and curriculum modules in 2015-16 at the completion of 2014-15 catalog clean-up.*

					is needed at this time.	
1.2.2. Implement Catalog/Schedule software	District Director Information Services	December 2014	-0-	N/A		Implement Leepfrog catalog module for all campuses in 2015-16.
1.2.3. Evaluate the effectiveness of the online Catalog/Schedule in campus satisfaction surveys	Institutional Effectiveness Coordinating Council in consultation with campus Researchers	June 2015	-0-	N/A		Add to campus satisfaction surveys in 2016.
1.2.4. Update online Catalog/Schedule based on campus satisfaction survey results	District Director Information Services	August 2015	-0-	N/A		Improve online Catalog in 2016-17 based on feedback received in Campus satisfaction surveys in 2015-16.

District Objective 1.3

NOCCCD will support programs and strategies that have demonstrated quantifiable improvement in, and those that show innovative promise for, student completion of degrees, certificates, diplomas, transfer, transfer-readiness requirements, and courses.

Action Plan for District Objective 1.3	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Yearly Outcome*	*Implications for Next Year's Action Plan*
1.3.1. Annually review the criteria for allocating the Innovation fund to ensure that the criteria for awarding funds aligns with this District Objective	District Consultation Council	October 2014 October 2015 October 2016	-0-	The revised application packet for the Innovation Fund 2015 went to DCC for approval on November 24, 2014. DCC unanimously approved the revisions.	In 2016, the same process will occur.
1.3.2. Modify the criteria for Innovation Fund awards if necessary - Conduct workshop on	Director, Equity and Diversity in consultation with NOCCCD	December 2014 December 2015 December 2016	-0-	Innovation Fund Information sessions were conducted on February 2, 5, 6, 2015	The process worked well in 2014-2015.

Innovation Fund Application Process *- Distribute District-wide the criteria, proposal process, and timeline for the Innovation Fund*	*Innovation Fund Task Force*					
1.3.3. Review submitted proposals and make recommendations	*NOCCCD Innovation Fund Task Force*	*February 2015* *February 2016* *February 2017*	*-0--*	*The Vice Chancellor of Educational Services and Technology convened the Taskforce on March 25, 2015 to review a total of nine submitted proposals. The Taskforce recommended funding four of the nine proposals.*	*The current process and structure work well for the Innovation Fund.*
1.3.4. Review recommended proposals for funding	*Chancellor's Staff*	*March 2015* *March 2016* *March 2017*		*Chancellor's Staff reviewed and approved the Taskforce's recommendation on May 6, 2015. The entire District was notified of the winning proposals on May 20, 2015.*	

District Objective 1. 4

NOCCCD will promote evidence-based research for the evaluation and support of student success.

Action Plan for District Objective 1.4	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Yearly Outcome*	*Implications for Next Year's Action Plan*
1.4.1. Analyze work already completed in providing online system for student completion and persistence information	*Institutional Effectiveness Coordinating Council in Consultation with*	*June 2014*	*-0-*	*Revisions completed by District I.S. as requested by Institutional Effectiveness Coordinating Council with the exception*	*District I.S. to work with District Researchers in identifying criteria for Socio-Economic Status. District Researchers to identify any*

- Revise as needed to improve quality and meet ACCJC requirements	*District Director Information Services*			*of completion and persistence information by Socio-Economic Status*	*further improvements.*
1.4.2. Implement changes if necessary	*District Director Information Services and staff*	*August 2014*	*-0-*	*See above*	*Update the system as requested.*
1.4.3. Promote awareness and use of the system in making evidence-based decisions	*Vice Chancellor Educational Services and Technology in consultation with District Director, Public Affairs*	*December 2014*	*TBD*	*The system is still being refined. Even though it's out for public view, the promotion of the use of the system has to be delayed to 2015-2016.*	*Implement in 2015-2016*
1.4.4. Solicit feedback on the usability and usefulness of the system in the District-wide Satisfaction Survey	*Vice Chancellor Educational Services and Technology in consultation with the Institutional Effectiveness Coordinating Council*	*May 2015*	*-0-*	*See above*	*See above*
1.4.5. Revise and update the system if necessary	*District Director Information Services and staff*	*August 2015*	*-0-*		*IECC will have further conversation about the setup of the system and how useful it is to the campuses.*

DISTRICT STRATEGIC DIRECTION 1

CYPRESS COLLEGE REPORT

Campus Objective
A.1 Facilitate all students' achievement of critical milestones by providing excellent instructional and support services, consistent with the Student Success and Support Program and other requirements.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
A.1.1 Maximize the proportion of students completing a Student Educational Plan (SEP).	Dean of Counseling	Spring 2016	$0	Cypress College is working with the District to implement DegreeWorks, an electronic computer program that students, counselors, and evaluators use for educational planning and degree audits. Counselors and evaluators have been trained on the DegreeWorks system and participated in a soft roll out to students during the spring 2015 semester. Full availability to students is scheduled for spring 2016. In Fall 2014, 1,263 abbreviated educational plans (1 semester) were completed and 2,132 comprehensive educational plans were completed.	The College will continue to use DegreeWorks to help ensure that students complete SEPs.
A.1.4 Improve the success rate of students progressing through specified crucial course	Dean, SEM & Language Arts	Fall 2015	$19,000	The curriculum for a pre-stats course (Math 24) has been approved. This course will serve as a campus	The stop-out survey will be conducted again early in the fall 2015 semester to find out why students

				prerequisite for Math 120 and allow students on this path to complete two to three semesters of Math requirements in one semester.	take time off in their progress through a sequence of courses including Math courses.
				A stop-out survey was developed and distributed to students in early March, 2015. Results from the stop-out survey indicated that 27% of students decided to stop-out in their math course sequences due to full and unavailable courses, 19% stopped out due to math anxiety, and 51% of students who did not take a math class the previous semester decided to take other classes. Similarly, students reported stopping out in their English, Reading, and/or ESL course sequences due to 39% not being a student the prior semester, 27% not being able to get a class, while 78% of students who chose not to take an English, Reading, or ESL class opted to take other classes.	Three sections of Math 24 will be offered in Fall 2015. Counselors have been informed about this new course and its purpose and will include this information in their student advisement discussions.
A.1.5 Develop and implement a reliable system for tracking students' achievement, including career attainment after	*Director, Research & Planning*	*Ongoing*	*$560*	*The Institutional Research and Planning office developed a system to track AA-T and AS-T graduates to determine if they transferred and where they transferred.*	*Student transfer reports will be updated annually. The CTE outcomes survey will also be distributed and updated annually.*

completion of their Cypress Experience.				*At the conclusion of Spring 2014 and Summer 2014, Cypress College had awarded a total of 209 transfer degrees split equally between AA-T and AS-T (50.7% and 49.3% respectively). Of the 209 students who were awarded transfer degrees, 79.9% of them did enroll at a four-year university the following academic year.* *The office also participated in the yearly CTE outcomes survey to track students' achievements after leaving Cypress.*	

Campus Objective

A.3 Develop and implement programs and services aimed at helping at-risk students succeed in basic skills and college level courses.

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
A.3.2 Develop and implement a process to connect at-risk students to academic and campus resources focused on helping them succeed.	*Counselor / Student Success and Support Program Advisor*	*Spring 2017*	*Licenses $5,000* *Adjunct CSFI counselors $35,000*	*The College Success Factors Index (CSFI) is a survey that is often required for students in developmental English and math courses. Students take the survey and meet one-on-one with CSFI counselors to help them identify obstacles that may hinder their success as well as referrals to College and community resources to*	*Students in developmental English and mathematics courses will continue to take the CSFI. Data regarding success, retention, and persistence rates for these students will be tracked and reported.*

| | | | | *help them succeed. Approximately 900 students in developmental math and English courses complete the survey annually. Persistence rates for students in English 57 from fall 2014 to spring 2015 were 95% for those who participated in the CSFI and also attended one to two counseling appointments. Similarly, students' persistence rates in Math 15 were 86.1% for those who took the CSFI and participated in counseling appointments.* | |

Campus Objective

A.4 Dedicate the campus community to student success.

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
A.4.1 Make student success a pervasive theme of discourse throughout the college.	*President*	*Spring 2017*	*$1,000,000*	*The President established a theme of "Students First" at the campus-wide Opening Day meeting in August 2015. Student Success Scorecard results revealed on Opening Day showcased improved student success results in English, ESL, Health Sciences, and CTE. The College maintained significant funding of student success initiatives in accordance with*	*The College will continue to put student success first in the following years by establishing continuous funding for student success and support programs.*

				the Strategic Plan, Student Equity Plan, and Student Success and Support Program allocations. More specifically, in the 2014-15 school year, the College has fully implemented SSSP to help ensure student success. The College has increased funding of 1-time requests ($1 million) to support student success programs.	

DISTRICT STRATEGIC DIRECTION 1

FULLERTON COLLEGE REPORT

Campus Objective
Goal 1: Fullerton College will promote student success.
Objective 1: Address the needs of under-prepared students.

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
The English Department will implement an accelerated developmental composition course, ENGL 99, to allow all developmental students the opportunity of reaching transfer-level English in a single semester.	*English Department Coordinator; Humanities Division Dean*	*Fall 2014*	*No direct budget needed to implement new curriculum, though some funding may be used for faculty training in the summer.*	*In Fall 2014, nine sections of ENGL 99 were offered with enrollment of 256 students. In Spring 2015, 17 sections were offered with enrollment of 415 students. Evaluation of effectiveness of the first semester offerings will occur once comparable students in the traditional sequence have had the opportunity to reach transfer-level English, which will occur in Fall 2015. Success will be assessed in Spring 2016, once grades are submitted for Fall 2015.*	*The implementation of ENGL 99 will continue to be evaluated to determine the success rate of students who reach ENGL 100 from the accelerated pathway vs. the traditional sequence. In addition, two other departments in the Humanities Division are working on accelerated curriculum, which will be implemented in Fall 2015 and Fall 2016, respectively.*
The Counseling Division - Career & Life Planning Center will enhance presentations for Freshmen Orientation.	*Career Center Coordinator*	*Each Fall between 2013 and 2015*	*$100.00*	*In Fall 2014, 26 participants completed an evaluation on the presentation: 100% indicated (1) the information was informative, (2) answered their questions, and (3) the participants would*	*The content of the presentation has since been incorporated into the pilot SSSP workshop, "Uncertain About Your Major?" The previous format for*

				recommend presentation to other students.	*Freshman Orientation week has been revised for summer 2015 and will not include this presentation.*
The Natural Sciences Division will implement a science- related orientation program	*Natural Sciences Division Dean and Faculty, Office of Special Programs*	*Summer 2014*	*Budget for boot camp activities including faculty stipends and materials (funds provided by STEM grant)*	*Four sections of boot camp ran with excellent results in terms of student performance. Students showed an average of 30 % better performance on key topics linked to success in the course.*	*Boot camps will continue and be expanded. Faculty are working to find new funding sources as the STEM grant runs out in 2015.*
The Physical Education Division will develop a marketing strategy for degrees and certificates.	*Dean*	*Spring 2015*	*None requested*	*The Dean of Physical Education contacted students who identified KIN ADT as their educational goal, via email, to discuss student needs and how the division can assist them in completing their transfer degree. In Spring 2014, 3 students completed the requirements for the KIN AA-T degree. In Spring 2015, 15 students complete the requirements for the KIN AA-T degree.*	*Implications for next year's action plan will be to continue to market the KIN AA-T to new and continuing students. More importantly, make contact with students who have 30 or more units completed to insure that they will have access to the courses they need to complete the program.*
The Physical Education Division will explore alternative scheduling/delivery formats including online and hybrid classes.	*Dean*	*Spring 2015*	*None requested*	*The number of Physical Education online courses increased by 100% over 2013-14.*	*The PE Division will analyze fall 2015 and spring 2016 enrollment data for the online and hybrid classes that will be offered. From the data, the Division will make decisions*

					whether to increase the number of online classes for 2016-2017.
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 underprepared students in Fine Arts.	*Division Dean, Art Music, and Theatre Department Coordinators*	*Fall 2013- Spring 2016*	*None*	*Theatre Arts instructor Tim Espinosa joined the Student Success Committee in Spring 2015 and reported on campus-wide initiatives to the Fine Arts Division meeting in May 2015.*	*September 2015: Theatre Arts instructor Tim Espinosa will propose new approaches to student engagement in Fine Arts at a special division meeting in September 2015. October 2015: Espinosa will work with department coordinators to create a Fine Arts Workgroup. January 2016: Workgroup outcomes will be reported to the division at the first division meeting in spring 2016.*
The Social Sciences Division will expand the use of tutors and interns in selected sections of course offerings.	*Social Sciences Division*	*2014-15*	*Increase funding for SI, SE and tutoring programs*	*The number of classes for which SI was offered increased from 8 in Fall 2013 to 13 in Fall 2014. The number of unique students served increased by 60% (276 students in Fall 2014) over the same period as more faculty are incorporating this service into their classes.*	*Continue to share information with faculty about the benefits and effectiveness of the SI program.*
Ensure Social Sciences Divisional supports underprepared students.	*Social Sciences Division*	*2014 -2015*	*None requested*	*The Social Science Division is supporting underprepared students by coordinating*	*Continue to work with the groups mentioned.*

