



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2025 (Updated 8/25/2025)

Statement of collaboration

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

Participants in the self-study

[In this space, the participants in the self-study will list their names]

1.0 Introduction

Briefly describe your program, make sure to include how your program helps the College achieve its [mission](#).

2.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. In alignment with our college's values and accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories.

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups

are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

~~Please look at students who take your courses for GE credit. How are they similar or different than students majoring in your programs?~~

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?
3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).
2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?
3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?
4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.
2. Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

3.0 Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.
2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects

outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

4.0 Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, non-faculty, classified). How reflective of your program's student population is your staff?
2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.
2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?
3. What additional areas of professional development could help your faculty and staff engage in this work?

5.0 Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.
2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

5.2 New Strategic Action Plans

Please write brief, concrete plans that your program has for the next four years that align to the college's Strategic Plan.

Strategic Action Plan (s) 1-5

- Title:
- Short Description (Text)
- Select College Objectives That This SAP Helps Meet (Check Box)
- Measurable Outcome That Will Result if SAP Is Completed (Text)
- Resources Needed to Meet this SAP
 - Title:
 - Enhancement: *How will this additional resource allocation specifically enhance your program's services, activities, processes, etc., to continue or improve student learning and achievement?*
 - Personnel Related: *Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.*
 - Resource Category (Select One)
 - Supplies
 - Other
 - Equipment
 - Full-time Faculty
 - Training
 - Computer Hardware
 - Computer Software
 - Non-Faculty Personnel
 - Facilities
 - Quantity:
 - Unit Cost:

Operational Requests (Resource Requests Not Tied to a SAP)

- Resources Needed to Meet this SAP
 - Title:
 - Enhancement: *How will this additional resource allocation specifically enhance your program's services, activities, processes, etc., to continue or improve student learning and achievement?*
 - Personnel Related: *Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.*
 - Resource Category (Select One)
 - Supplies
 - Other

- Equipment
- Full-time Faculty
- Training
- Computer Hardware
- Computer Software
- Non-Faculty Personnel
- Facilities
- Quantity:
- Unit Cost: