

FULLERTON COLLEGE

2012-2013

INSTITUTIONAL EFFECTIVENESS REPORT



FALL 2013

ACKNOWLEDGEMENTS

This report is the product of a collaborative effort on the part of a team of Fullerton College senior leadership and Instructional and Student Services personnel. Narrative and analysis were supplied by senior leadership and instructional and student services personnel. Data were provided by North Orange County Community College District IT Services and the Fullerton College Office of Institutional Research and Planning. The contributions of all on behalf of the college are deeply appreciated.

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Executive Summary

Founded in 1913, this year Fullerton College celebrates its Centennial and looks back at one hundred years of a rich history steeped in academic excellence and community service. The century between 1913 and 2013 has seen two World Wars, the Great Depression, the GI Bill and the Vietnam War, intense social change and, in most recent decades, a dramatic change within the college's service community and student population.

A college Centennial should not only be an occasion for retrospective ponderings, but should also serve as a historical benchmark to look to the future of the college and its community and ensure the college is positioned to best serve its constituents in coming decades. Preparation for the college centennial has influenced the college's Institutional Goals and Objectives, with a focus on improving student completion and reducing the achievement gap between differing student populations. These goals and objectives support the North Orange County Community College District (NOCCCD) strategic directions while simultaneously dovetailing with State Chancellor's Office priority initiatives and reforms.

Many of the student support programs initiated in response to these goals have, after their inception period, recently completed assessments and evaluation of their programs. This information will be utilized to inform college efforts toward continuing to support and improve student achievement. Resources will be allocated to strengthen the successes already achieved by these programs, while minimizing duplication of efforts across college operations. The assessment of these initiatives is critical as state reforms, including the Student Success and Support Program (SSSP) and SB1070 CTE Program Pathways policy changes, are implemented over the next three years. These reforms are intended to enhance and strengthen student transition from high school to college while providing a comprehensive set of support services once that transition has been accomplished.

The *2012-2013 Institutional Effectiveness Report*, therefore, places a spotlight on student support programs and basic skills instructional areas. It summarizes the barriers most incoming students face as a consequence of prevalent skills deficiencies, while also reporting on the variety of support services and programs the college is offering to assist students in overcoming these challenges.

The report clearly demonstrates one of the single greatest barriers students face in their quest to accomplish their goals. Under-preparation in the areas deemed fundamental to student success, Reading, Writing, and Mathematics, requires a large percentage of incoming students to enroll in as many as four or more courses to enhance their skills before they can be successful in college level studies, while the completion rates for many of these courses are below the college average. The lack of the skills can add two years to the length of a student's college education, affecting both their motivation levels and their persistence rate. The college continues to focus its efforts on assisting students in overcoming this barrier while effectively supporting the student through their course of study.



Introduction

The *Fullerton College Institutional Effectiveness Report* annually reviews college performance toward the achievement of its stated goals and objectives, in support of North Orange County Community College District strategic directions and California Community College System Office priorities. Annual review provides tracking and assessment of new initiatives implemented across the college and evaluation of college performance against accepted key indicators.

Chapter I presents data recently compiled by North Orange County Community College District IT Services. The data examines completion and persistence rates of differing student populations and demographic groups, both from a district-wide and individual college (Fullerton College) level. This enormous undertaking is in its inception, and additional measures will be provided and current ones refined as the process nears completion.

Fullerton College student demographics are examined over a three year period in Chapter II. Trends observed to be developing over the past five years have begun to solidify and are reflected in ethnic distributions. The top ten majors and cities of residence are also presented. Chapter III focuses on student assessment and performance in Basic Skills classes in Reading, Writing, and Mathematics, as college goals and objectives focus on student achievement and this lack of preparation has been identified as a primary barrier to student success.

The broad spectrum of student support programs and initiatives designed to enhance student success and achievement are outlined in Chapter IV. Many of these programs are in the process of completing an assessment and evaluation cycle, with the results soon available to the college community. Results of these assessments will be utilized to efficiently allocate college resources in support of goals and objectives.

Chapter V examines the rate of student interaction with Student Services Counseling and Orientation Services, and student participation in financial aid services. These measures will provide a baseline for participation rates as the reforms of the Student Success and Support Program are implemented in the next two years. An increase in participation rates will indicate greater student access to these services and enhanced value of matriculation services to students.

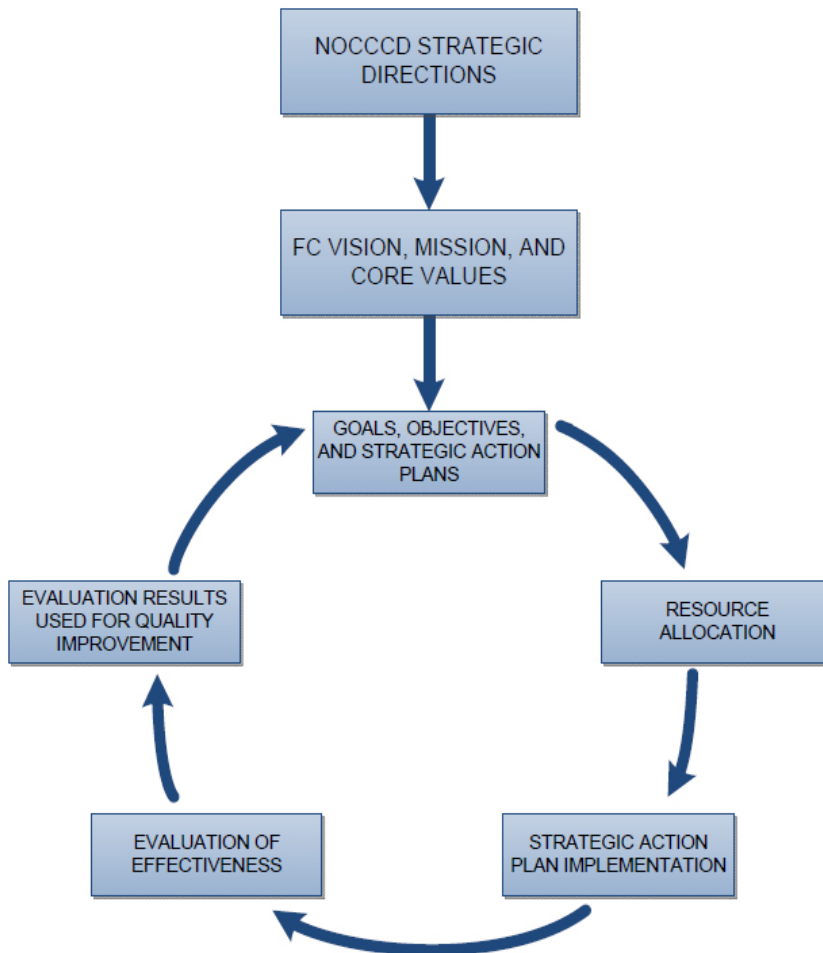
A summary of fiscal dashboard measurements is presented in Chapter VI. This section provides a brief overview of the funding mechanism and allocations for Fullerton College. As Fullerton College continues to improve the integration of its planning and budgeting processes, this section will provide evidence of funding allocations tied to the fulfillment of college goals and objectives.



Fullerton College's Integrated Planning Cycle

The Fullerton College Integrated Planning Model describes the components of the college planning process as well as the systems used to link components to one another in a cycle including the development of goals, objectives, resource allocation, plan implementation and evaluation. The Fullerton College Integrated Planning Model demonstrates a commitment to institutional effectiveness and continuous quality improvement.

Fullerton College Integrated Planning Cycle



As part of Fullerton College's cycle of continuous quality improvement, the college annually reviews and assesses implemented strategies and its strategic planning process as a prelude to a new cycle of strategic planning. Strategies and programs are reviewed and decisions are made to maintain, modify or improve various programs, activities and initiatives.



Fullerton College Institutional Philosophy

Fullerton College Vision

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

Fullerton College Mission

We prepare students to be successful learners.

Fullerton College 2011-13 Goals

Fullerton College establishes its goals, objectives, and strategic action plans in concert with the NOCCCD District-wide Strategic Directions. The following goals and objectives were approved and endorsed by PAC during the college's most recent planning period:

Goal 1: Fullerton College will promote student success.

- Objective 1: Address the needs of under-prepared students.
- Objective 2: Increase course retention and success.
- Objective 3: Increase the number of degrees and certificates awarded.
- Objective 4: Increase the number of transfers.

Goal 2: Fullerton College will reduce the achievement gap.

- Objective 1: Address the needs of English language learners.
- Objective 2: Increase retention rate of Hispanic and African-American students by 5% annually.
- Objective 3: Increase success rate of Hispanic and African-American students in line with increase in retention rate.
- Objective 4: Increase retention rate of Hispanic and African-American students in mathematics by 2% annually.
- Objective 5: Increase success rate of Hispanic and African-American students in mathematics in line with increase in retention rate.

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

- Objective 1: Double the number of members in the Alumni Association.
- Objective 2: Increase contacts with local feeder high schools.
- Objective 3: Increase contact with local business and industry.
- Objective 4: Strengthen partnership with Foundation to increase fundraising.
- Objective 5: Engage the community through Centennial events.



Chapter I: District Report

Preface

The Institutional Effectiveness Coordinating Council was created in response to a District decision to change the governance structure of the District as outlined in the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function and Alignment*. In the *North Orange County Community College District District-wide Strategic Plan 2012-2014*, the Council was tasked with the development of a District-wide Institutional Effectiveness report that contained two key elements; 1) A District-wide Institutional Effectiveness report that met ACCJC guidelines, and 2) An inventory of Programs and Services to Address the Achievement Gap.

The Council decided to create Chapter 1 of each campus Institutional Effectiveness Report with the required items rather than to create a new standalone document. This is the first iteration of the chapter and contains much data that in future iterations can be improved and streamlined.

Thank you to the Institutional Effectiveness Coordinating Council for taking this first big step.

Definitions

Completion

Completion is when a student successfully completes a section of a course with a grade of A, B, C or P. Grades of D, F, NP or W are not counted as completion. Completion is displayed as a count (total successful grades in all applicable sections) and percent (percentage of successful students in sections).

Persistence

Persistence measures students in courses that have returned without taking time off from one term to the next. A student successfully persisted if they returned from the previous primary term (hence, summer does not count). New students are not included in the denominator (hence, a new student does not count for or against the persistence value). Persistence is displayed as a count (number of students in courses that have returned without taking any time off), and a percent (percentage of students who persisted as compared to the entire population).



District-wide Student Achievement Data

Age

- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs
- Other

Gender

- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs
- Other

Race/Ethnicity

- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs
- Other

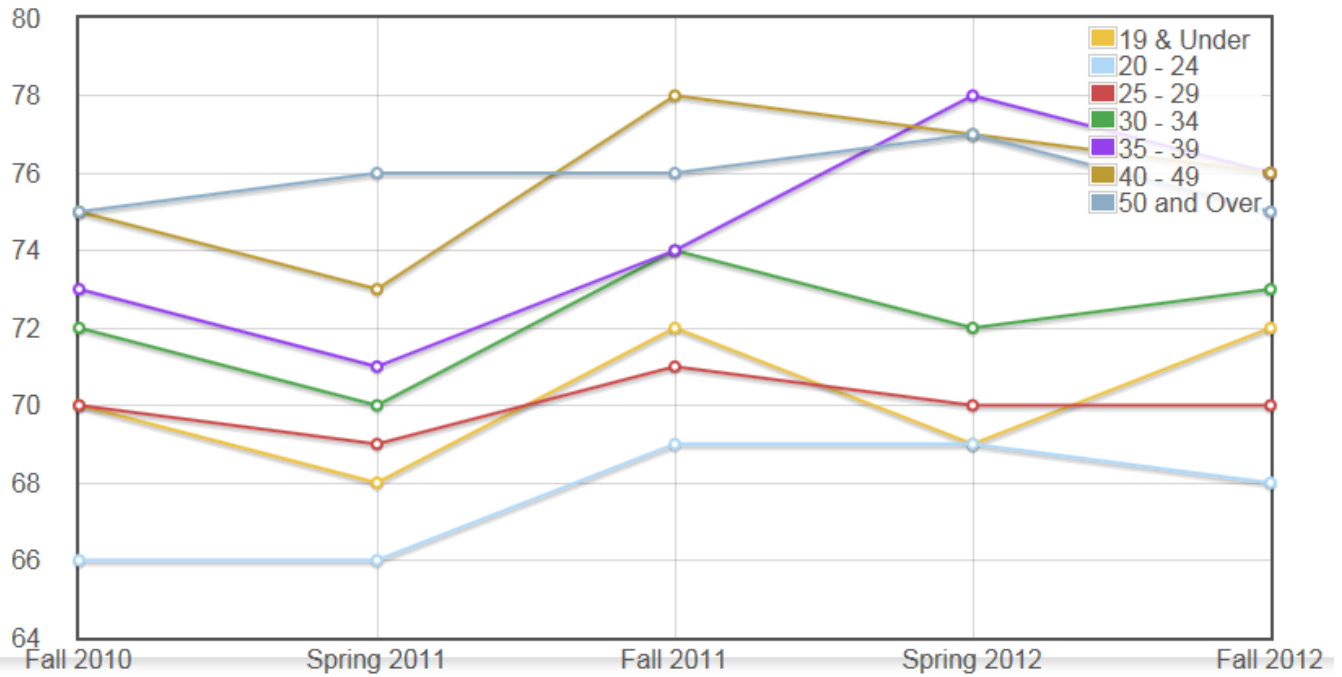
Student Educational Goal

- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs
- Other

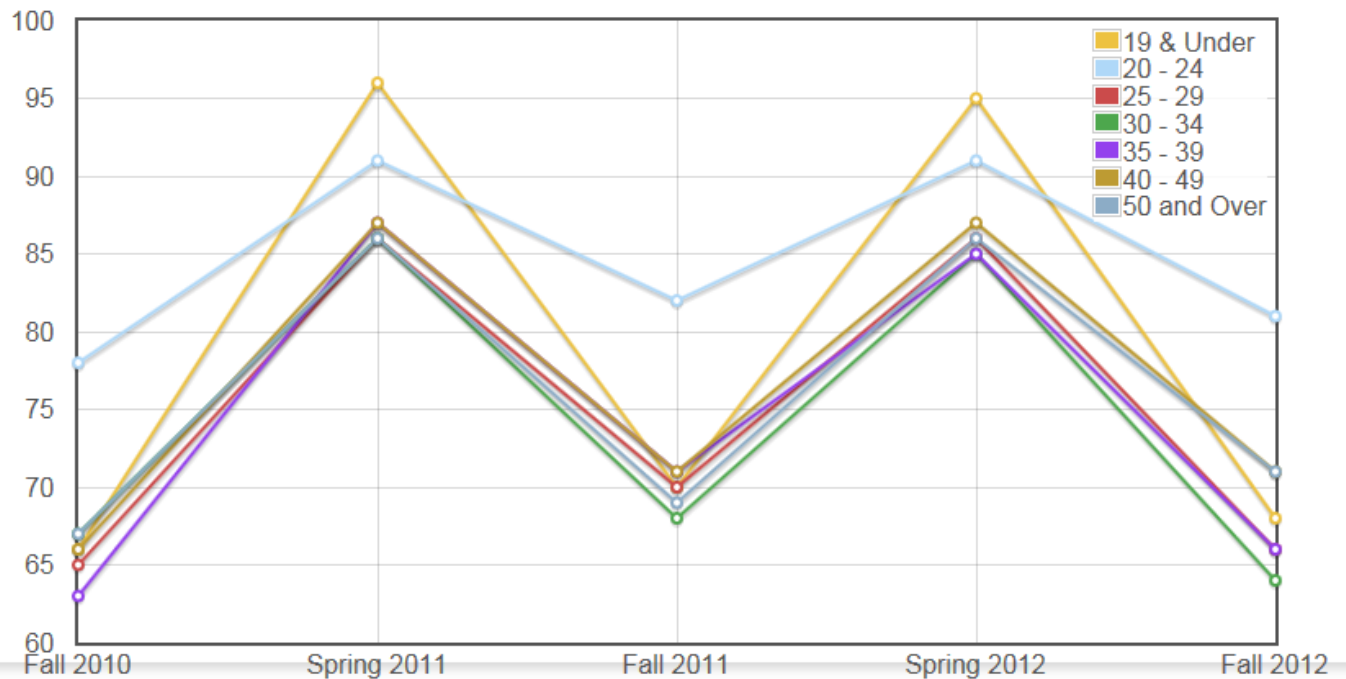
Note: Socio-Economic Status and Delivery Mode will be added in future reports



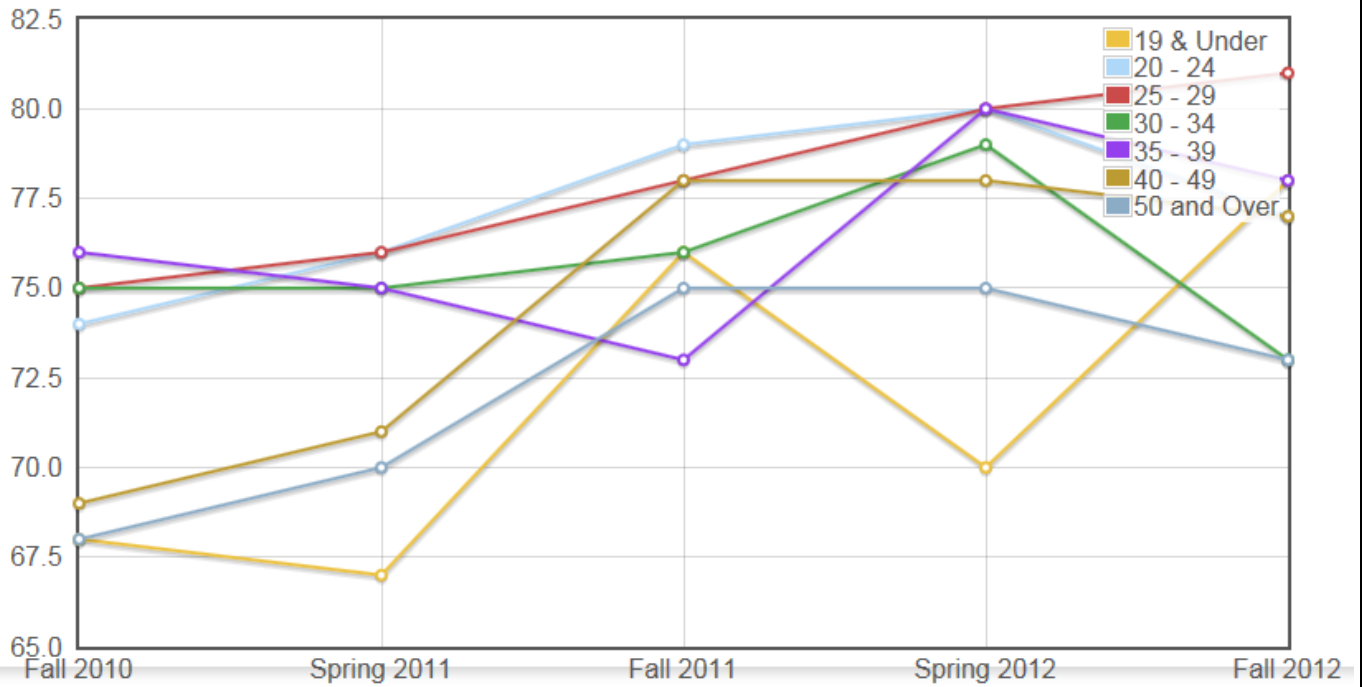
District Wide Transfer Complete Percent by Age