				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% between 2013-14 and 2014-15. The number of hours of instruction increased by 37% with each of the 10 departments referring students to the centers.	
Ensure Social Sciences Divisional participation in the Student Success Committee and the initiatives sponsored by it.	*Social Sciences Division*	*2014 - 2015*	*None requested*	*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 Final Exam Study Sessions. Eleven faculty members participated and 254 students attended the sessions. 97 % of the students who participated in the study sessions and responded to a survey stated that they found the sessions helpful or very helpful, and all respondents stated they would recommend it to a friend.*	*A survey was administered and feedback is being gathered from both students and faculty as to the effectiveness of the program. Modify the program as needed.*
The Administration of Justice Department will pilot a Law Enforcement hiring seminar to prepare recent graduates for the	*Department faculty, both full-time and adjunct.*	*Spring 2015*	*Classroom space, guest speakers, photocopied materials and*	*Hiring seminars were conducted at the conclusion of the 2013 and 2014 terms. Surveys indicated the event was very informative and*	*The implication is that this has been an effective practice and should become part of a regular cycle with*

unique hiring process used to select law enforcement officers.			some classified staff support. This was accomplished by using a modest amount offered through the VPAS office ($300) plus base budget allocations.	helpful in preparing for a career in law enforcement. According to P.O.S.T., Fullerton College shows the highest rate of employment for graduates exiting extended Police Academies from any community college in the State of California.	Academy graduates.
The Cosmetology Department will develop short practice quizzes covering material from textbooks to reduce student fear of tests and improve understanding of the sciences used in cosmetology.	Cosmetology full-time staff and Skill Center staff.	Work began in Fall 2013	Skill Center staff, with special funding, were used to offer services for this purpose.	Practice test results were collected and assessed in the subsequent semesters. 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. Pass rates have improved since the onset of this activity. Results of State Board passage rates are reviewed at the annual advisory meeting held during fall where recommendations for the next cycle are recorded.	The implication is that this has been an effective practice and should become part of a regular activity with cosmetology students.
The Office of Campus Communications will publish a monthly student newsletter and website that highlight the programs and services to help underprepared students.	Director of Campus Communications and the department staff	May 2015	None requested	Both publications launched, reaching all Fullerton College students. The newsletter averages a 20 % open rate and the News Center had 6,498 unique views in its first four weeks of launch.	Both publications will continue. A readership survey will be conducted to solicit feedback in the 2015-2016 academic year.

Campus Objective

Goal 1: Fullerton College will promote student success.

Objective 2: Increase course retention and success.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
FC SI Program: Deliver Supplemental Instruction to content-area courses.	Dean, LLRISPS Director, ASC	Spring 2015	$50,000	In spring 2013, eight SI sections were offered. In spring 2015, 43 sections of SI were offered. Data from spring 2013 reveal the following success and retention improvement: Retention for those who attended 0 sections of SI = 76.8 % Retention for those who attended 1-3 sections of SI = 87.5 % Retention for those who attended 4+ sections of SI = 93.3 % Success for those who attended 0 sections of SI = 55.3 % Success for those who attended 1-3 sections of SI = 67.9 % Success for those who attended 4+ sections of SI = 85.6 %	Plans are in place to offer 55 sections of SI in fall 2015 and more data will be gathered.

Librarians offer customized LIS (Library Instruction Sessions) to FC classes. Each session is 60-120 minutes in length.	*Dean, LLRISPS*	*Spring 2015*	*None requested*	*LIS's increased from 114 sessions offered in 2013-2014 to 147 sessions offered in 2014-15.*	Additional LIS sessions in 2015-16 will be offered, and new data will be gathered and reported.
				Data from Fall 2013 reveal the following success and retention improvement:	
				Retention for classes that included an LIS = 83 %	
				Retention for comparable classes that did not include an LIS = 81 %	
				Success for classes that included an LIS = 69.8 %	
				Success for comparable classes that did not include an LIS = 69.7 %	
				Data from spring 2014 reveal the following success and retention improvement:	
				Retention for classes that included an LIS = 79.6 %	
				Retention for comparable classes that did not include an LIS = 79.4 %	
				Success for classes that included an LIS = 65.5 %	

				Success for comparable classes that did not include an LIS = 61.0 %	

Campus Objective

Goal 1: Fullerton College will promote student success.

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

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
The EOPS Office will require students to complete two counseling appointments and one specialist appointment as a means for students to clearly understand how to reach their academic/career goals.	*EOPS Academic Counselors & EOPS Student Services Specialist*	*2014-2015*	*$156,000* *($130 per student)*	*Students received a long-term Student Educational Plan as well as information about campus-based resources and motivation.* ** In fall 2014, EOPS had 1453.5 one-hour counseling appointments available and 1,419 of those appointments were attended by students. In spring 2015, EOPS counselors had 1932 one-hour counseling appointments available and 1,871 of those available appointments were attended by students. In fall 2014, Specialists had*	*As a result of EOPS state mandates of three counseling appointments per semester per student being reinforced and an increase in EOPS students being served, resulting from equity funding, the need to increase counseling availability in 2015-16 is imperative. As a result, this will increase the estimated expenditures from $130 a student to $180 per student next year.*

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				1591.5 30-minute appointments available and 1,330 of those were attended by students. During spring 2015, 1212.5 30-minute appointments were available and 930 of those were attended by students.	
The Counseling Division will increase degree/certificate completion rates through the implementation of a degree audit system.	*Dean of A&R, Dean of Counseling*	*Fall 2014*	*$50,000 (approx.)*	*Soft launch of DegreeWorks to students postponed until spring 2016 to insure accuracy of information.*	*Once the system launches, ongoing maintenance is required to keep degree audit information updated. Ongoing training of staff is required as IT support.*
Student Affairs will proactively inform students of the benefits of graduating from FC, inform/remind them of the dates to apply for graduation, and encourage them to participate in commencement.	*Director, Student Activities AS/ICC Faculty Advisor Student Affairs Staff*	*2015-2016*	*$150 for a new banner*	*Graduation applications increased 11.94 % from the previous year: 2,728 graduation applications were received in 2014-15 as compared to 2,437 in 2013-14. 564 students participated in the 2015 commencement as compared to 571 students the previous year.*	*Continue process in 2015-16 with the intent to increase graduation applications and participation in commencement.*
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 FC GEN ED pattern.	*Mathematics and Computer Science Division Dean and Faculty*	*Ongoing- Course was first offered in Fall 2013*	*N/A*	*This course has been offered for the past two years. More than 500 students have benefited from this alternative pathway. Data on course success and success in the subsequent transfer course*	*The division will continue to recommend the MATH 043 F course to non-STEM majors.*

				is being gathered.	
The Fullerton College Honors program will increase the number of students certified in the Honors program.	*Dean, LLRISPS Honors Coordinator*	*Spring 2015*	*None requested*	*The number of Honors Certified students rose from 29 in spring 2014 to 43 in spring 2015.*	*The aim is to increase the number of certified students by 10 % for the 2015-16 school year.*
The Fullerton College Honors program will increase the number of students who participate in the Honors program.	*Dean, LLRISPS Honors Coordinator*	*Spring 2015*	*None requested*	*606 students participated in the Honors program in 2014-15.*	*The aim is to increase the number of students who participate in the Honors program by 10 % for the 2015-16 school year.*
Develop courses of study plans for all Fine Arts Certificates and Degrees	*Art, Music, and Theatre Coordinators*	*Fall 2015*	*$1,500 printing*	*Fall 2014: Dean Jensen directed the Art, Music, and Theatre Coordinators to establish task forces to prepare the first drafts of plans with Art taking the lead. Spring 2015: Dean Jensen met with Dean Campbell and the Counseling Coordinator to begin the review process.* *Spring 2015: Counselors met with individual departments to review proposals.* *June 2015 Courses of Study plans have been submitted to the division office for review and processing.* *June 2015: Fine Arts Marketing Representative has begun discussions for template development with a graphic designer.*	*Fall 2015 The Fine Arts Marketing Representative will distribute printed courses of study plans to students, department faculty and counselors.* *Fall 2015: Faculty training will be provided by each department coordinator* *Fall 2015: Consistent communication will take place with the Counseling Department.* *Fall 2015: All suggested program of study sequences will be added to the department websites.*

Revise commercial music degree and recruit students to this revised degree program.	*Music Department Coordinator and faculty*	*Fall 2015- Spring 2016*	*No cost*	*The Commercial Music faculty Workgroup formed in January 2015.* *April 2015: The workgroup met with the dean and reviewed research into university programs.* *May 2015: The workgroup attended a commercial music conference, involving university and high school representatives. A presentation was given at the Music Department meeting to review options, share conference information, and university program research. The department decided to review all options in early Fall 2015 and move forward with the curriculum work.*	*Fall 2015: The Music Department will review commercial music degree options presented by the Task Force.* *Fall 2015: New curriculum for the degree will be entered into Curricunet and undergo the curriculum review and approval process.* *Spring 2016: The Fine Arts Marketing Representative will raise awareness of this revised degree through social media, the division website, and through the creation of new print materials.*
Increase the number of certificates and degrees awarded by 2 % within the Division of Technology & Engineering.	*Division faculty with support from the Dean. Support from Admissions and Records will also be necessary for validation of data.*	*Start the comparison of completion rates from 2014/15 to 2015/16 with overall assessment in Summer 2016.*	*Work can be done within existing budget.*	*An increase in degrees and certificates awarded is indicative of student success and in meeting regional workforce demands.*	*The implication is that, depending on the increase achieved, the division will be better able to evaluate areas needing addition support and the development of new strategies to improve performance.*

Campus Objective

Goal 1: Fullerton College will promote student success.

Objective 4: Increase the number of transfers.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
The Transfer Center will increase access to transfer information by creating an online Transfer Orientation using Comevo software.	*Transfer Center Director*	*June 30, 2015*	*$1,800/$1,242 for staff member time working on the creation of the online Transfer Orientation*	*The online Transfer Orientation will be piloted during summer 2015.*	*Will review data and feedback from the pilot program; revise content as warranted and continue use during 2015-16.*
The Transfer Center will contact each CSU applicant who indicated an intention to complete an ADT to ensure that they meet the graduation application deadline.	*Transfer Center Director*	*February 20, 2015*	*Estimated staff time to email students and answer follow up questions: $625;* *Estimated 63 hours of counseling @ $50.56/hr. = $3,185.28* *Total: $3,810.28*	*A total of 63 CTC counseling hours were related to ADT between January 2015 and February 20, 2015. A total of 606 ADT graduation applications were received by Admissions and Records, up from 441 the previous year.*	*Continue to reach out to potential ADT students who have applied to the CSU and provide follow-up services in 2015-16.*
The Transfer Center will increase opportunities for students to visit universities.	*Transfer Center Director, CTC staff/chaperones*	*2014-2015*	*Northern California Tour transportation and lodging: $10,000* *Local Tours Transportation: $5,100* *Total: $15,100*	*The Northern California University Tour has been offered yearly (2013, 2014, and planned for summer 2015). 6 local university tours have been offered for the 2014-2015 academic year, up from 3 in 2013-2014.*	*Continue to offer a yearly Northern California university tour and at least six local university tours per year.*

The Mathematics and Computer Science Division will market the transfer degree in mathematics to help increase interest.	*Mathematics and Computer Science Division Dean and Faculty, Office of Campus Communications*	*Ongoing - degree first offered in Fall 2013*	*None requested*	*10 AS-T degrees in Mathematics were awarded in 2013-2014*	*The division will continue to market the AS-T in Mathematics*
The Fullerton College Honors program will increase the number of Honors students who transfer.	*Dean, LLRISPS Honors Coordinator*	*Spring 2015*	*None requested*	*In 2014-15, Honors students transferred to the following universities: UC Berkeley, UCLA, UC San Diego, UC Davis, San Francisco State, CSUF, Cal State Long Beach, Cal Poly Pomona and USC.*	*The aim is to increase the number of students who transfer into four-year universities by 10 % for the 2015-16 school year.*
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.	*Natural Sciences Faculty, Office of Special Programs*	*Ongoing*	*None requested*	*The division has recently been awarded innovation fund grants that are aimed to get students better prepared in basic science skills as well as introduce them to practical applications of new technology in growing plants and fish. Based on historical data for the division we hope to see a 2% increase in transfers to 4 year STEM programs*	*Based on the success of this, several faculty have written successfully funded innovation grants to continue to engage more students in STEM related activities.*
The Natural Sciences division will develop transfer degrees as templates become	*Division Faculty*	*Ongoing*	*None requested*	*Currently geology and physics are AS-T. Biology, chemistry, horticulture and*	*These transfer degrees should be approved and ready by fall of 2016.*

available.				*nutrition & foods were prepared.*	
Develop and complete new Transfer Model Curriculum AA degrees for every department in the Social Sciences Division as templates become available.	*Social Sciences Division Dean*	*2014 -2015*	*None requested*	*Of the 10 departments in the Division, nine have completed their AA-T Degree.*	*Continue the work in order to Increase the number of transfers.*

Campus Objective

Goal 1: Fullerton College will promote student success.