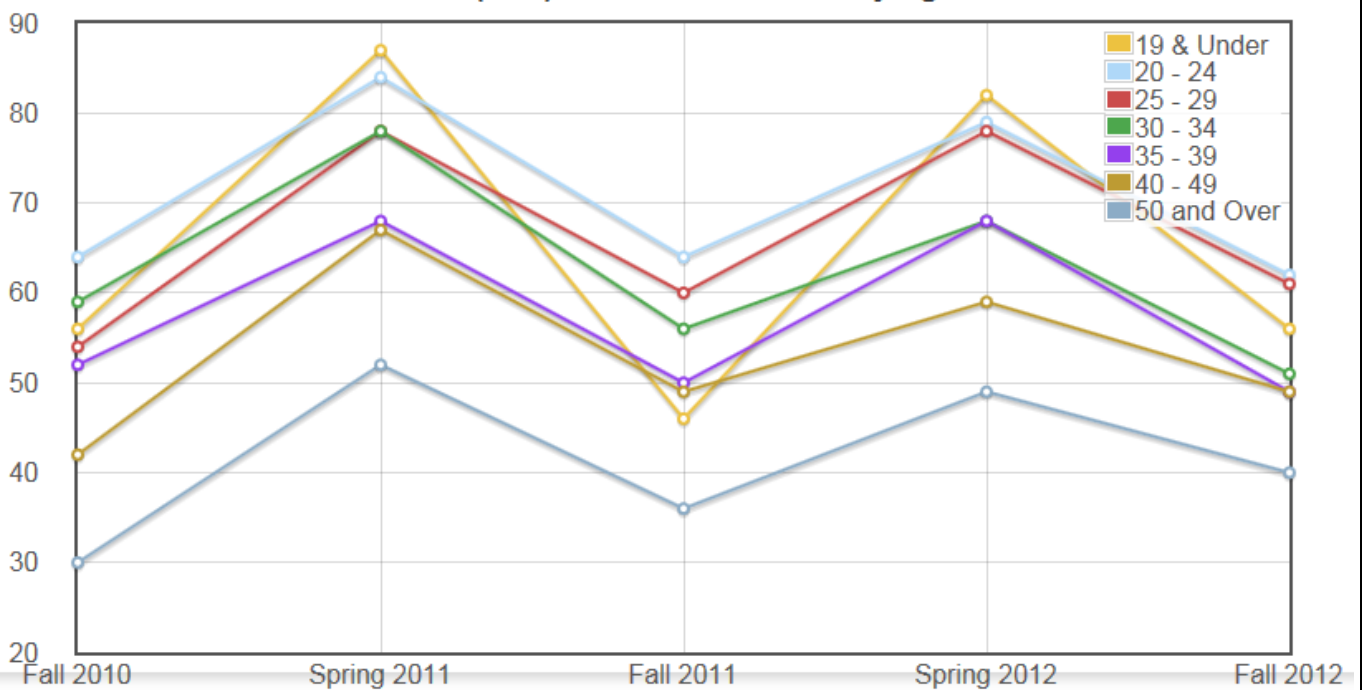
District Wide Transfer Persistence Percent by Age



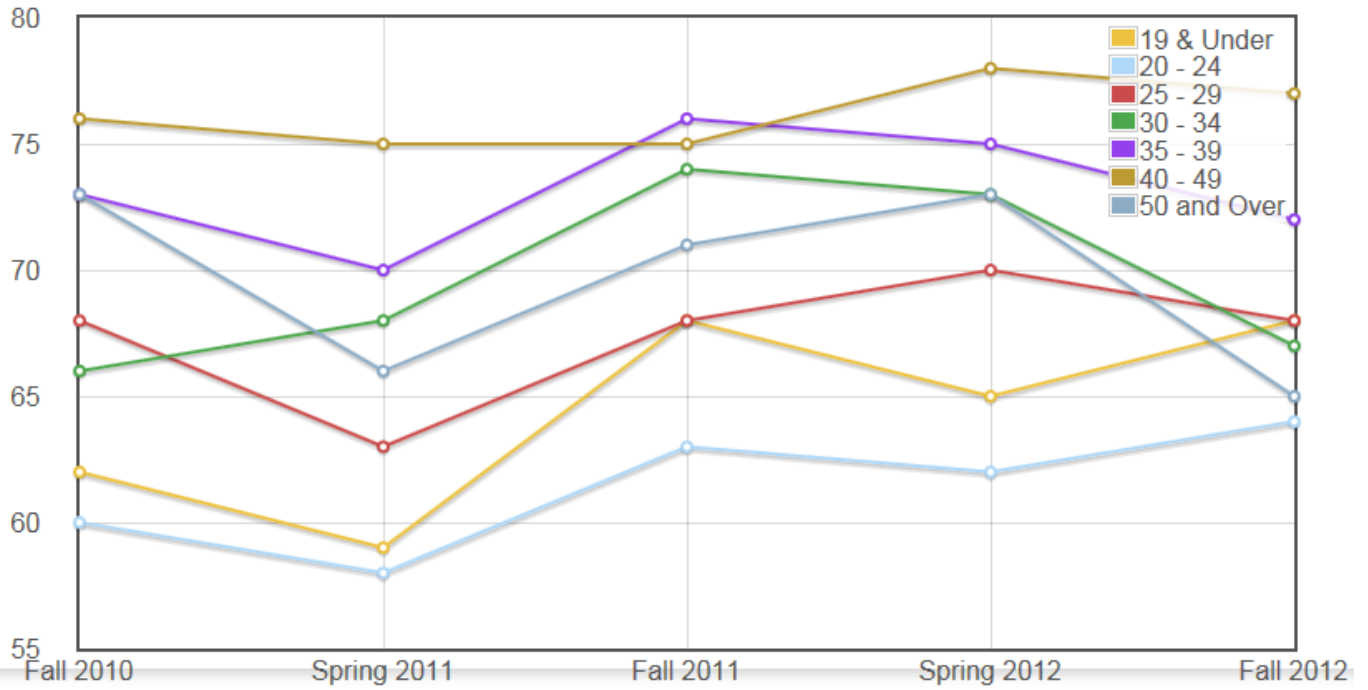
District Wide Career & Technical (CTE) Complete Percent by Age



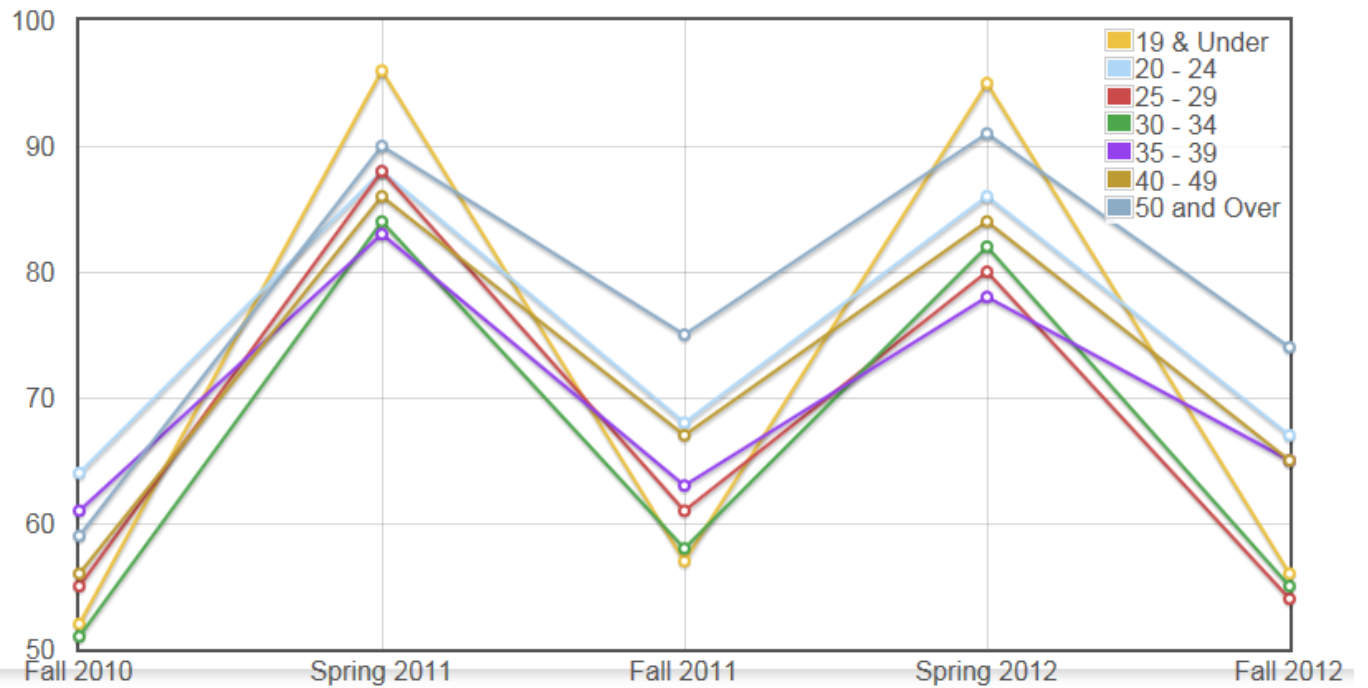
District Wide Career & Technical (CTE) Persistence Percent by Age



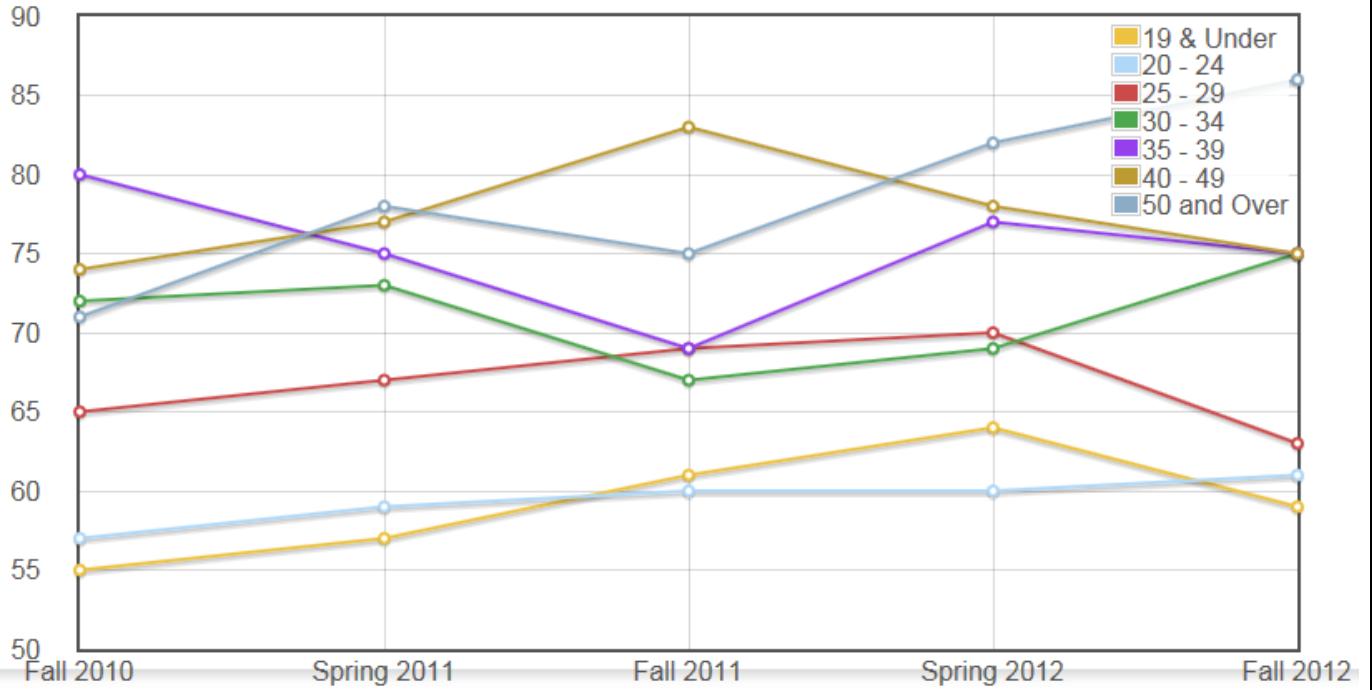
District Wide Basic Skills & ESL Complete Percent by Age



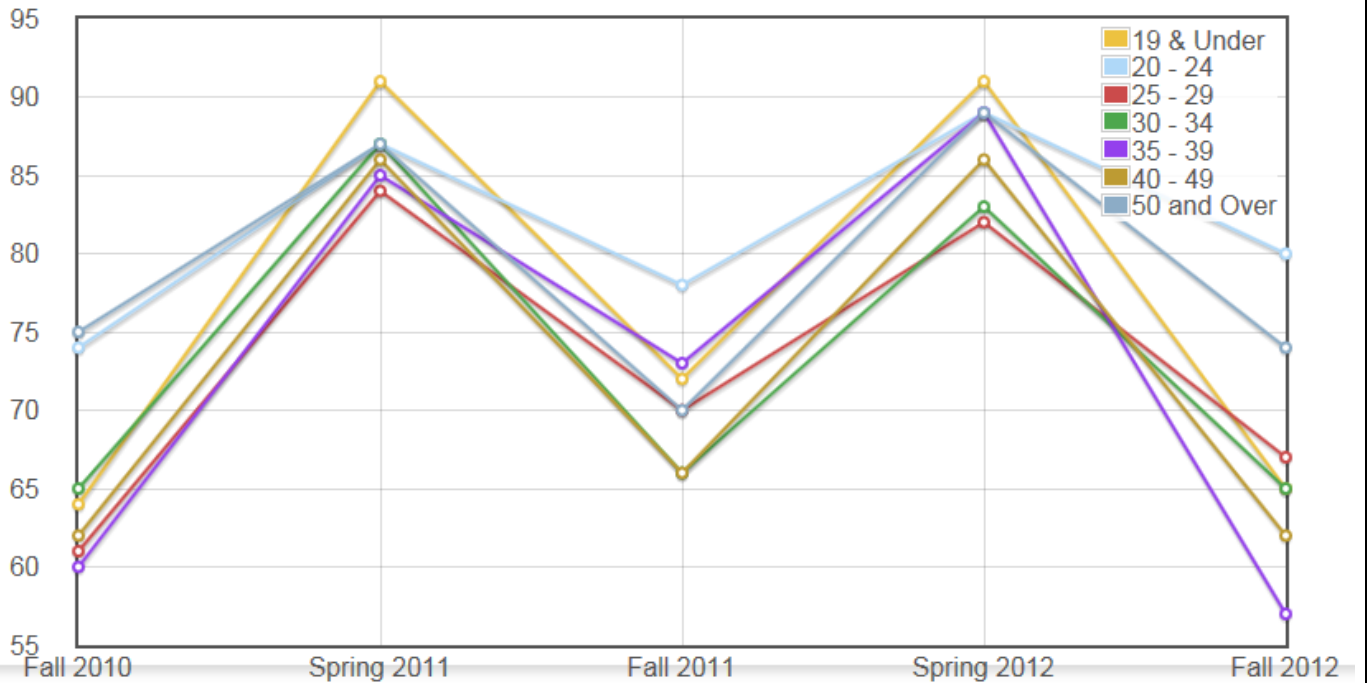
District Wide Basic Skills & ESL Persistence Percent by Age



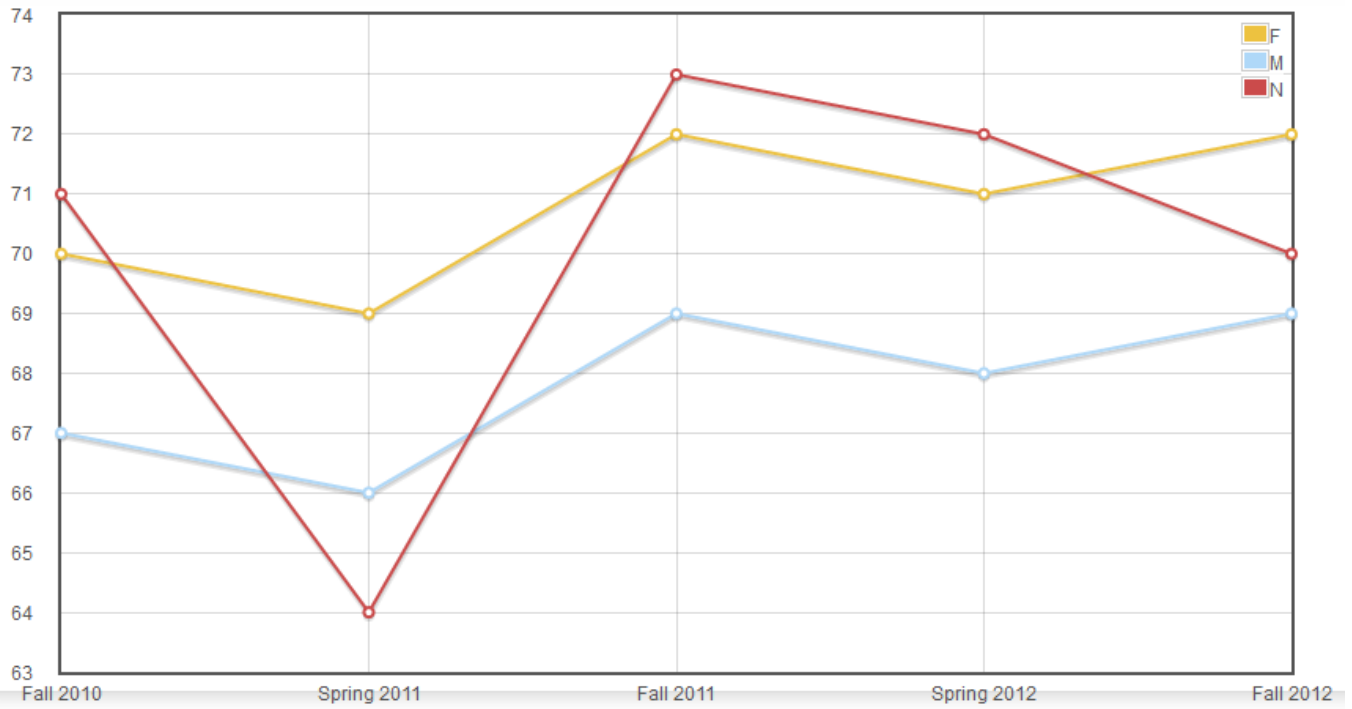
District Wide Other Complete Percent by Age



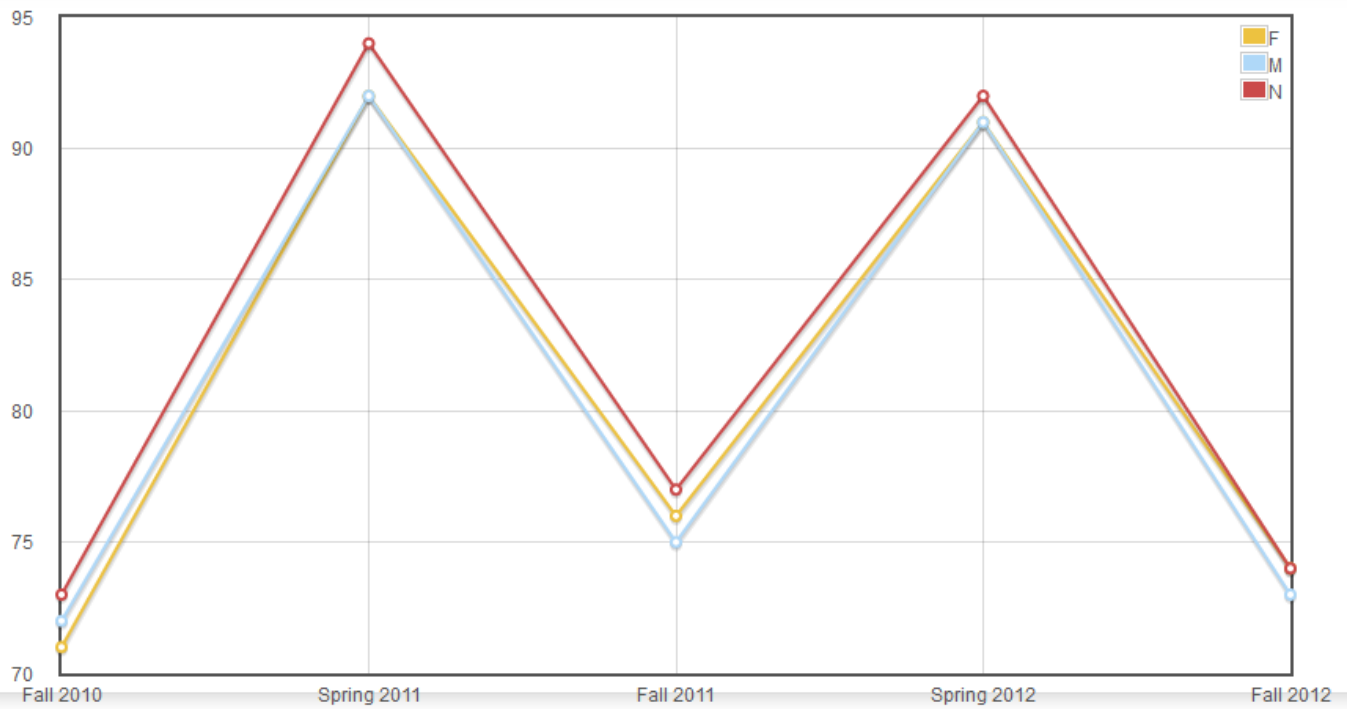
District Wide Other Persistence Percent by Age