Objective 5: Increase the persistence rate of students.

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
Graduation applications will be evaluated and students will be notified of the results prior to the start of registration for the following term.	*Dean, Admissions & Records Registrar*	*On going*	*No additional funding required*	*Graduation applications in 2015 increased 11.45% from the previous year (2,716 in 2014-15 as compared to 2,437 in 2013-14). The number of degrees awarded increased by 11.41 % (1,826 in 2014-15 as compared to 1,639 in 2013-14).*	*Continue to streamline evaluation process to improve services.* *Continue process in 2015-16 with the intent to increase the number of degrees awarded.*

Student Affairs staff will collaborate with the Associated Students (A.S.), Inter-Club Council (ICC) and the clubs & organizations to form student groups, to provide educational presentations during meetings, and to support study sessions on campus.	*Inter-Club Council/ICC Clubs and Organizations Associated Students Student Affairs Staff FC Master Calendar*	*2015-2016*	*None*	*To increase the number of A.S., ICC and clubs study groups, and in-meeting educational presentations, to enhance student success and address the needs of under-prepared students.*	*To maintain a record of all study groups and in-meeting presentations of the A.S., ICC and clubs. To seek input and/or minutes from the sponsoring organizations A.S., ICC and interested clubs will continue to host student groups and in-meeting presentations to enhance and promote student success.*
Student Affairs, Inter-Club Council and the Club Collaborative will work together to support the FC Food Bank by promoting and providing donated canned goods and dry goods for the FC Food Bank during September and February through early May. *.*	*Director, Student Activities, AS/ICC Faculty Advisor Student Affairs Staff, Inter-Club Council/ICC Clubs/Organizations Associated Students Club Advisors, (Faculty, Staff) and Volunteers*	*2015-2016*	*Canned/dry good donations; monetary donations to be provided by A.S and ICC.*	*During 2014-15, 15 FC Depts. sponsored ICC Food donation boxes for 19 locations. Up to 14 clubs assisted with food box collections during the ICC Food Drive in September, and seven clubs, ICC and Student Affairs assisted during the Spring semester.*	*Student Affairs, Inter-Club Council and the Club Collaborative will continue to support the FC Food Bank.*
Deliver a series of workshops and	*Dean, LLRISPS* *Staff Development*	*Spring 2015*	*$2,000*	*A series of workshops and trainings reached*	*For 2015-16, the plan is to offer additional workshops and*

trainings to train faculty, staff and administrators on topics related to student success.	*Coordinator*			*more than 250 people (faculty, classified professionals and administrators). Workshops touched on a variety of topics from dealing with student code of conduct and mental health first aid to instructional technology for making classes more engaging and accessible for various student populations.*	*trainings. The aim is also to have 20% of attendees put what they've learned into practice in their respective areas (classrooms, offices, etc.)*
Deliver workshops as part of the New Faculty Seminar. This seminar series will train new faculty on topics related to student success.	*Dean, LLRISPS* *Staff Development Coordinator*	*Spring 2015*	*$2,000*	*A yearlong series of workshops and trainings were offered to the 11 new faculty hired in 2014-15. There were 14 workshops/trainings with 45 hours of participation, total. The workshops focused on classroom practices for best serving our diverse student populations and included attention to issues of institutional effectiveness and the value of being an engaged professional at Fullerton College.*	*The plan is to offer a yearlong series of workshops and trainings to the 45 new faculty hired in 2015-16. There will be 14-16 workshops/trainings with 45-55 hours of participation, total. The aim is to have 25% of these participants put what they've learned into practice in their classrooms/areas.*
Complete the development of Career Pathways	*Division of Technology and Engineering faculty with support*	*Spring 2016*	*None Requested. (Note: A modest hospitality budget*	*Clearly defined pathways for course sequences will assist students in*	*If successful, this practice can provide a model for other college*

matrices to guide and advise students of best course sequences through any degree or certificate offered in the Division of Technology and Engineering	*from the Dean.*		*would be useful for supporting working business meetings on campus. Estimated not to exceed $500. This could be funded using Perkins with no additional burden on operational budgets).*	*planning efficient passage through to the completion of degrees and certificates. Additionally, defined pathway structures may assist with schedule development and enrollment planning.*	*division/departments/programs to assist with advisement and facilitation of student progression using best path models.*

DISTRICT STRATEGIC DIRECTION 1

SCHOOL OF CONTINUING EDUCATION

Campus Objective: Develop various ways to educate students regarding educational options and career pathways available at SCE, Cypress College, and Fullerton College.					
Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
Implement new ways of promoting SCE offerings to existing students.	CTE Program Manager Director of Campus Communications	*September 2014*	*$185*	*Building Connections workgroup developed the "Connecting the Dots" and "Your Pathway from SCE to College" brochures which details pathways for ESL, CTE and high school students. CTE staff visited classrooms to promote career certificate programs and computer skills program certificates.*	*Establish an annual cycle of scheduled events and other interventions aimed at promoting SCE programs to existing students.*
Connect students at community-based sites to on-campus noncredit and credit offerings.	Basic Skills Program Manager ESL Program Manager SSSP Program Manager	*June 2015*	*$30,358*	*Students educated on opportunities via High School program speaker series at Gilbert West off-site High School lab. Piloted off-site counseling for ESL students.*	*Establish expectations for the ESL off-site counseling program and expand it incrementally to other community-based locations.*

Develop various ways to deliver student orientation.	SSSP Program Manager CTE Program Manager Basic Skills Program Manager	September 2014	$5,114	Students completed newly developed online orientation in order to register for classes in the Administrative Assistant, Medical Assistant, Early Childhood Education, High School Diploma, and Pharmacy Technician programs.	Continuously update online orientation content to reflect the latest developments and expectations.
Develop noncredit-to-credit transitional programs in the areas of ESL and Basic Skills.	ESL Program Manager Basic Skills Program Manager SSSP Program Manager	June 2014	$23,282	ESL Program piloted the "Transition to College" activities with two college-bound cohorts of students at the Cypress and Wilshire Continuing Education Centers.	Evaluate the effectiveness of the first year pilot, make appropriate changes and plan for the ongoing implementation.
Collaborate with college representatives for day/evening visits of SCE classes.	SSSP Program Manager Director of Campus Communications	June 2015	$40,083	Through Adult College and Career Transition (ACCT), collaborated with Cypress and Fullerton Colleges to offer campus tours to SCE students as well as workshops on financial aid and college transition. Also provided informational booths at Graduation and Student Success.	Continue to develop new ways of providing information on college offerings to SCE students.
Pilot an off-site High School	Basic Skills/HSDP Program Manager	June 2015	$137,967	Designed and piloted the first off-site HSDP at the	Develop a similar program at the El

Diploma Program (HSDP).				*Gilbert West High School campus, AUHSD. The Gilbert West HSDP implemented several innovative strategies in instructional delivery and student services resulting in higher completion rates.*	*Camino High School site (PYLUSD).* *Institutionalize the Gilbert West pilot.*
Explore the needs of K-12 Special Education students transitioning to post-secondary education with the goal of developing relevant instructional programs and student services.	*DSS Director*	*June 2015*	*$45,109*	*DSS employed an adjunct counselor and a professional expert who provided informational workshops at K-12 sites on college transition for students and parents. Topics and competencies were identified for future curriculum development.*	*Increase the number of informational workshops for K-12 students and parents. Review the findings of the instructional needs and plan the development of the new courses and/or revision of the existing DSS course offerings.*
Establish transitional pathways for CTE students.	*CTE Program Manager*	*May 2015*	*N/A*	*In collaboration with Cypress College faculty, designed the Funeral Service Assistant certificate, a noncredit CDCP program leading to career pathways through the Cypress College Mortuary Science Associated and future Bachelor degrees.*	*Explore developing similar pathways for the CTE certificates in other areas.*

Expand Learning Disability (LD) Assessment Program.	DSS Director	September 2015	$43,622	BSI Advisory Committee approved funding for the SCE LD Assessment Program. The number of the assessed students in 2014-2015 was 97, a 43% increase.	Explore ways to institutionalize the LD Assessment Program.

District Strategic Direction 2. The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

District Objective 2.1					
NOCCCD will distribute, evaluate, and communicate the findings of an annual District Institutional Effectiveness Report that disaggregates data by racial/ethnic cohorts to maintain awareness of the achievement gap.					
Action Plan for District Objective 2.1	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
2.1.1. Annually revise template for the NOCCCD Institutional Effectiveness Report based on *- ACCJC requirements for evidentiary information and* *- findings from District-wide Satisfaction Survey*	*Institutional Effectiveness Coordinating Council in consultation with the Vice Chancellor Educational Services and Technology*	*June 2014* *June 2015* *June 2016*	*-0-*	*Campus researchers have worked closely with District IS department to revise the Institutional Effectiveness Report template based on ACCJC requirements.*	*De-link Institutional Effectiveness Report with the District-wide Satisfaction Survey as there is little connection between the two.*
2.1.2. Revise NOCCCD Institutional Effectiveness Report if necessary	*District Director Information Services and staff in consultation with the Institutional Effectiveness Coordinating Council*	*September 2014* *September 2015* *September 2016*		*Anticipated completion date of the revised template is September 2015.*	
2.1.3. Campus annual reports to include NOCCCD Institutional Effectiveness Report	*Campus Directors of Institutional Research and Planning*	*November 2014* *November 2015* *November 2016*		*Beginning in November 2014, campus annual reports included all available information in the Institutional Effectiveness Report.*	*By November 2016, all required ACCJC information in the Institutional Effectiveness Report will be included in*

					the campus annual reports.

District Objective 2.2

NOCCCD will research and identify elements that impact the achievement gap and disseminate the information to colleges in the District.

Action Plan for District Objective 2.2	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Yearly Outcome*	*Implications for Next Year's Action Plan*
2.2.1. Research elements that impact the achievement gap including outside research and internal findings	*Institutional Effectiveness Coordinating Council in consultation with the Vice Chancellor Educational Services and Technology*	*December 2014*	*-0-*	*External research is being conducted by multiple people/entities via conference and workshop attendance. We have known elements that might impact the achievement gap to include cohort based learning, learning communities, supplemental instruction, and summer boost. Internal findings are readily available in the Student Equity Plans by the Colleges and SCE. However, internal research is on-going and so far, has only identified the achievement gap, not necessarily those elements that might help reduce or eliminate the achievement*	*Modify timeline to state "on-going"* *Continue to conduct internal research on those elements that might reduce or help eliminate the achievement gap.*

				gap.	
2.2.2. Develop a plan for District-wide dissemination of this information including possible: *- information sessions* *- presentations* *- staff development offerings*	*Vice Chancellor Educational Services and Technology in consultation with Director, Equity and Diversity*	*Spring 2015*	*-0-*	*While the research in on-going, information is being disseminated as they become available such as those contained in the Student Equity Plans and gleaned from the Closing the Latino Opportunity Summits.*	*Staff development will continue to emphasize cultural competencies and effective instructional strategies to reach all students.*
2.2.3. Implement the District-wide dissemination plan	*Vice Chancellor Educational Services and Technology in consultation with Director, Equity and Diversity and campus Vice President/Dean of Instruction*	*Fall 2015*	*-0-*		*This strategy will be postponed to Fall 2016.*

DISTRICT STRATEGIC DIRECTION 2

CYPRESS COLLEGE REPORT

Campus Objective
A.1 Facilitate all students' achievement of critical milestones by providing excellent instructional and support services, consistent with the Student Success and Support Program and other requirements.

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
A.1.6 Conduct a systematic feasibility study to establish prerequisites for content-area courses, examining student success benefits and challenges.	*Executive Vice President*	*Fall 2015/Ongoing*	*$0*	*No feasibility study has been initiated thus far.*	*The planning for the feasibility study will take place during Fall 2015 and will be ongoing until completion.*

Campus Objective

A.2 Provide increased access to mathematics and English for all incoming freshmen.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
A.2.1 Develop and implement enrollment management strategies to ensure that targeted incoming freshmen have the opportunity to enroll in mathematics and English basic skills courses in the first semester.	Counselors and Program Advisors	Ongoing	$60,000	The Summer boost program was established to help improve the college readiness of incoming freshmen by providing them with refreshers in math or English. The program also guarantees incoming freshmen a seat in basic skills courses and up to 12 units in their first two semesters. Analysis of the 2014 Summer Boost cohort indicated that Math 40 placed students had a 100% success rate in their math courses and a cumulative 3.08 GPA for all Fall 2014 courses. Students placed into Math 20 recorded the lowest math success rate of 60.0%. Those students earned a cumulative 2.72 GPA. Discussions about the logistics of expanding the program for 2015 identified the need for	The College will scaffold ongoing support during the first semester to improve student success outcomes. Preparations are underway to secure additional wireless devices and access points. Program evaluation will address completion and retention of the Boost group in comparison to non-Boost participants. The Enrollment Management Committee is exploring the establishment of effective student pathways to be made available in future terms. Collaboration with AUHSD will continue as we refine and

				additional wireless devices and access points to allow increased student access to the campus wireless infrastructure.	*expand the program in support of enhanced student success.*
				Meetings with the Anaheim Union High School District Counseling Director facilitated in-service and site visits to promote the program to high school students.	
				On February 25, 2015, 292 high school seniors attended a presentation at the College regarding the program during Senior Day activities. This served as the initial marketing activity for the program.	
				Students will participate in peer-to-peer interaction to provide participants with a support network. Students will also have an assigned counselor to provide academic and personal support.	
				The College is prepared to accept 300 students in fall 2015 with 150 qualifying for the boost component.	

Campus Objective

A.3 Develop and implement programs and services aimed at helping at-risk students succeed in basic skills and college level courses.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
A.3.1 Reduce the achievement gap among students by removing barriers to success, especially for at-risk students.	Student Equity Plan Chair	Ongoing	$40,000	The Student Equity Plan Committee worked with the Office of Institutional Research and Planning to identify achievement gaps within underserved and under-represented student populations. The English achievement gap ranges from 7-17.3% while math ranges from 8.2-30.9%. Asian students primarily achieved the highest success rates. African-American students typically achieved the lowest success rates. This information was shared at the Leadership Team meeting in April as part of an exploration of the problem. The Committee has created a Student Equity Plan to reduce identified achievement gaps. Long-term programming for student success and implementation of best	The campus will continue to engage in professional development activities regarding access and equity. The College will have a campus wide call for proposals for student equity programs, activity, and events to support student equity effort collaboration.

				practices are intended to mitigate identified disproportionate impact for access, retention and persistence, basic skills and ESL course completion, and degree and certificate completion. Professional development activities to address identified gaps regarding access and equity began in the 2014-15 school year.	
A.3.2 Develop and implement a process to connect at-risk students to academic and campus resources focused on helping them succeed.	EOPS Manager	Ongoing	$3,850	EOPS launched Early Scheduling sessions in fall 2014 to help students select their spring 2015 courses prior to the priority registration period. EOPS counselors led six group sessions regarding academic and financial aid policies. Students consulted individually with counselors to assure alignment of their planned spring semester schedules with their comprehensive SEPs. 130 students participated in these sessions. 84% strongly agreed that the sessions provided useful information.	EOPS will collaborate with the Financial Aid Office to provide representatives on site to assist students with their financial aid questions as well as creating their next-semester schedules.
A.3.2 Develop and implement a	Counselor / Student Success and Support	Ongoing	$50,000	The Assessment Center provides faculty advising	The College will continue to provide

| process to connect at-risk students to academic and campus resources focused on helping them succeed. | Program Advisor | | | to students who place below English 57. ESL students who assess high on the CELSA Combined English Language Skills Assessment are advised that they may be better served in the English sequence.

English/Reading and ESL faculty collaborate with Student Success and Support Program (SSSP) advisors to determine which developmental English or ESL course sequence would be most appropriate for the student. This review involves student transcripts and writing samples.

On average, 40-50 students meet with a faculty advisor and/or SSSP counselor each year. | consultation, advisement and additional support services for students who assess below English 57. |

DISTRICT STRATEGIC DIRECTION 2

FULLERTON COLLEGE REPORT

Campus Objective
Goal 2: Fullerton College will reduce the achievement gap.
Objective 2: Increase retention rate of Hispanic and African-American students by at least 2 %.

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
The EOPS Office will assist students in the advancement of their math concept skills, critical thinking skills, and reading and grammar skills in an attempt to reduce the achievement gap.	*Tutoring and Workshop Specialist*	*2014-2015*	*$5,000*	*It is currently estimated that EOPS has paid the tutoring center for approximately 712 hours of tutoring for the academic year. In spring 2015 (mid-March), EOPS added a one-on-one tutoring component and have been billed for approximately 91 hours thus far.*	*EOPS will continue tutoring support for its students in 2015-16 and will look at success rates with and without tutoring.*
The Mathematics & Computer Science Division will investigate and implement strategies shown to increase retention rates among underrepresented groups.	*Mathematics and Computer Science Division Dean and Faculty*	*Faculty investigation (such as workshop and conference attendance) took place in 2013 – 2014. Training and implementation will take place during summer and fall 2015.*	*Approximately $2,000 in division and campus staff development funds were allocated.*	*Twenty full-time and adjunct faculty attended conferences. Campus workshops discussed topics of the flipped classroom, just-in-time remediation, and self-pacing of basic skills math courses.*	*The division will increase the number of sections to which Supplemental Instruction is attached, increase the use of online resources in the basic skills courses, and continue to discuss self-pacing options.*

The Natural Sciences Division will investigate and implement strategies such as undergraduate research shown to increase retention rates among underrepresented groups.	*Natural Sciences Faculty, Staff Development*	*Investigate in 2013 – 2014, with the goal of implementation by Fall 2014*	*Reassigned time and/or faculty stipends* *Funds for training faculty on strategies*	*Dramatic improvement in retention (90.5% vs. 82.2%) and success (83.2% vs. 66.5%) of students in oceanography course by introducing undergraduate research (algae in a bottle) experiment. Historically there has not been institutional support (i.e. faculty release time or payment) for engaging students in undergraduate research. Through the efforts of Sean Chamberlin we have begun to implement small research programs in class and outside of class (biofuels from algae). As Dean, I have experience and believe very strongly in this high impact practice and want to see more of it done and have faculty feel that they are both encouraged and supported when they want to engage in it!*	*The division will continue to implement this program and work to get more undergraduate research incorporated into our curriculum.*
The Physical Education Division will expand the Incite program.	*Director of Academic Support Center Tutoring Center Coordinator and Athletic Coaches*	*Spring 2015*	*Title III Funds/The actual expenditures will not be realized until June 30, 2015.*	*Overall, the course success rates for African American students participating in Incite was 64 % compared to 50 % for students who did not participate; the course success rates for*	*Data is not available. Once data is available to analyze, implications for next year's action plan*

					Hispanic students participating in Incite was 72 % compared to 63 % for students who did not participate.	*will be identified.*
The Physical Education Division will provide support to expand the Umoja program.	*Umoja Program Director and Athletic Coaches*	*Spring 2015*	*None requested*		*Rescheduled and expanded the Umoja program presentation times to increase student-athlete participation.* *Continue to give student program surveys.* *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 Start Saturdays, club days* *Continue to work and promote the Feed the Student-athlete effort.*	*Data is not available. Once data is available to analyze, implications for next year's action plan will be identified.*

Campus Objective

Goal 2: Fullerton College will reduce the achievement gap.

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

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
The Mathematics & Computer Science Division will continue to support college initiatives such as SDSI and Legacy designed for underrepresented populations.	*Mathematics and Computer Science Division Dean and Faculty* *Academic Support Center*	*Ongoing. SDSI is a full program run by the ASC* *Legacy may be implemented in Fall 2015*	*SDSI is funded by ASC. An augmentation of $120,000 has been requested of Student Equity. Funding for Legacy is pending.*	*The division ensured correct placement of more than 50 SDSI students. The Legacy Program has been incorporated as a key component of the college's Student Equity Plan.*	*SDSI and Legacy will be fully integrated using Student Equity funding.*
The Academic Support Center will pilot Student Diversity Success Initiative (SDSI) math cohort for at-risk African American and Hispanic males	*Dean, LLRISPS* *Director, Academic Support Center* *Tutoring Center Coordinator* *Dean of Counseling* *Dean of Mathematics*	*Spring 2015*	*$23,000*	*Higher rates of success and a reduced achievement gap in math courses for students who take advantage of the services offered through SDSI.* *In Fall 2013, African American and Hispanic SDSI student participants enrolled in a math course had a 18 % higher success rate than non-participants. More recent data will be included soon.*	*For 2015-16, the plan is to increase the number of SDSI participants significantly. Updated success rates will be included soon.* *The plan is to pilot a SMILE (Summer Math Initiative for Level Enhancement) program during the summer 2015 session. 25-30 students will take advantage of five weeks (two days a week) of math-*

					specific instruction including workshops with math and reading instructors as well as online math instruction, ALEKS.
The Academic Support Center – Tutoring Center will enhance the Incite Program: Academic Support for Student Athletes Program.	*Dean, LLRISPS* *Director, Academic Support Center* *Tutoring Center Coordinator* *Dean of Counseling* *Dean of Mathematics*	*Spring 2015*	*$75,000*	*Higher rates of success and a reduced achievement gap for students who take advantage of the services offered through Incite.* *African American student participants had a 14 % higher course success rate than non-participants, and Hispanic Incite student participants had a 9 % higher course success rate than non-participants.*	*For 2015-16, the plan is to increase the number of Incite participants and to enhance the Incite interventions to include more workshops on sexual harassment and violence against women (including Title IX information). Updated success rates will be included soon.*
Deliver a series of workshops as part of the Teaching and Learning Certificate on factors that contribute to achievement gaps and strategies for reducing these gaps.	*Dean, LLRISPS* *Staff Development Coordinator*	*Spring 2015*	*$2,000*	*A series of workshops and trainings to faculty, classified professionals and administrators were offered.*	*For 2015-16, the plan is to offer additional workshops and trainings. The aim is to have 20 % of these participants put what they've learned into practice in their classrooms/areas.*

Deliver a series of workshops as part of the New Faculty Seminar on factors that contribute to achievement gaps and strategies for reducing these gaps.	*Dean, LLRISPS* *Staff Development Coordinator*	*Spring 2015*	*$2,000*	*A yearlong series of workshops and trainings to the 11 new faculty hired in 2014-15 were offered. There were 14 workshops/trainings with 45 hours of participation, total.*	*The plan is to offer a yearlong series of workshops and trainings to the 45 new faculty hired in 2015-16. There will be 14-16 workshops/trainings with 45-55 hours of participation total. The aim is to have 25 % of these participants put what they've learned into practice in their classrooms/areas.*
Increase success rate of Hispanic and African-American students by at least 2 %.	*Social Sciences Division*	*2014-2015*	*$ 4,000*	*The Social Sciences Division supports diverse student organizations and hosted upwards of 30 events during the 2014/15 academic year including the following:* *UMOJA, Kwanza, KinderCaminata,* *Faces of Fullerton,* *Historically Black Colleges Transfer Event,* *Veteran Career and Resource Fair,* *Worldfest,* *Cinco De Mayo,* *African American Student Forum.*	*Continue to work with the college community to support Hispanic and African American student population.* *Identify pertinent data to gather and analyze in order to assess the effectiveness of the activities.*

				For KinderCaminata, 2,500 students from four school districts visited the College. Their parents participated in educational workshops, and many dignitaries at high levels from the community attended too.	
Social Sciences faculty will develop best practices and present as workshops, pedagogy designed to improve learning in large lecture settings.	Social Sciences Division	2014-15	None requested	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.	Continue to gather and share the literature with faculty and discuss findings. Explore funding sources to support an action group with the goal of developing specific plans to implement ideas from the research into social science courses.

DISTRICT STRATEGIC DIRECTION 2

SCHOOL OF CONTINUING EDUCATION

Campus Objective: Develop an SCE Student Equity Plan and incorporate its findings in other school-wide plans.					
Action Plan for Campus Objective	**Responsible Party**	**Target Completion Date**	**Estimated Budget/Actual Expenditures**	**Outcome**	**Implications for Next Year's Action Plan**
Develop an SCE Student Equity Plan.	*Wilshire Dean*	*December 2014*	*$488,861*	*The Student Success and Equity Advisory Committee developed a Student Equity Plan with goals and activities to address access, course completion, CTE, Basic Skills and ESL completers and transition to credit.*	*Annual review of disaggregated data; monitor access and achievement; assess and evaluate the effectiveness of the academic and support services to improve the development of the annual Student Equity Plan.*
Incorporate student equity findings in SSSP Plan and BSI Action Plan.	*SSSP Program Manager Cypress Dean*	*May 2015*	*TBD*	*The design of the BSI Proposal template for 2015-2016 includes correlation with identified disproportionate impacts.*	*Continue to develop meaningful connections between the Student Equity Plan, SSSP Plan, and BSI Plan.*
Identify and secure a funding source to provide	*Pro-D Committee Manager of*	*March 2015*	*$3,248*	*Sponsored 6 staff and 1 student attendance at*	*Commit to send staff and students to A2MEND and*

staff development training to faculty and staff.	*Administrative Services*			*the A2MEND conference.*	*similar conferences.*
Identify outcome measures and evaluate the effectiveness of the piloted AB86 adult education instructional programs and student services.	*AB86 Executive Committee*	*June 2015*	*$15,651*	*Effectiveness measures of the off-site HSDP and iBEST program were developed using enrollment data, completion data, and (quantitative analysis) and student surveys (qualitative analysis).* *Collected and analyzed data from the first year at Gilbert West off-site location.*	*Establish an annual cycle of evaluating the effectiveness of the adult education programs provided through the AB86 block grant.*

District Strategic Direction 3. The District will annually improve the success rate for students moving into:
- The highest level possible credit basic skills courses in mathematics, English, and English-as-a-Second-Language from noncredit basic skills instruction in the same discipline and
- College-level courses in mathematics, English and English-as-a-Second-Language from credit basic skills courses in these disciplines and
- The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English and English-as-a-Second-Language.