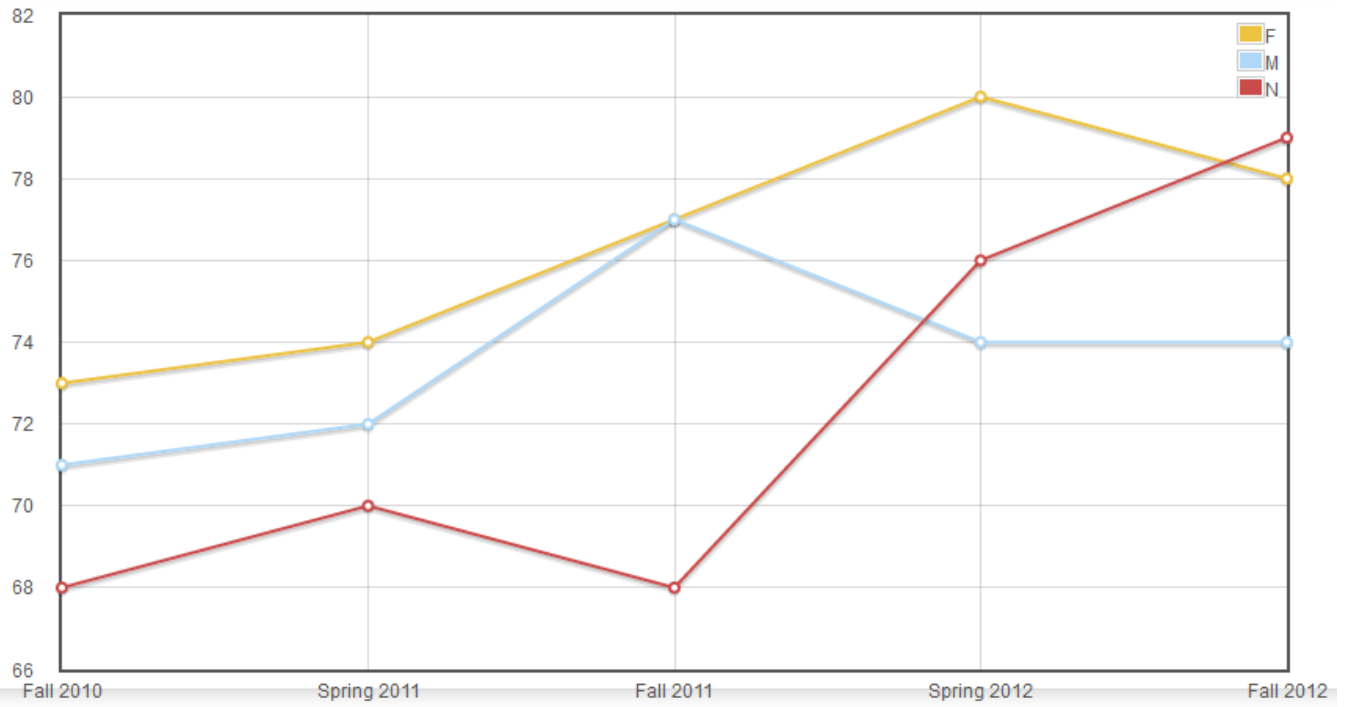
District Wide Transfer Complete Percent by Gender



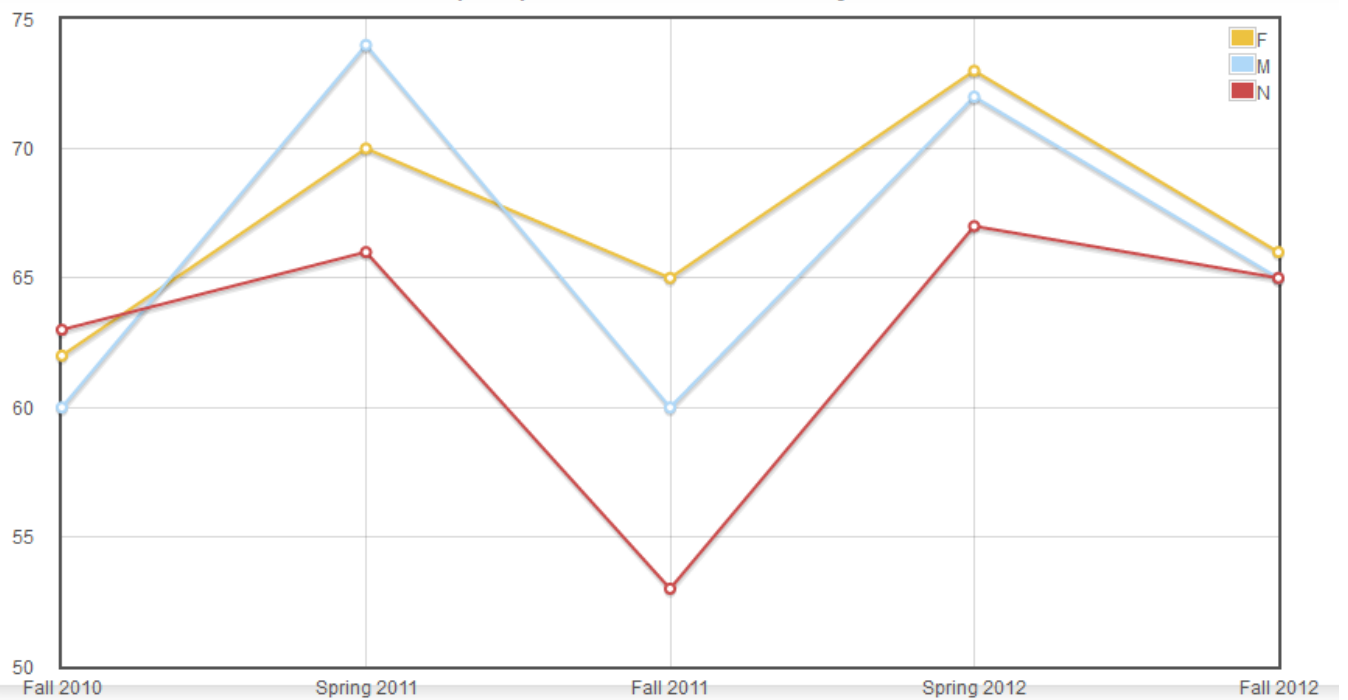
District Wide Transfer Persistence Percent by Gender



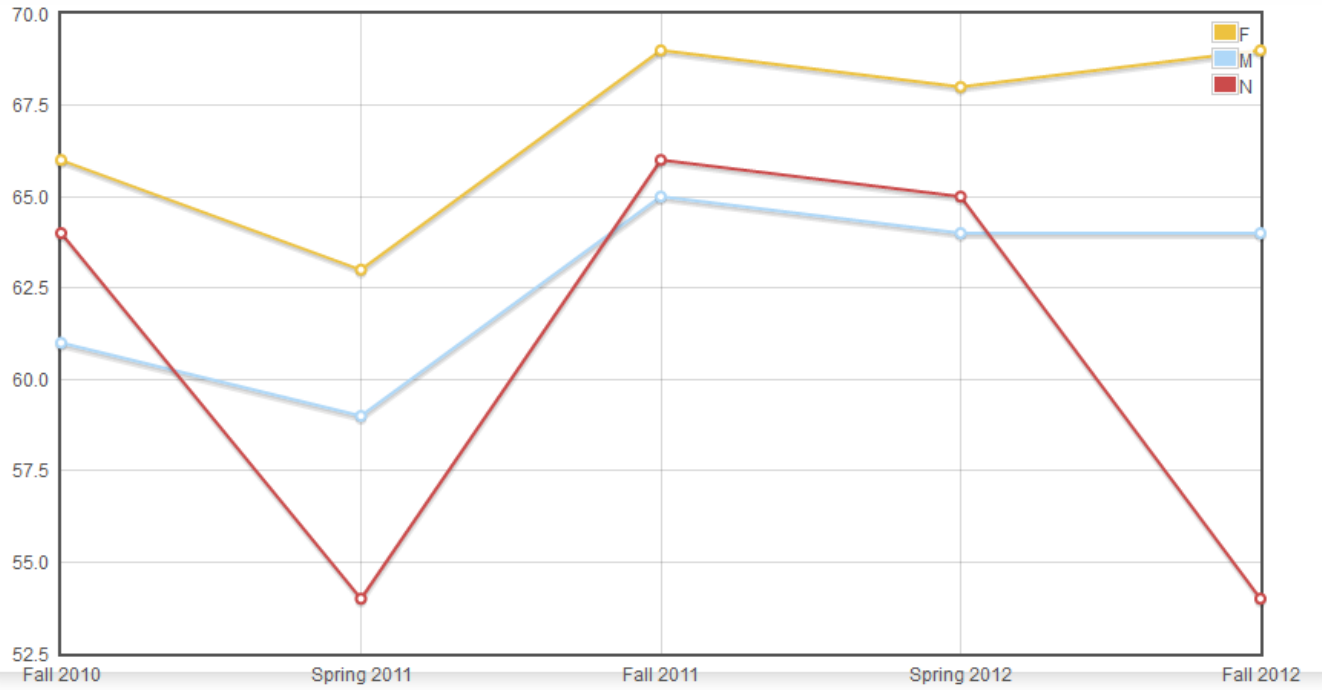
District Wide Career & Technical (CTE) Complete Percent by Gender



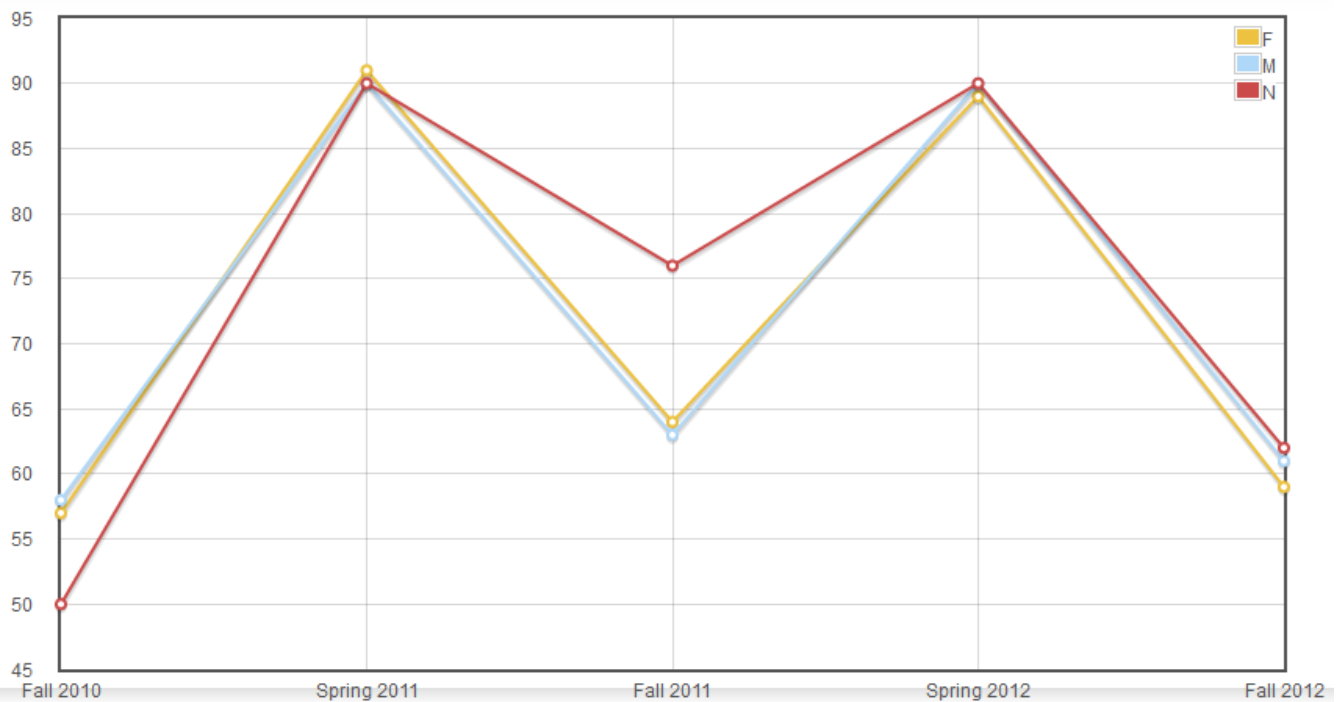
District Wide Career & Technical (CTE) Persistence Percent by Gender