Note: The following Objective is not limited to the specific basic skills items in the District Strategic Direction but will be used for all programs.

District Objective 3.1					
NOCCCD will investigate and develop new pathways to transition students from non-credit to credit programs.					
Action Plan for District Objective 3.1	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Yearly Outcome*	*Implications for Next Year's Action Plan*
3.1.2. Expand the NOCCCD Institutional Effectiveness Report to include tracking of the number of non-credit students transitioning to credit, identifying gaps, and evaluating the effectiveness of intervention strategies	*District Director Information Services in consultation with the Institutional Effectiveness Coordinating Council*	*June 2015*		*SCE is developing a Building Connections report with District IS.* *Anticipated completion date of report is August 2015.*	
3.1.3. Lead a discussion and review of student assessment, orientation and enrollment practices to identify barriers to transition from non-credit to credit	*Vice Chancellor Educational Services and Technology in consultation with the Vice Presidents/Deans of Student Services*	*June 2016*	*-0-*	*Conversation is on-going at the Vice President Council and the Institutional Effectiveness Coordinating Council.*	
3.1.4. Develop	*Vice Chancellor*	*August 2016*	*-0-*	*Based on the on-going*	*Recommendations*

recommendations to facilitate transition and promote student success in credit programs	*Educational Services and Technology*			*conversations at different venues, it will be possible to generate meaningful recommendations on this topic by August 2016.*	*forthcoming in August 2016.*
3.1.5. Review the results of the NOCCCD Institutional Effectiveness Report and refine the pathways and modify support services if necessary	*Institutional Effectiveness Committee in consultation with Vice Presidents/ Deans of Instruction and Student Services*	*Spring 2017*	*-0-*	*In progress*	

District Objective 3.2

NOCCCD will investigate and develop pathways to transition students who are best served by completing coursework on more than one credit campus.

Action Plan for District Objective 3.2	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Yearly Outcome*	*Implications for Next Year's Action Plan*
3.2.1. Expand the NOCCCD Institutional Effectiveness Report to include tracking of students transitioning between the credit campuses, identifying programs and gaps	*District Director Information Services in consultation with the Institutional Effectiveness Coordinating Council*	*June 2015*		*To be addressed in 2016.*	*To be addressed in 2016.*
3.2.2. Based on the gaps identified in the Institutional Effectiveness Report, lead discussions with the appropriate program staff and faculty on strategies to	*Vice Chancellor Educational Services and Technology in consultation with the Vice Presidents/Deans of*	*June 2016*	*-0-*		

improve the transition for students	*Instruction*				
3.2.3. Develop recommendations to facilitate transition and promote student success in the multi-campus programs	*Vice Chancellor Educational Services and Technology*	*August 2016*	*-0-*		
3.2.4. Review the results of the NOCCCD Institutional Effectiveness Report and refine the pathways and modify support services if necessary	*Institutional Effectiveness Committee in consultation with Vice Presidents/ Deans of Instruction and Student Services*	*Spring 2017*	*-0-*		

DISTRICT STRATEGIC DIRECTION 3
CYPRESS COLLEGE REPORT

Campus Objective
Facilitate all students' achievement of critical milestones by providing excellent instructional and support services consistent with the Student Success and Support Program and other requirements.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
A.1.1 Assess on a regular basis the essential current and projected instructional and service needs of our students.	Executive Vice President	Ongoing	$27,000	In conjunction with Title V grant activities, SSSP and Equity Plan requirements, and as a matter of regular program review, instructional and service needs of our students are assessed on a regular basis. In addition, the impact of Directed Learning Activities (DLAs) on students enrolled in math and English courses has been established through formal assessment. In the fall 2014, students who completed math DLAs and workshops at the Math Learning Center (MLC) had a 70.1% success rate in their math classes. Non DLA participants had a 38.1% success	Assessment of student instructional and support service needs is an ongoing function of the College. Further assessment in compliance with SSSP and Equity Plan regulations will also continue. Success data for our LRC support services has become an institutionalized practice, including the impact of DLAs and workshop attendance on success for students enrolled in math and English courses.

| | | | | rate. Similarly, students who participated in English DLAs and workshops at the English Success Center (ESC) had a success rate of 93.5%. Those who did not participate in these activities had a success rate of 66.2%. | |

Campus Objective

A.3 Develop and implement programs and services aimed at helping at-risk students succeed in basic skills and college-level courses.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
A.3.2 Develop and implement a process to connect at-risk students to academic and campus resources focused on helping them succeed.	*Counselor / Student Success and Support Program Advisor*	*Ongoing*	*$50,000*	*The SCE/CC Math Co-Lab project allows students who assess into Math 10 or 15 to complete coursework through SCE in an open lab setting. Students must complete 18 assignments and receive greater than 80% on each to pass the program. During fall 2014, 72 students enrolled in the program. The Math 41 success rate was 53.8% for students who completed Math 15 requirements*	*The Math Co-Lab project will continue as a bridge for students to transition from non-credit to credit. Counseling will continue as a significant component of this collaboration in an effort to help students improve their time management and study skills.*

				at SCE. Students in this program also participate in counseling interventions to ensure their success.	
A.3.2 Develop and implement a process to connect at-risk students to academic and campus resources focused on helping them succeed.	*Special Projects Director*	*2017*	*$40,000*	*Veteran students have two specific academic counselors and a mental health counselor available through the Veterans Resource Center. Approximately 350 veteran students met with an academic counselor in fall 2014. 32 students are seen on a weekly basis for mental health counseling. Approximately 37 veteran students attended workshops on the IT pipeline, CALVET, or academic and career success. Additionally, 50% of students who attended the academic and career success workshop initially knew very little of the services provided by the career center before the workshops, compared to 100% who demonstrated an ability to list the services available after the*	*The College will continue to provide information to Veterans through three on-site workshops in the fall of 2015.* *Due to the approval of Measure J, a new Veterans Resource Center is in the planning stages to serve veteran students in both an enhanced and increased capacity.*

				workshop.	
				A resource wall was created to inform students on available services, including housing, scholarships, events, and basic needs.	
A.3.2 Develop and implement a process to connect at-risk students to academic and campus resources focused on helping them succeed.	*Special Projects Director*	*Ongoing*	*$50,000*	*Seven workshops, four one-on-one sessions, and an online workshop were provided to 109 students on academic probation. An adjunct counselor was hired to assist with the facilitation of workshops, interpret pre/post-test data, and to conduct follow up counseling appointments for those who attended the workshops. Moreover, the pre/post-tests were modified to add workshop SLOs to assess workshop effectiveness. Post-test data revealed that 88% of students either agreed or strongly agreed that the workshops helped them better understand academic probation.*	*Long-term effectiveness of workshops is currently being tracked and analyzed.*
A.3.2 Develop and implement a process to	*DSPS (DSS) Director*	*Ongoing*	*DSS workshops: $1,100*	*The Disabled Student Services (DSS) office*	*In Fall 2015, the DSPS (now Disability Support*

connect at-risk students to academic and campus resources focused on helping them succeed.			*Learning disability evaluations: $40,000* *Counseling: $35,000* *ASD Project: $8,000*	*conducted approximately 80 learning-disability evaluations in the 2014-15 academic year. DSS also offered success workshops and provided academic resources. DSS counselors met with students to establish appropriate academic accommodations and to provide them with necessary academic resources. Veteran students with disabilities also receive increased academic support. Cypress College also collaborated with the California State University, Long Beach LIFE project to provide support to students with Autism Spectrum Disorder (ASD).*	*Services) office will launch a project to support students with Autism Spectrum Disorder. This project will facilitate the development of social skills and will also raise awareness. Students will learn how to navigate available academic support services.*

DISTRICT STRATEGIC DIRECTION 3
FULLERTON COLLEGE REPORT

Campus Objective
Goal 1: Fullerton College will promote student success.
Objective 1: Address the needs of under-prepared students.

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
The Basic Skills Office will offer more sections of the BSISI program (Basic Skills Initiative Supplemental Instruction).	*Dean, LLRISPS Director, Basic Skills*	*Spring 2015*	*$60,000*	*For 2014-15, there were 42 BSISI sections (22 in the fall and 20 in the spring) and approximately 1,130 students were served.* *Data from Fall 2013 reveal that students who participated in the BSISI program had higher retention and success rates than those who did not participate. New data will be collected soon. Details below:* *Retention Rates (based on number of sessions attended):* *0 sessions = 78.6 %* *1-3 sessions = 85.5 %* *4-6 sessions = 90.1 %* *7-9 sessions = 97.8 %*	*The BSISI program is merging with the Fullerton College SI program to just be a single unified SI program. The new SI program will scale to approximately 60 sections in Fall 2015 semester alone, with over 1,600 students served. Plans are to scale slightly higher for spring 2016 for a yearly total of approximately 3,300 students served in 2015-16.*

				10-12 sessions = 97.4 % *13-15 sessions = 95.7 %* *16+ sessions = 100 %* *Success Rates (based on number of sessions attended):* *0 sessions = 59.7 %* *1-3 sessions = 65.3 %* *4-6 sessions = 69 %* *7-9 sessions = 89.1 %* *10-12 sessions = 87.2 %* *13-15 sessions = 87 %* *16+ sessions = 100 %*	
The Basic Skills Office will provide more targeted foundational skills support to basic skills students through the Graduate Student Internship Program (GSI).	*Dean, LLRISPS* *Director, Basic Skills*	*Spring 2015*	*$10,000*	*For 2014-15, there were 16 GSI sections (four in the fall and 12 in the spring) and approximately 432 students were served.*	*The plan is to scale the GSI program in 2015-16 to approximately 25 sections, serving 675 students.*
The Basic Skills Office will serve more first-time Basic Skills students by offering more sections of the Entering Scholars Program (ESP) in basic skills, reading, and English classes.	*Dean, LLRISPS* *Director, Basic Skills*	*Spring 2015*	*$10,000*	*For 2014-15, there were 29 ESP sections in Basic Skills classes (15 in the fall and 14 in the spring) and approximately 783 students were served. Because of the infusion of Student Equity funding, the ESP*	*For 2015-16, the aim is to sustain the growth with equity funding. There are already 28 sections of ESP scheduled for fall 2015 (15 basic skills classes and 13 transfer-level classes) with approximately 750 students expected to be*

				program scaled in Spring 2015 to reach first-time transfer level students as well. The total number of sections for spring 2015 was 28 (14 basic skills classes and 14 transfer-level classes). Therefore, the overall students served for 2014-15 was approximately 1,160. Progression data reveal that students who complete an ESP basic skills course complete the transfer-level course at higher rates (up to 12 % depending on the course) than their non-ESP counterparts.	served. If this growth is sustained in spring 2016, the total sections for the year would be 56 sections with approximately 1,500 students served.
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.	*Mathematics and Computer Science Division Dean and Faculty*	*Summer 2014 and on-going*	*Approximately $15,000 was allocated from 2014-2015 Student Equity Plan.*	*In summer 2014, 103 students attended basic skills boot camps. In spring of 2015, over 150 attended.*	*Based on student and faculty feedback, we will increase the number of boot camps and similar initiatives in 2015 – 2016 as part of our Student Equity Initiatives.*
The Mathematics and Computer Science Division will restructure curriculum into an intensive review of arithmetic (MATH 007 F), a redesigned MATH 015 F	*Mathematics and Computer Science Division Dean and Faculty*	*Fall 2014.*	*None requested*	*The curriculum re-alignment project for MATH 007 F, 015 F and 020 F is now complete.*	*Success rates in these newly designed courses will be monitored.*

(Pre-Algebra) and MATH 020 F (Beginning Algebra)	

Campus Objective

Goal 1: Fullerton College will promote student success.

Objective 2: Increase course retention and success.