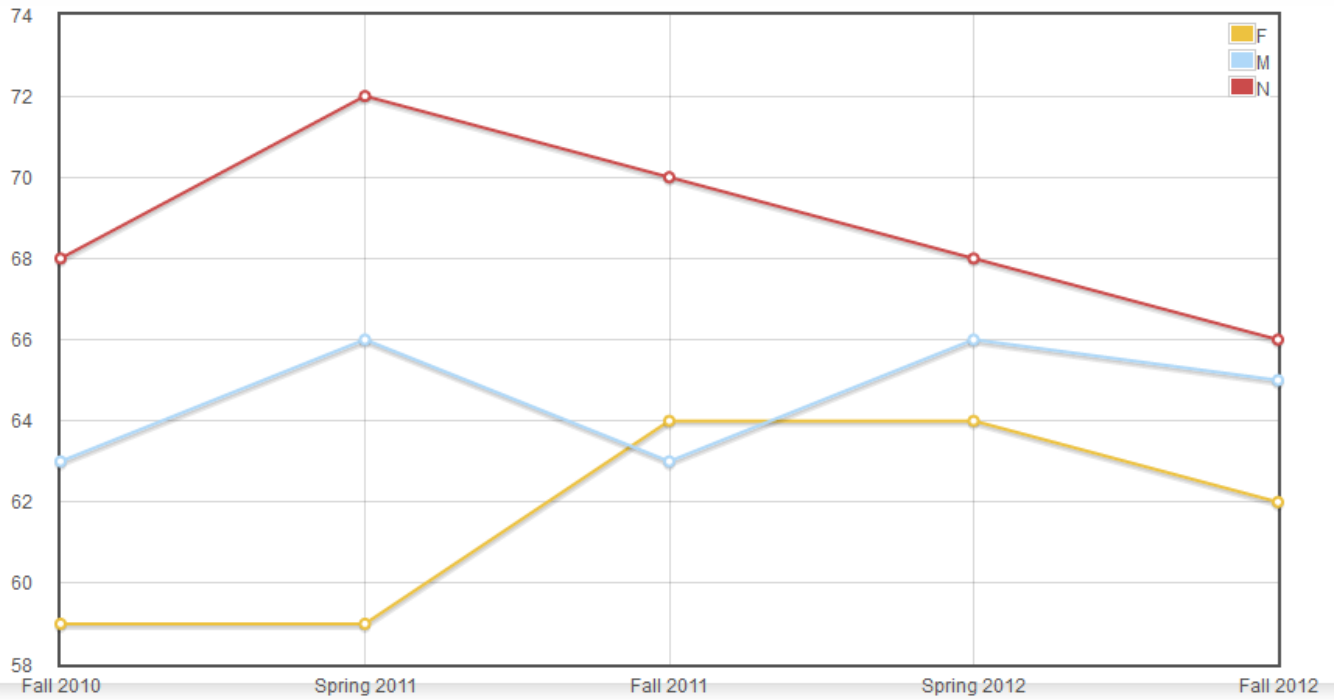
District Wide Basic Skills & ESL Complete Percent by Gender



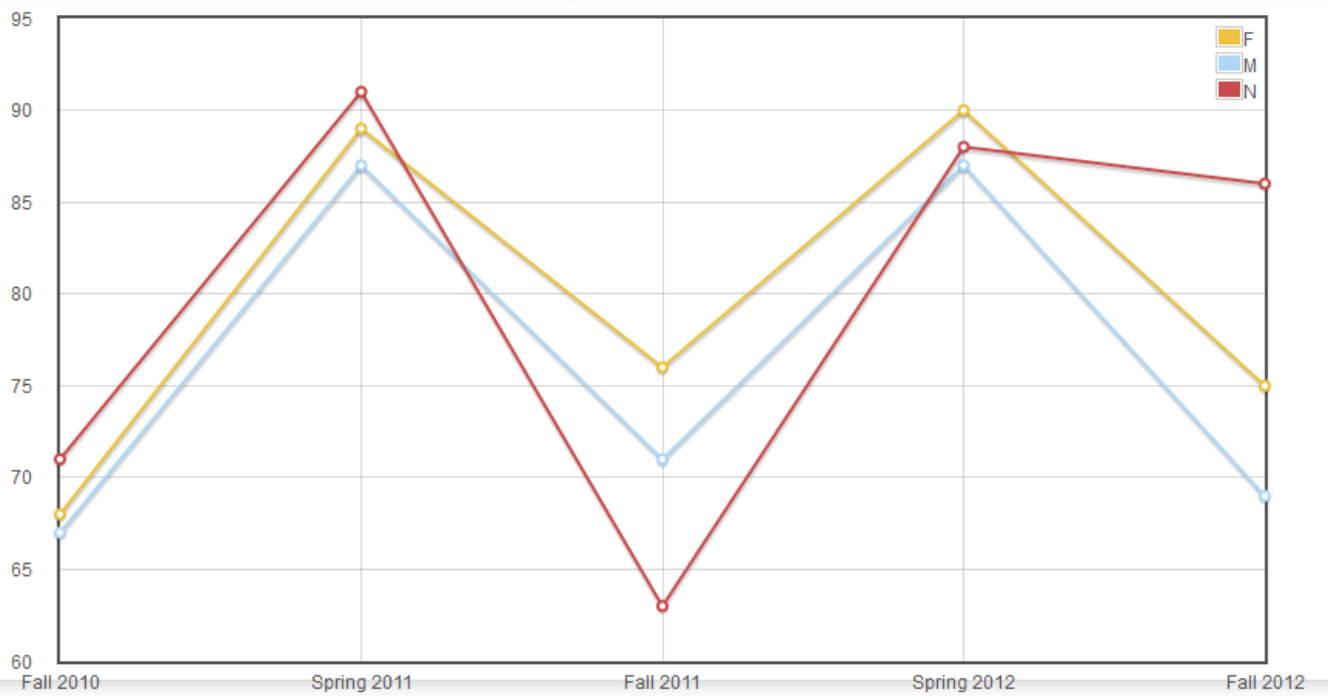
District Wide Basic Skills & ESL Persistence Percent by Gender



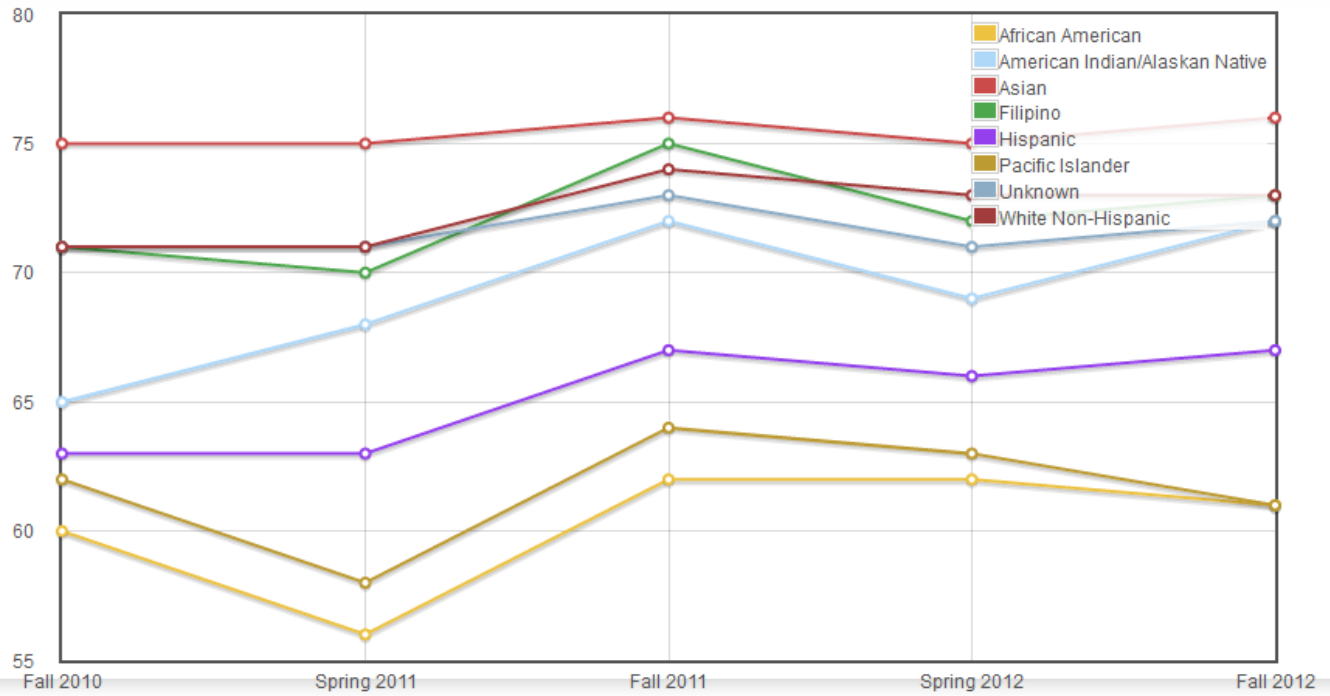
District Wide Other Complete Percent by Gender



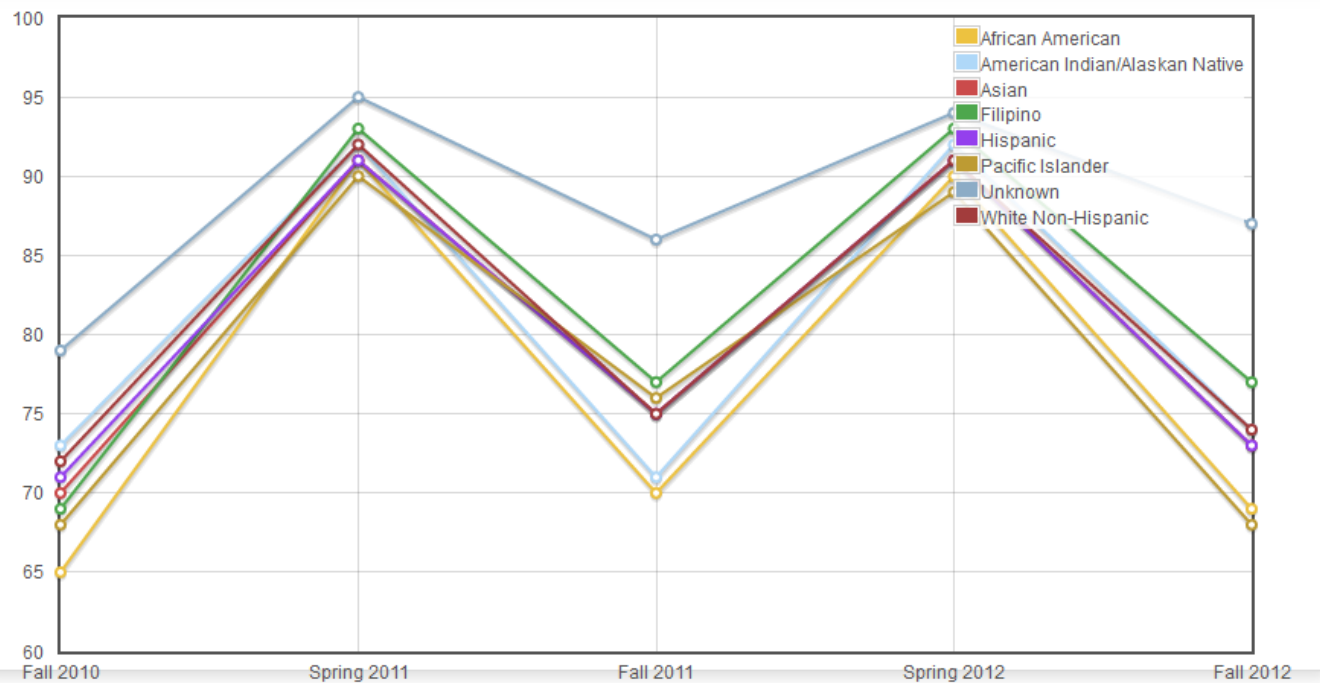
District Wide Other Persistence Percent by Gender



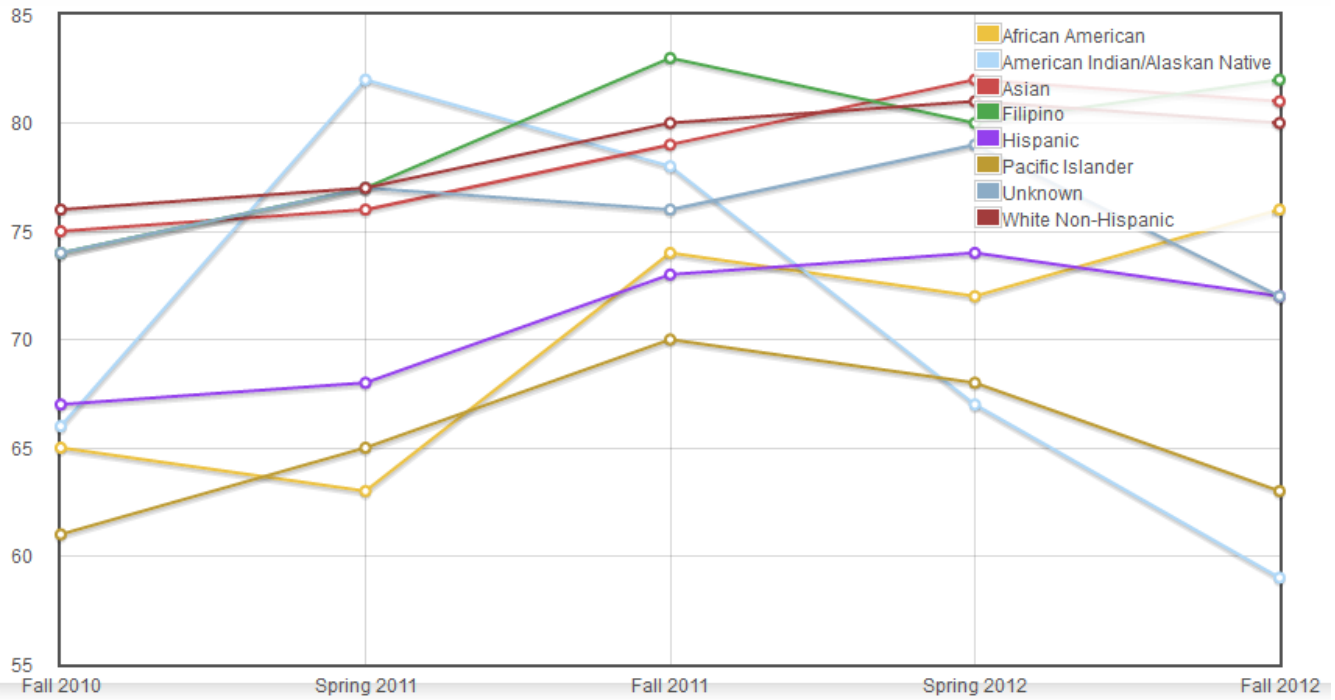
District Wide Transfer Complete Percent by Race/Ethnicity



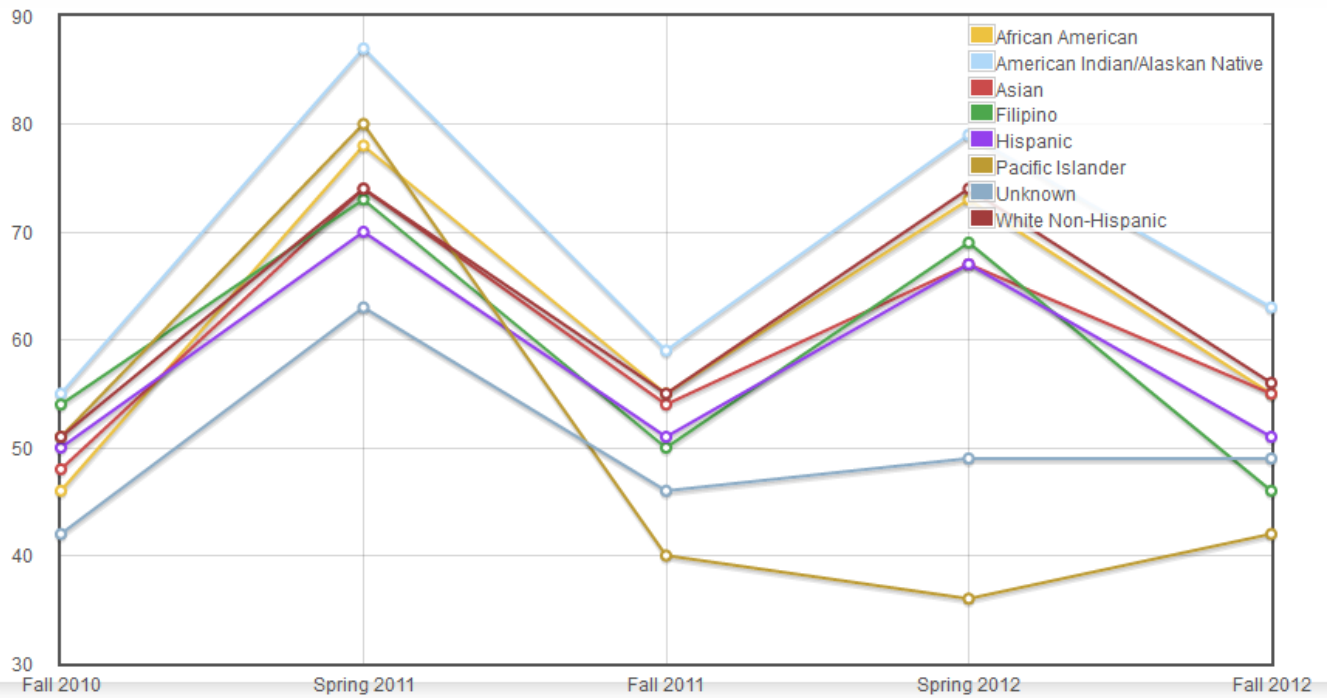
District Wide Transfer Persistence Percent by Race/Ethnicity



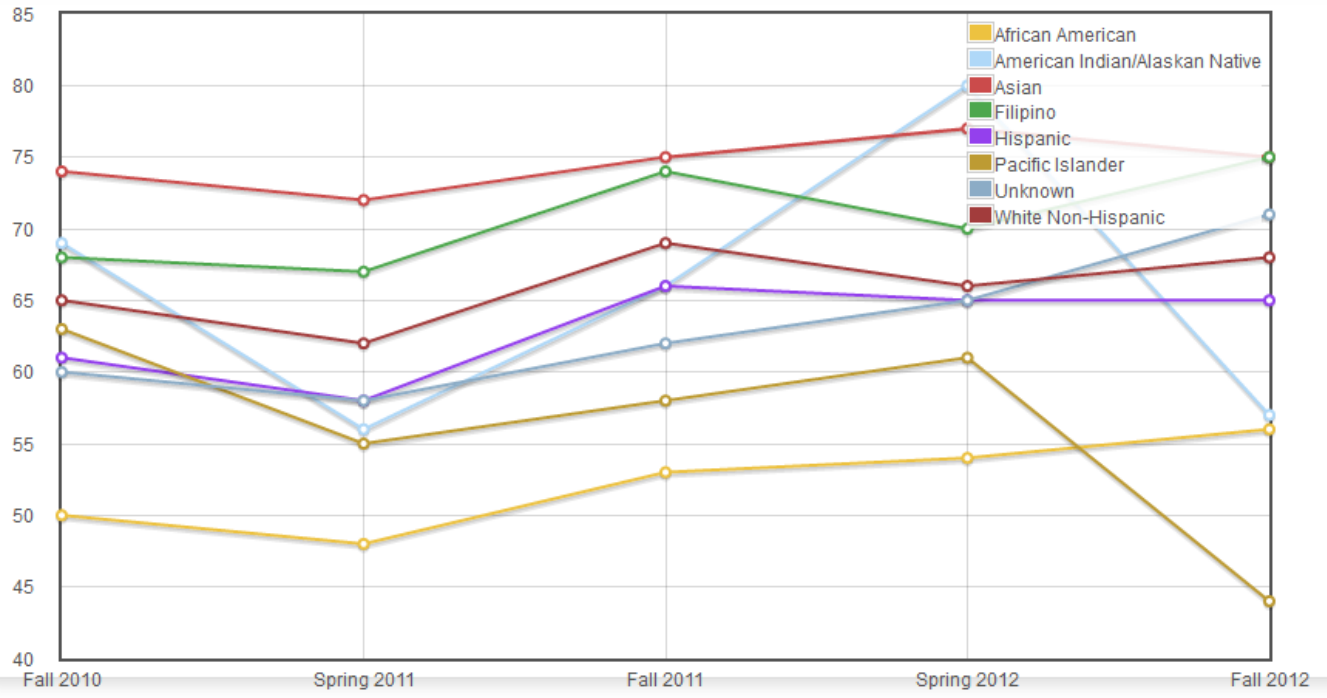
District Wide Career & Technical (CTE) Complete Percent by Race/Ethnicity