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
The Mathematics and Computer Science Division will expand its use of supplemental instruction.	*Mathematics faculty*	*On-going*	*Funded by BSI and college funds.*	*SI has been attached to classes at both the basic skills and transfer level for the past 10 years. SI was attached to 10 additional sections of math in the 2014-2015 year.*	*Additional SI sections will be offered.*

DISTRICT STRATEGIC DIRECTION 3
SCHOOL OF CONTINUING EDUCATION

Campus Objective: Increase academic rigor of noncredit basic skills courses with the goal of preparing SCE students to successfully transition to colleges.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
Review ESL, Basic Skills and secondary curriculum with the goal of aligning SCE curriculum with academic skills required to transition to college and certificate programs.	*ESL Program Faculty* *Basic Skills Program Faculty* *HSDP Faculty*	*December 2014*	*$8,424*	*High School and Basic Skills departments met with Math and English faculty at Cypress & Fullerton Colleges to determine the target math and English credit courses to which noncredit courses in similar disciplines should be aligned. Subsequent to the meetings, High School lead faculty revised noncredit English and math courses to align with the English 60 and Math 20 credit courses.*	*Work on establishing prerequisites and co-requisites for the High School Diploma Program courses as well as an early alert system with the goal of supporting students in meeting higher academic expectations.*

District Strategic Direction 4. The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

District Objective 4.1 NOCCCD will continue to evaluate and revise the District-wide integrated planning model on a regular basis.					
Action Plan for District Objective 4.1a.	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Yearly Outcome*	*Implications for Next Year's Action Plan*
4.1a.1. Annually revise the NOCCCD District-wide Satisfaction Survey to assess satisfaction with planning processes.	*Institutional Effectiveness Coordinating Council*	*February 2015 February 2016 February 2017*	*-0-*	*Completed.*	*Recommend conducting District wide Satisfaction Survey every two years rather than annually.*
4.1a.2. Distribute the NOCCCD District-wide Satisfaction Survey	*Vice Chancellor Educational Services and Technology in consultation with District Director Information Services*	*April 2015 April 2016 April 2017*	*-0-*	*Completed in April 2015.*	*Discussion under way as to the timeline of this Survey as well as the goals and objectives. Modification of this instrument is needed.*
4.1a.3. Analyze results of the NOCCCD District-wide Satisfaction Survey *-Report results to District Consultation Council* *- Distribute results to District Services Committee*	*Vice Chancellor Educational Services and Technology*	*August 2015 August 2016 August 2017*	*-0-*	*District Services Committee discussed the Survey results on June 11, 2015.*	*Results to District Consultation Council in Fall of 2015.*

District Objective 4.1

NOCCCD will continue to evaluate and revise the District-wide integrated planning model on a regular basis.

Action Plan for District Objective 4.1b.	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Yearly Outcome	Implications for Next Year's Action Plan
4.1b.1. Annually revise the annual Progress Report to document progress on the District Strategic Directions	Institutional Effectiveness Coordinating Council	February 2015 February 2016 February 2017	-0-	Completed.	
4.1b.2. Compile input on the progress from: -Responsible Parties identified in the District-wide Strategic Plan on the Actions Plans -Campuses to report on key activities undertaken to contribute to the achievement of the District Strategic Directions	Vice Chancellor Educational Services and Technology	May 2015 May 2016 May 2017	-0-	Anticipated completion date of 2015 Progress Report is October 2015.	
4.1b.3. Draft the Progress Report and present the results to the District Consultation Council and Board of Trustees for input. Incorporate changes as needed	Vice Chancellor Educational Services and Technology	August 2015 August 2016 August 2017	-0-	Draft of 2015 Annual Progress Report is scheduled to be presented to DCC in September 2015. Board presentation is October 2015.	
4.1b.4 Post the final Progress Report on the District website and notify the District community	Chancellor	September 2015 September 2016 September 2017		This will be done by October 2015.	

District Strategic Direction 4. The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

District Objective 4.2
NOCCCD will continue to evaluate and revise decision-making processes to ensure that these processes are collaborative and transparent on a regular basis.

Action Plan for District Objective 4.2	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Yearly Outcome	Implications for Next Year's Action Plan
4.2.1. Annually revise the NOCCCD District-wide Satisfaction Survey to assess satisfaction with decision-making and District-wide communication processes	Institutional Effectiveness Coordinating Council	February 2015 February 2016 February 2017	-0-	Completed.	Combine with 4.1a.1 for future cycles starting in 2016.
4.2.2. Distribute the NOCCCD District-wide Satisfaction Survey	Vice Chancellor Educational Services and Technology in consultation with District Director Information Services	April 2015 April 2016 April 2017	-0-	Completed.	Combine with 4.1a.2 for future cycles starting in 2016.
4.2.3. Analyze results of the NOCCCD District-wide Satisfaction Survey -Report results to District Consultation Council - Distribute results to District Services Committee	Vice Chancellor Educational Services and Technology	August 2015 August 2016 August 2017	-0-	Completed.	Combine with 4.1a.3 for future cycles starting in 2016.

District Strategic Direction 4. The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

| **District Objective 4.3** |
| NOCCCD will create a centralized information repository to contain campus and District planning, decision-making and budget resources. |

Action Plan for District Objective 4.3	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Yearly Outcome*	*Implications for Next Year's Action Plan*
4.3.1. Identify the resources to be contained in the central information repository (website) regarding District planning, decision-making and budget	*District Director Public and Governmental Affairs in consultation with campus Directors of Communications and Vice Chancellor's Educational Services and Technology and Finance and Facilities*	*June 2015*	*-0-*	*The existing planning resources were identified in 2014 and include: the District-wide Strategic Plans, the Budget Allocation Handbook, the Decision-making Manual, the Integrated Planning Manual, the campuses' Strategic Plans and the Comprehensive Master Plan.*	*None*
4.3.2. Create the website	*District Director Public and Governmental Affairs in consultation with District Director Information Services*	*Fall 2015*	*-0-*	*The entire NOCCCD website is currently undergoing a total reconstruction and is slated to go live in the fall of 2015. Built into the new site is a substantial planning section which will act as a repository of all planning documents. Until that site goes live, the documents that we currently have (listed above) have been added to the existing*	

				website: www.nocccd.edu	
4.3.3. Notify the District constituents of the existence of the website	*District Director Public and Governmental Affairs*	*Fall 2015*		*Not appropriate to do any communications at this point since we are waiting to point out all the bells and whistles on the new site.*	*Communication will occur in Fall 2015*
4.3.4. Solicit feedback on the usefulness of the website in the NOCCCD District-wide Satisfaction Survey and update	*District Director Public and Governmental Affairs*	*Spring 2016*		*Not appropriate to do yet, though we always ask about the website in the District-wide Satisfaction Survey. This year, as all other years, the feedback is that the website needs to be updated – which we are doing.*	*Solicitation will occur in Spring 2016*

DISTRICT STRATEGIC DIRECTION 4

CYPRESS COLLEGE

Campus Objective
B.1 Create an organizational structure and practice that maximizes shared-governance and a sense of ownership of the decision-making process within the Cypress College community.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
B.1.1 Disseminate, in an effective and timely fashion, information about shared governance, decision-making processes, and participation in both.	*Chair, President's Advisory Council*	*Ongoing*	*$0*	*Information regarding shared governance and decision-making processes have been included on agendas for both President's Advisory Cabinet and the Diversity Committee. This information has been presented and the significance has been discussed relating to the importance of engaged participation of constituent representatives. These practices maintain adherence to principles of participatory governance across the campus.*	*More direction and policy will be made available to constituent representatives across campus focusing upon the need for effective sharing of information and two-way communication. Committee members will strive to assure that decision making information will reach all groups on campus. The campus climate survey will be utilized to determine satisfaction regarding this process.*

Campus Objective
B.2 Enhance Professional Development.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
B.2.1 Increase faculty and student services staff participation in professional development activities.	*Staff Development Committee*	*Ongoing*	*$40,000*	*The Staff Development Committee expanded to include participation by adjunct faculty, with two members of this employee group currently serving.* *An international Women's Day event was held to promote student motivation and success. A total of 104 students, nine faculty, and two student support services staff attended the event.* *Two calls for applications for staff development conference funding were sent out to faculty and staff. This increased from seven applicants for the first call to 18 in the second. This represents an overall increase from 2013-14 which had eight in the first period and six in the second.* *A new-faculty seminar was created for newly hired faculty, with three new faculty attending the first seminar.*	*The staff Development Committee facilitated a group discussion on coordinating a diversity-focused series of professional development opportunities for 2015-2016. These activities will be made available throughout the academic year.*

| | | | | A District Emerging Technology Symposium was held in March 2015. Faculty presenters were recruited from the College. One full-time and four adjunct faculty presented at the District Technology Fair. | |

Campus Objective

B.4 Ensure that financial, physical, technological, and related necessary resources are available to meet the essential instructional and service needs of our students.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
B.4.1 Mount an effective campaign to develop additional grant funding as required to meet identified student needs.	Grants Administrator	Different timelines per each grant	$75,002	The grant administrator collaborated with Irvine Valley College, Coast Community College District, Ranch Santiago Community College District, and the Orange County Department of Education on the career pathways grant application which resulted in the award of a $10M grant, with Cypress College designated as a sub grantee. A Career Technical Education Enhancement (60%) grant application was developed resulting in $479,000 in funding. A 40% CTE enhancement	The grants administrator will continue to seek funding from various sources and will follow up regarding pending grant applications.

				application is in progress. An award of $308,000 is currently pending.
				The College sought renewal of the CTE/STEM teacher prep grant and received a $140,000 award.
				Current work on an Industry Driven Regional Collaboration (IDRC) grant application with Tesla, Toyota, and others is being advanced. The grant application was submitted in February 2015.
				The grant administrator is now assessing a U.S. Department of Education grant for curriculum development and instructional equipment which also involved industry patterns. Meetings with Toyota and other partners are helping to assess opportunity and develop writing strategy.
				Federal Title V project development for future applications began in January 2015. Faculty submitted the grant in May 2015.
B.4.4 Ensure that strategic planning for capital improvements (including	*Vice President, Administrative*	*2017*	*$200,000 cost to District for the bond*	*College personnel, including students, participated significantly in the successful*	*Planning activities related to new construction or modernization will provide*

facilities modernization and infrastructure) addresses current and future learning, teaching, and student support needs effectively.	*Services*		*construction program* *Note: The campus did not pay for any of the cost*	*North Orange County Community College District's November 2014 ballot measure campaign.* *A construction project schedule draft was prepared for all projects identified in the District Master Plan.* *The College identified, and the Board of Trustees approved, the hiring of a campus architect with expertise in the areas of College construction project needs.* *The job description for the construction manager has been developed and will be submitted for Board approval.* *Cypress College is currently in the process of hiring the consultants who will work closely with faculty and staff in the work areas identified for construction/renovation in the Master Plan.* *The campus held an open forum related to construction projects on May 15, 2015.*	*opportunities for input from faculty, staff, students and the community as we address current and future needs. In addition, the College will receive guidance from experts that the College will retain.*

Campus Objective

B.5 Collaborate with the District Office of Human Resources to ensure that hiring and other human resources practices address current and future learning, teaching, and student support needs effectively.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
B.5.1 Collaborate with the District Office of Human Resources to establish and institutionalize development, recruitment, and hiring practices that facilitate greater diversity among College personnel, and that focus in part on providing models of success and achievement for our diverse student population.	Diversity Committee Chair	Ongoing	$0	Students, staff, and faculty considered revisions to the mission of the Diversity Committee to focus on inclusiveness as a core value of the College. These mission revisions received approval in fall 2014. There have been ongoing discussions with deans and hiring committee members regarding the importance of supporting diversity in all of Cypress College's hiring practices. There has been an increase over time in the diversity of the college's employee pool. In the 2009-10 school year, 18% of the 869 employees at the college were identified as diverse; however, latest data indicates that 36% of employees were identified as diverse.	Because 18 full time faculty positions will be hired, the Deans Council will continue to stress the importance of monitoring and advancing diverse pools of candidates for positions at the college. All full-time faculty hiring committees will continue to incorporate considerations of diversity, including job announcements that emphasize the value of diversity, fairly constructed interview questions and protocols, and committee compositions that reflect appropriate diversity.

DISTRICT STRATEGIC DIRECTION 4

FULLERTON COLLEGE

Campus Objective					
Fullerton College supported District Strategic Direction 4 by doing the following:					
Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
Conduct theatre, art, and music strategic planning retreats (already approved by Program Review 2015)	*Dean of Fine Arts, Art, Music, and Theatre Coordinators*	*Spring 2016*	*$6,500 per department*	*Fall 2014: The art, music and theatre departments held several program review meetings, which made evident the need to create a platform for addressing future issues for the visual and performing arts.* *Fall 2014: Research and discussion led each department to propose strategic planning retreats in their program review reports.* *Spring 2015: The Program Review Committee endorsed the art, music and theatre proposals for strategic planning retreats.*	*Fall 2015: (pending approval) the dean will form workgroups to prepare for the retreats. January 2016: two-to-three-day retreats will be held off campus and address the topics raised by thee workgroups and researched by participated faculty and staff. The results of the retreats will include the development of new strategic plans for each of the departments reflecting the concerns and ideas expressed in Program Review 2014-15 reports of each department.*
FC will hold planning meetings to identify strengths and weaknesses in the planning process, integrate planning across campus departments and divisions, and foster a culture of transparency in	*Director of Institutional Research and Planning*	*August 13, 2013 January 15, 2015*	*None requested*	*A visualization of the college planning process was presented, refined, and has since undergone campus review and is now included in the integrated planning manual. The college reaffirmed the central*	*Surveys from participants indicated a high level of satisfaction with both meetings. The college has begun the process of securing an electronic recordkeeping system to warehouse planning*

planning.					*planning body is the President's Advisory Council, and all college-wide planning decisions will take place at these meetings. It was evident the college needs to maintain a digital warehouse of planning documents that is searchable.*	*documents. An informal council of committee chairs has convened twice to discuss planning and collaboration across committees to foster a culture of integrated planning.*
To enhance the evaluation of the institutional effectiveness of the college's integrated planning processes the IREC will complete a systematic assessment of the Fullerton College planning process.	*Institutional Research and Effectiveness Committee*	*September 2015*	*None requested*	*Surveys, focus groups, and analysis of results have been completed for Program review process, Student Learning Outcome and Assessment process, as well as the effectiveness of the Deans' Council, the Faculty Senate, President's Advisory Council, and non-instructional managers and directors.*	*Committees responsible for processes or committees evaluated have been given results of IREC studies allowing changes to practices identified as needing improvement. An executive summary is currently being authored and will be shared with Faculty Senate and President's Advisory Council for discussion on how to improve the college integrated planning process.*
The Planning and Budget Steering Committee will proactively collaborate on strategic funding allocation and funding issues. The goal is to have a planning guide that explains the budgeting process in a proactive, transparent and participatory manner.	*Planning and Budget Steering Committee*	*2014*	*None requested*	*The Planning and Budget Steering Committee has demonstrated collaboration in a proactive manner on several allocation and funding issues guided by planning.*	*Efforts related to this action plan are considered effective based on work completed by the Planning and Budget Steering Committee as supported by key recommendations made to the President's Advisory Council.*

The 2014-15 year was the reporting and review year for instructional program review.	*Program Review Committee*	*May 2015*	*None requested*	*Templates for instructional, student services, and administrative area for program review were used; readers' report templates were used; and handbook for the program review process was completed.*	*Instructional areas completed the mixed-methods program review in Fall 2014. Implications of the findings influence the allocation of instructional faculty, instructional equipment and scheduled maintenance. The program review process was fully vetted and will be applied to the administrative services and student services program review period starting in 2015-2016 academic year.*

DISTRICT STRATEGIC DIRECTION 4

SCHOOL OF CONTINUING EDUCATION

Campus Objective: Develop models of evaluating the needs and allocating resources in various SCE operational areas.					
Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
Develop a long-term purchasing plan for replacement of equipment.	*SCE Budget Committee*	*October 2014*	*$375,415*	*Budget Committee approved Computer Rotation Plan. Purchased 300+ computers in 2014/15 fiscal year.*	*Continue the Technology rotation plan.*
Investigate the use of the existing accounts to best serve community education.	*LEAP Program Manager Manager of Administrative Services*	*January 2015*	*N/A*	*LEAP developed spreadsheet to monitor enrollments in tuition supported classes and identified trends to inform scheduling of future classes, including Kids' College & Teen program, such as STEM camps for kids and adults.*	*Develop a community education proposal to analyze current use of funding and how to develop a plan for a self-sustainable model.*
Expand Book Awards to include programs in addition to CTE.	*SCE Scholarship Board*	*January 2014*	*N/A*	*Book award funds have been included in the SCE scholarship funds, expanded to include ESL students and incorporated in the SCE Scholarship application process.*	*Review and update, as needed, the SCE scholarship application process.*

Increase scholarship opportunities.	*SCE Scholarship Board*	*June 2015*	*N/A*	*Added three new scholarship awards.*	*Continue to seek additional scholarship opportunities.*

District Strategic Direction 5. The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

District Objective 5.1
NOCCCD will assess the educational and facilities priorities of our service communities, and pursue projects and partnerships to meet the identified needs.

Action Plan for District Objective 5.1	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Yearly Outcome	Implications for Next Year's Action Plan
5.1.1. The District will develop and administer a Community Feedback Survey to identify the educational and facility priorities of service communities	District Director of Public and Governmental Affairs	June 2014		During the first six months of 2014, the District was engaged in a community outreach project designed to gather information about our colleges to use during the Measure J campaign. For this reason, the Community Feedback Survey administered during this time concentrated on issues directly related to the bond. As of June 16, 2014, 274 responses were gathered, interesting takeaways included: 75% of those surveyed said that: preparing local students and returning veterans for university and jobs was their highest priority." (Survey results included)	

5.1.2. The District will develop a Speaker's Bureau to educate community organization and local businesses about NOCCCD's program and needs	District Director of Public and Governmental Affairs in consultation with the Directors of Campus Communications	June 2014		A Speaker's Bureau was developed around the issues pertaining to the Measure J bond. Close to 75 speaking opportunities were completed between Jan and Nov 2014.	
5.1.3. The District will collect results of the survey and feedback from presentations and report to Chancellor's Staff	District Director of Public and Governmental Affairs	July 2014		This was completed on time.	
5.1.4. Chancellor's Staff will discuss possible District and campus partnerships relative to survey and feedback results	Chancellor's Staff	July 2014		This was completed. Leads were distributed to campus leadership as appropriate.	With the appointment of an interim Chancellor and other transitions in the senior staff rank, Public Relations will take the lead in developing a new District community relations plan in 2016-2017

District Strategic Direction 5. The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

District Objective 5.2
NOCCCD will create and expand relationships with local businesses.

Action Plan for District Objective 5.2	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Yearly Outcome*	*Implications for Next Year's Action Plan*
5.2.1. Identify a list of possible local businesses to act as strategic partners and consultants for NOCCCD	*Chancellor in consultation with the District Director of Public and Governmental Affairs*	*July 2014*			*With the work on Measure J in 2014 and a number of transitions at the senior leadership rank including the chancellor, this work is postponed to 2016-2017.*
5.2.2. Create and develop a Chancellor's Corporate Council to give input and feedback on local workforce development issues, needs, and prospective partnerships	*Chancellor in consultation with the District Director of Public and Governmental Affairs*	*September 2014*			*With the work on Measure J in 2014 and a number of transitions at the senior leadership rank including the chancellor, this work is postponed to 2016-2017.*
5.2.3. Begin meeting with Chancellor's Corporate Council	*Chancellor in consultation with the District Director of Public and Governmental Affairs*	*October 2014*			*With the work on Measure J in 2014 and a number of transitions at the senior leadership rank including the chancellor, this work is postponed to 2016-2017.*

DISTRICT STRATEGIC DIRECTION 5

CYPRESS COLLEGE

Campus Objective					
C.2 Strengthen community relationships by fostering mutually beneficial partnerships.					

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
C.2.2 Integrate and coordinate all campus outreach efforts to business and civic groups.	*Executive Director, Foundation*	*Ongoing*	*$0*	*A Working Group formed to address this objective met twice in March, 2015.* *The Group identified three key issues that will influence the action plan: understanding the significance of integrating and coordinating campus outreach to business and civic groups; understanding those to be included in the coordination effort; how effectiveness of the initiative will be measured. Initial responses over these issues have been drafted.*	*The Working Group will continue to meet and discuss the action plan for this objective throughout 2015-16.*
C.2.3 Establish and sustain connections with community ethnic organizations.	*Executive Director, Foundation*	*Ongoing*	*$700 total for membership fees for both Chambers*	*The College has joined the Orange County Hispanic and Vietnamese American Chambers.*	*The College will engage with these Chambers of Commerce to identify opportunities for collaborative projects.*
C.2.4 Strengthen relationships with business	*Executive Director,*	*Ongoing*	*$0*	*The College maintains 22 Business Advisory*	*The 22 business advisory groups will continue to meet at least*

and civic groups.	*Foundation*			*Groups organized by discipline.* *College membership in local Chambers of Commerce has increased from 7 to 9.* *College presentations have been made to 8 city councils in Fall and Winter 2014-15. All of these cities had full-page ads in the program for the College's 2015 Americana Awards.* *27 mayors and council members from Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Stanton, and Seal Beach participated in the College's 40th annual Americana Awards.* *31 business and city sponsors were secured for the Americana Awards at the level of $2,500 or above.*	*once annually. These meetings will be overseen by the Dean of Career Technical Education and Economic Development.* *The College will increase participation by our female administrators in events and activities supporting advancement of women's issues.* *The College will confirm liaison partners for each of our local feeder high schools. Liaison representatives will make at least one contact per semester with leaders at the local high schools.* *The Foundation will continue to provide scholarships to each of the local feeder high schools for students selected by them who will be attending Cypress College.*

Campus Objective

C.3 Strengthen collaboration with SCE.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
C.3.1 Develop a seamless transition between SCE and Cypress College.	*Executive Vice President*	*Ongoing*	*$120,000 including counseling, instructional cost, and infrastructure development cost for the ongoing partnership*	*Students who are placed in the lower levels of Math (Math 10 and 15) are referred to SCE's Math-Co Lab with an opportunity to transfer to Cypress College once they pass Math 15. This is an ongoing initiative and it has been strengthened by increasing capacity at SCE. Eventually, Math 10 and 15 will be primarily offered at SCE.* *Performance of SCE students is compared with baseline data to determine effectiveness of the program. Initial results indicate that out of the 55 Math Co-Lab students completing math 15 at SCE during the 2013-14 school year, 22 didn't enroll in Math 20, 13 enrolled in Math 40 and 41, 12 passed Math 20, and 7 passed Math 41. The remaining*	*As part of the AB 86 initiative, collaboration for ESL and CTE skill development has been initiated with local high schools and SCE. The project is at the planning stage and will continue to be developed during the 2015-16 school year.*

				students either withdrew or failed these classes.	

Campus Objective

Strengthen collaboration with 4-year universities.

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
C.4.1 Improve transfer articulation and pathways with 4-year universities.	*Dean, Counseling*	*2017*	*$130,000 (counselor and staff member)*	*An associate degree for transfer (ADT) status report was created and will continue to be maintained weekly to reflect the course identification numbering system (C-ID) decisions. This provides an up-to-date resource for articulation personnel.* *11 courses were submitted to C-ID.* *The college's tracking system has been updated.* *27 UC Transferrable Course Agreements (TCA) submissions and approvals were updated in the online student-transfer information system (ASSIST).* *1 Inter-segmental General Education Transfer Curriculum (IGETC) submission and approved course was updated in ASSIST.*	*Articulation agreements for all majors will continue to be reviewed with the top feeder 4-year universities.* *Similarly, the college will continue to review agreements that need to be updated.* *All private university articulation agreements will continue to be scanned and made digitally accessible to all Cypress College counselors.*

				3 CSU GE breadth submissions and approved courses were revised in ASSIST.	
				85 courses were updated in ASSIST.	
				20 course-articulation requests were received and processed.	
				2 articulation agreements were updated for private universities (Concordia and Brandman).	

DISTRICT STRATEGIC DIRECTION 5

FULLERTON COLLEGE REPORT

Campus Objective					
Goal 3: Fullerton College will strengthen connections with the community. Objective 2: Strengthen partnerships with local feeder high schools and universities.					
Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
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 applicable fees for counseling classes facilitated and paid for by area high school districts.	*Dean of A&R and Registrar*	*Ongoing*	*Admissions and Records Department funds, along with funds received from the high school districts for A&R staff overtime pay.*	*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 counseling courses, and have any applicable fees processed. A seamless process for high school students strengthens the partnerships with local feeder high schools.* *1,822 Special Admit students attended FC in 2014-15 as compared to 1,879 Special Admit students in 2013-14.*	*Ongoing collaboration to strengthen relationships with local high schools* *Continue process in 2015-16 to ensure a smooth process for high school students.*
Library offers a section of LIB 100 F, Introduction to Research for Buena Park High School (BPHS) students.	*Dean, LLRISPS*	*Spring 2015*	*Course and transportation is funded by the Fullerton Joint Union High*	*Strengthen partnerships with local feeder high schools and provide students with college credit.*	*Two sections will be offered in Summer 2015 due to demand.*

					School District (FJUHSD).	One section of LIB 100F was offered in summer 2014. Of the 23 students enrolled, 20 passed (3 A's, 16 B's, and 1 C) and three students did not pass (1 D and 2 W's).	
The Office of Special Programs and Natural Sciences Division will continue to participate in ENGAGE in STEM (project GPS2 (Guiding and Preparing Science, Technology, Engineering, and Math Students) activities with local high schools and junior high school to help ignite students' interests in STEM.	*Natural Science Faculty, Office of Special Programs*	*Ongoing*	*Expenses associated with field trips, Science Saturdays, and other similar activities; sponsor the STEM Summer Experience for students including a minimum of two sections of the Geology of Orange County Area ESC 106*	*Participated in open houses and multiple outreaches at many local high schools. Advised students and parents on programs and offerings of the division and the STEM program. Hosted a division open house and participated in KinderCaminata, reaching an estimated 300 community members.*	*Plan to expand our outreach into local schools through participation in the OCSTEM ecosystem. Will also continue to participate in high school visits, KinderCaminata, and are planning an enhanced division open house and seminar series.*
Improve high school outreach to feeder high schools and throughout the Western United States (already approved by Program Review 2014-15) as demonstrated in advertising, public relations, outreach events, and an improved web presence.	*Dean of Fine Arts, Art, Music, and Theatre Department Coordinators, and Fine Arts Marketing Representative*	*June 2017*	*$25,000*	*March 2015: Supported by Program Review: a new fine arts marketing representative was hired. April-May 2015: new marketing representative met with key fine arts faculty involved in outreach and recruitment to develop strategies and plans for*	*Strategic planning meetings in art, music and theatre Departments will continue.* *Marketing and public relations work in print media and on-line communications will continue.*

				improved outreach and public relations.	*Will also continue the coordination of outreach events and activities.*
				March 2015: fine arts took out ads in OC Magazine and Downbeat Magazine to promote our programs.	
Engage in more successful audience development for art, music, and theatre programs. (approved in Program Review 2014-15)	*Dean of Fine Arts, Art, Music, and Theatre Department Coordinators, and Fine Arts Marketing Representative*	*June 2017*	*$ 10,000*	*Fall 2014/Spring 2015: A photographer was hired to cover specific performance groups and events over the school year.* *Spring 2015: Photography provided extensive photo inventories for promotional use.* *March 2015: Facebook, Twitter, Instagram, and Website turned over to the new Fine Arts Marketing Representative, who has increased traffic to social media and the website by 15%.*	*Summer 2015: Fine arts marketing representative will present a strategic plan for audience development for art, music, and theatre to the new Dean of Fine Arts.* *August 2015: the marketing representative will present the new audience development strategic plan to the faculty and staff at the division convocation meeting* *Fall 2015: The plan will be implemented, and expanded, contingent upon supplementary funding approved through the program review process*
In conjunction with the Office of Campus Communications 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.	*Dean of Fine Arts, Director of Campus Communications, Marketing and Outreach Assistant and other members of the Centennial Steering Committee*	*Summer 2013* *Fall 2013* *Spring 2014* *Summer 2014*	*Centennial fundraised monies* *Centennial budget* *Centennial grants*	*25,000 people attended 35 events at Fullerton College as part of the Centennial. $300,000 was raised through corporate and private donations.* *Fall 2013: Ragtime, the Centennial Theatre Production in the Campus Theatre was attended by 3,500 patrons, and a special alumni outreach event was*	*In Summer 2015 and Fall 2015, the dean is visiting major corporate donors and private donors to thank them for their contributions to the Centennial and to invite them to partner with the college in the future.* *Sumer 2015: The dean is working with design firms to complete Centennial historical installations in key*

				attended by 450 people. March 2015: the Fullerton Rotary celebrated the Centennial with a fundraising dinner attended by 325 patrons. A $5,000 donation was made to the Fullerton College Foundation. May 2015: A sister city mural project with Morelia, Mexico, led to a dedication event attended by 400 people. May 2014: The Hall of Fame Gala was attended by 500 people, and six people were inducted into the Fullerton College Hall of Fame. 1,000 stories of alumni, staff, and students were collected and presented through website stories and the Tell Us Your Story Campaign. Centennial installations have included Gronk Mural (1400 lobby), Science Mural (400 lobby), Marlo Bartels Mural (1000 exterior), and the Sister City Mural (1000 interior). Each event included large audiences for the dedication/ celebrations. The Facebook page (848 likes) and Website remain active.	campus buildings.(Phelps Foundation Grant)

The Technology & Engineering Division will develop at least four new articulation agreements with local area ROPs/high schools.	*Dean and faculty along with assistance from CTE Transitions coordinator*	*Annually reviewed in Fall.*	*Activities are funded via Carl Perkins CTE Transitions allocation*	*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.*	*The division has been a leader in addressing articulation with neighboring high schools and ROPs. Student pathways and transitions are enhanced with this action. The implication is a recommendation for maintenance of existing agreements and expansion into others in future years.*
The Office of Campus Communications will establish a formal Student Ambassador Program that promotes the college to prospective students.	*Director of Campus Communications and the Marketing and Outreach Assistant*	*2014-2015*	*None requested*	*Student ambassadors represented the college at numerous high school college fairs, community events and led large group tours of the campus to prospective students throughout the 2014-2015 year.*	*The program will continue.*
The Office of Campus Communications and the President's Office will continue to host two Principals' Luncheons a year.	*Director of Campus Communications and the Marketing and Outreach Assistant*	*October 2014 and March 2015*	*$3,500*	*Principals and superintendents from all the feeder high schools and districts attended. The events provide a forum for the college to strengthen the bonds between the institutions.*	*The luncheons will continue.*

Campus Objective

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

Objective 3: Strengthen partnerships with local business and industry.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget/Actual Expenditures	Outcome	Implications for Next Year's Action Plan
The college will publish an online issue of LiveWire, the campus literary/arts journal that was first launched during the college Centennial.	LiveWire Faculty Advisor and Humanities Division Dean	March 2015	$3,000	LiveWire was officially released online in March 2015, and the website has received 6,151 page views since its launch. The LiveWire launch celebration was held on April 15, 2015, with approximately 200 attendees.	LiveWire will publish two issues during the 2015-2016 academic year. Beyond that, it will continue to be published but may become part of a new course in the English Department instead of a stand-alone project.
Support community businesses through partnerships and promotions that also benefit Fullerton College and its students.	FC Director of Student Activities, Student Affairs Staff and Associated Students	2015-2016	FC Institutional Membership Hospitality Acct. to attend Brea Chamber Lunches ($15-$20 per month) $100 FOR A.S. mailer	Attend Brea Chamber of Commerce Leads Lunches, representing FC, and supporting and promoting Brea Businesses. Seek additional local businesses to partner with A.S. in providing discounts for FC A.S. 24 new local business partnerships were arranged with A.S. during 2014-15, with total partnerships standing at 91.	Maintain list of current businesses and add new businesses, to determine the increased % of A.S. Benefits Partnerships Seek an additional 10 % of local business partnerships with A.S. in 2015-16, totaling 100. In addition to inclusion in the A.S. Handbook & Academic Planner, A.S. also plans to promote and feature the student discounts of these local businesses on the A.S. website and in the A.S. online newsletter.
The Division of Technology &	Dean and	Fall 2014 for	Uses existing	The college has now enrolled	The implication is that this

| Engineering/ Manufacturing Department will strengthen its relationship with Disney Resorts. By design, completers will increase their hourly salary rate from approximately $14/hour to more than $35/hour utilizing training available through the college. | Manufacturing faculty | graduation of first cohort. Subsequent cohorts graduate at the end of each fall semester. | course structures with no additional cost. | its fourth cohort of students in the program and the first cohort graduated in Fall 2014. The Fine Arts Division has modeled the manufacturing program with another project beginning in Fall 2015. | action is of value to local businesses and employees. |

Campus Objective

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 Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
The Physical Education Division will increase participation of FC faculty and staff in Fullerton College Foundation events.	*Dean of Physical Education, faculty and staff*	*Spring 2015*	*None requested*	*The dean of physical education attended the FC Foundation Scholarship Banquet. Marcia Foster, adjunct faculty/women's basketball coach and members of the women's basketball team assisted in the preparation and organization of the event.*	*There will be no financial implications for next year's action plan. However, there will be an increase in participation from the PE Division.*
The Physical Education Division will include community leaders in the Hall of Fame Selection Committee.	*Dean of Physical Education, PE Division faculty and staff*	*Fall 2014*	*None requested*	*Hall of Fame selection committee meetings were held at the beginning of the Fall 2014 that included community leaders Bill Morris, Ernie Pulte, and*	*No implications for next year's action plan.*

				Micky Flinn. The result of the meetings yielded 12 individuals associated with Hornet Athletics to be inducted in to the Hall of Fame.	
The Physical Education Division will host an Athletic Hall of Fame event.	*Dean of Physical Education, PE Division faculty and staff*	*Spring 2015*	*$15,000/$10,000*	*The FC Hall of Fame was held on May 15, 2015. Twelve outstanding individuals were inducted during the event.*	*No implications for next year's action plan.*
Social Sciences faculty will seek out local business and industry partners to provide guest speaker or field trip opportunities.	*Social Sciences Division*	*2014-2015*	*$1000*	*The Social Sciences Division participated in numerous community events and made 40 field trips. More than 50 guest speakers presented to students including the Council General of the State of Azerbaijan and the Council General of the State of Turkey. Speakers from a homeless shelter, the District Attorney's Office, the OC AIDS Services Foundation, Donate Life, UCI, CSUF, and American Sign Language Association are examples.*	*Building strong relationships with the community and promoting the Fullerton College brand.*
The Division of Technology and Engineering will collaborate with SCE and the CACT to develop and deliver grants specifically aimed at advanced manufacturing, in	*Division faculty in areas identified under the advanced manufacturing cluster with*	*These activities are ongoing and span fiscal and instructional calendars and cycles.*	*Activities will be supported through grant allocations and in-kind match in the general fund*	*By partnering with SCE and the CACT resources can be leveraged and a more synergistic approach achieved in addressing workforce and student*	*Regional partnerships between local colleges and business and industry can prosper and succeed when opportunities are addressed using these collaborations.*

high-wage, high-demand occupations, and with special populations such as military veterans.	*support from the Dean and CACT staff*			*needs.*	*Practice has shown ongoing efforts to capture funding and address workforce needs will continue.*

DISTRICT STRATEGIC DIRECTION 5

SCHOOL OF CONTINUING EDUCATION

Campus Objective: Expand community partnerships with the goal of including stakeholders' feedback in SCE planning, expanding access to adult education services and enhancing job placement.					

Action Plan for Campus Objective	*Responsible Party*	*Target Completion Date*	*Estimated Budget/Actual Expenditures*	*Outcome*	*Implications for Next Year's Action Plan*
Lead the development and planning efforts of the AB86 North Orange County Consortium for Adult Education.	*AB86 Manager Provost Cypress Dean*	*June 2015*	*$409,132*	*Convened the NOC Regional Consortium for Adult Education consisting of NOCCCD, AUHSD, PYLUSD, FJUHSD, and Los Alamitos USD. Developed planning strategies and the Regional Adult Education Plan.*	*Begin phase-in implementation of the AB86 Regional Adult Education Plan: prioritize implementation projects, develop timeline, and evaluate expected outcomes.*
Continue to build business partnerships to enhance job placement. Promote training programs to employers.	*DSS Director Workability III Special Projects Manager*	*June 2015*	*$218,000*	*Since its inception in 2011, Workability III has helped 66 students find employment.*	*Reach the goal of serving an additional 35 students through the Workability III program.*
Continue to build business partnerships to enhance job placement. Promote training programs to employers.	*DSS Program Assistant*	*June 2015*	*$250,000*	*Since its inception in 2011, C2C has served 82 students and placed 26 students in competitive employment.*	*Continue to exceed the goal of placing at least 20 students for competitive employment annually.*
Build community partnerships to provide	*DSS Program Assistant*	*June 2015*	*$194,255*	*The Mobility Training Program offers round-trip*	*Increase the number of the bus route trainings and*

students with additional resources to enhance independence and quality of life.				*bus training through OCTA between home, work and/or school.* *Since its inception in 2009, DSS has served 306 students, completed 520 route trainings, and held 158 mobility boot camps.*	*mobility boot camps.*
Establish a group of community partners to inform the AB86 Plan.	*AB86 Executive Committee*	*April 2015*	*$364.00*	*Held the first annual partners' event which included invitees from 31 organizations, such as school districts, Regional Center, community centers, WIB's, OCTA, Department of Rehabilitation, etc.*	*Hold the second annual partners' event and develop additional ways of informing community stakeholders of the Adult Education Regional Consortium's developments.*
Establish a group of community partners to inform the AB86 Plan.	*CACT Director*	*May 2015*	*N/A*	*CACT partnered with Disney to develop customized training for sound mechanics and machinists.*	*Continue partnership with Disney.*
Establish a group of community partners to inform the AB86 Plan.	*CACT Director*		*N/A*	*CACT contacted local employers to provide job placement for Veterans in the manufacturing industry.*	*Expand training opportunities to Veterans.*
Establish a group of community partners to inform the AB86 Plan.	*CTE Program Manager*	*May 2015*	*N/A*	*New business partners were recruited to serve on SCE business advisory committees and as externship sites, including employers of medical assistants and pharmacy technicians.*	*Continue to recruit new businesses to serve on advisories and externship sites.*