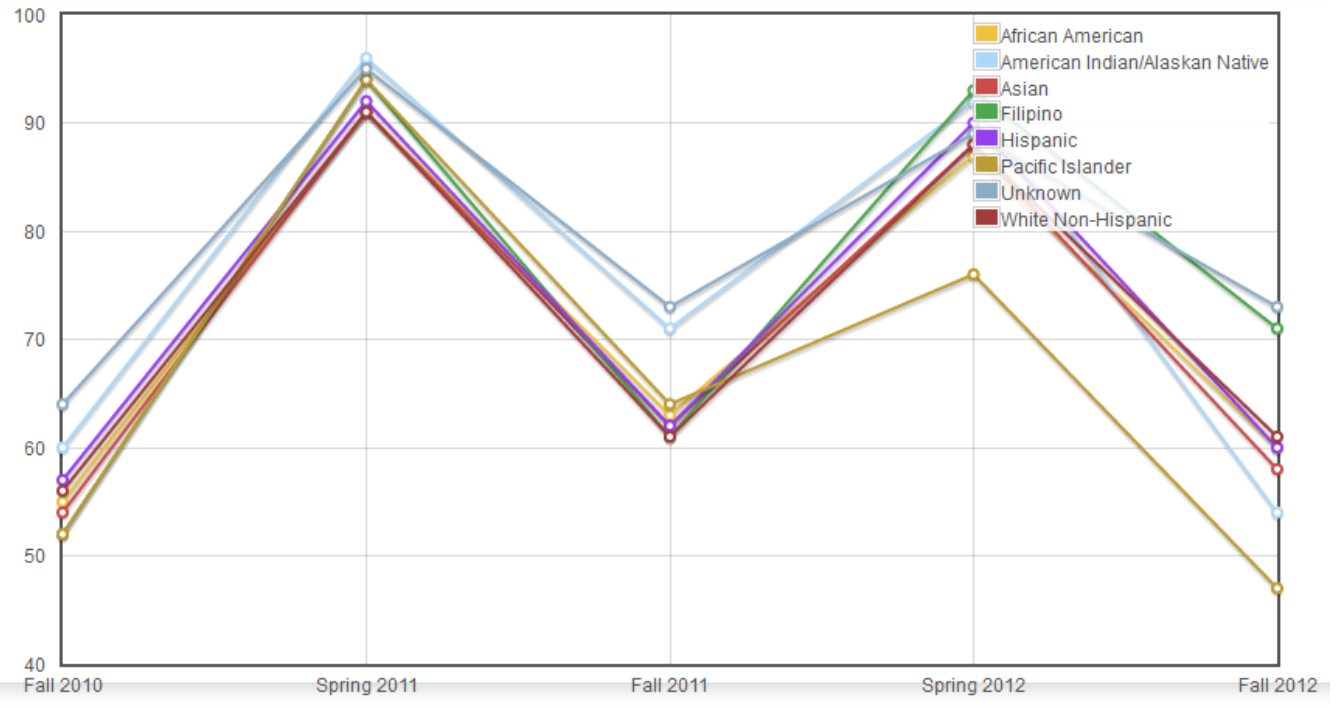
District Wide Career & Technical (CTE) Persistence Percent by Race/Ethnicity



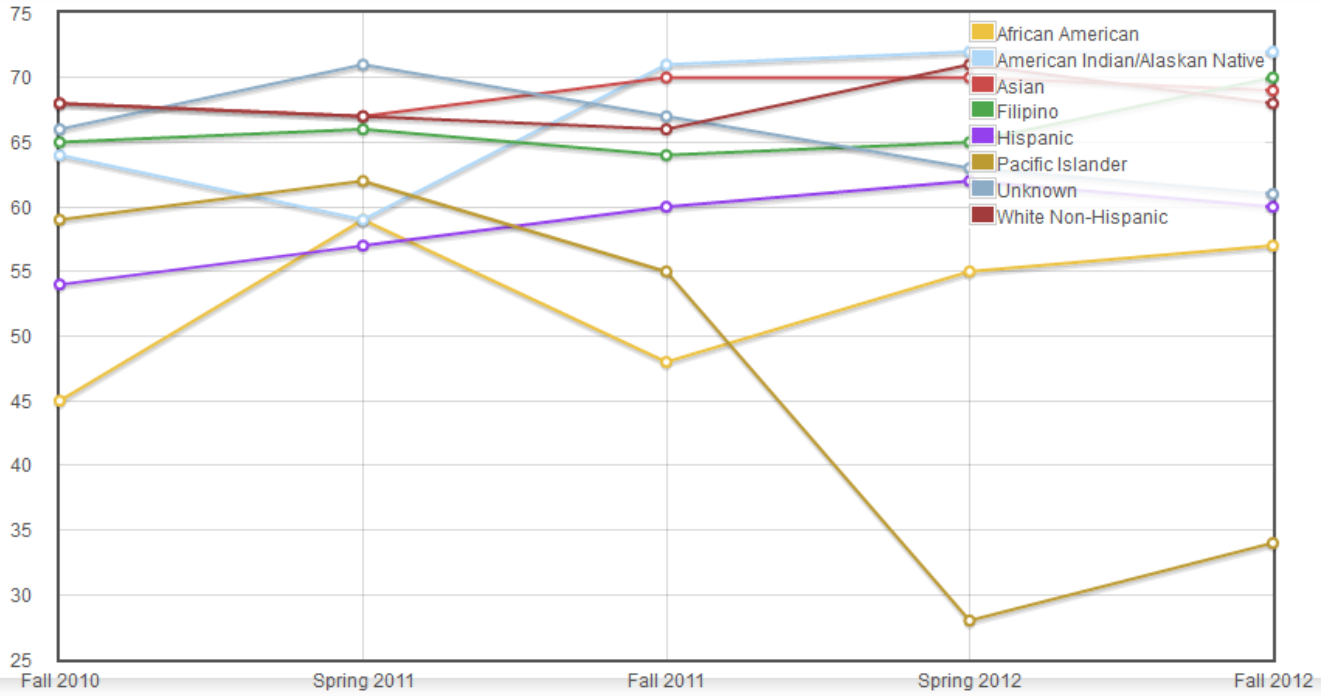
District Wide Basic Skills & ESL Complete Percent by Race/Ethnicity



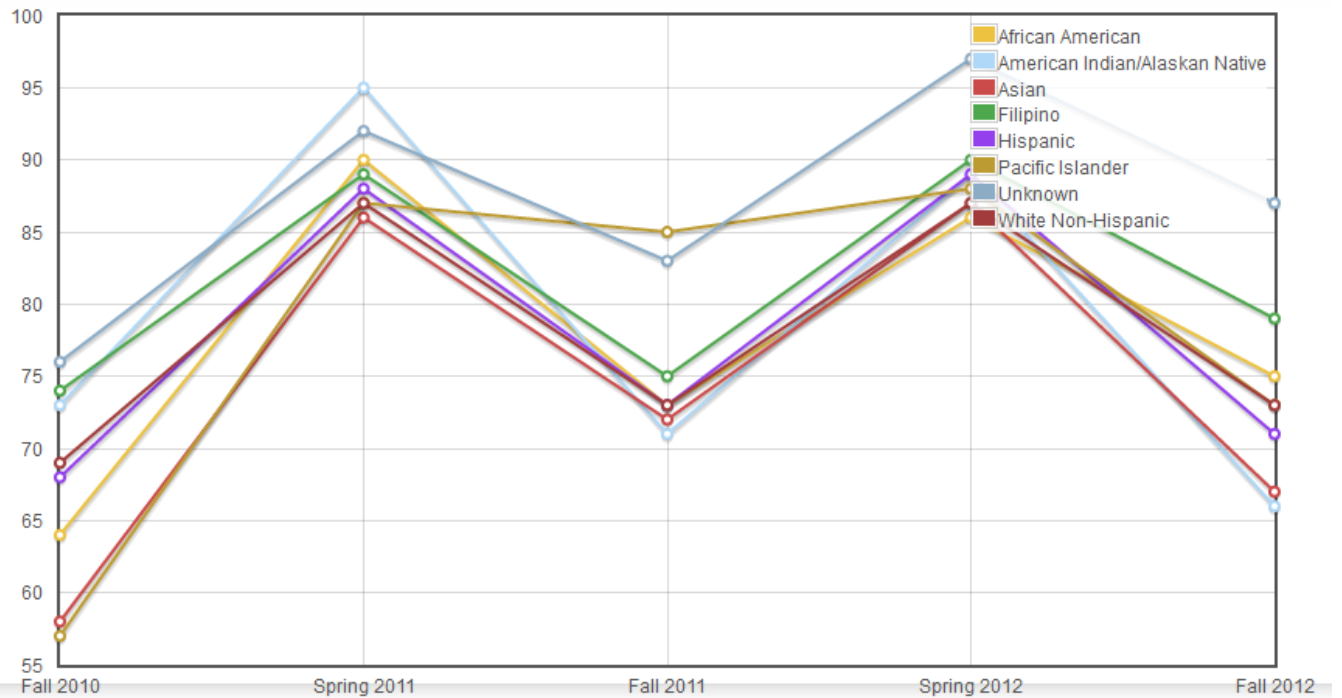
District Wide Basic Skills & ESL Persistence Percent by Race/Ethnicity



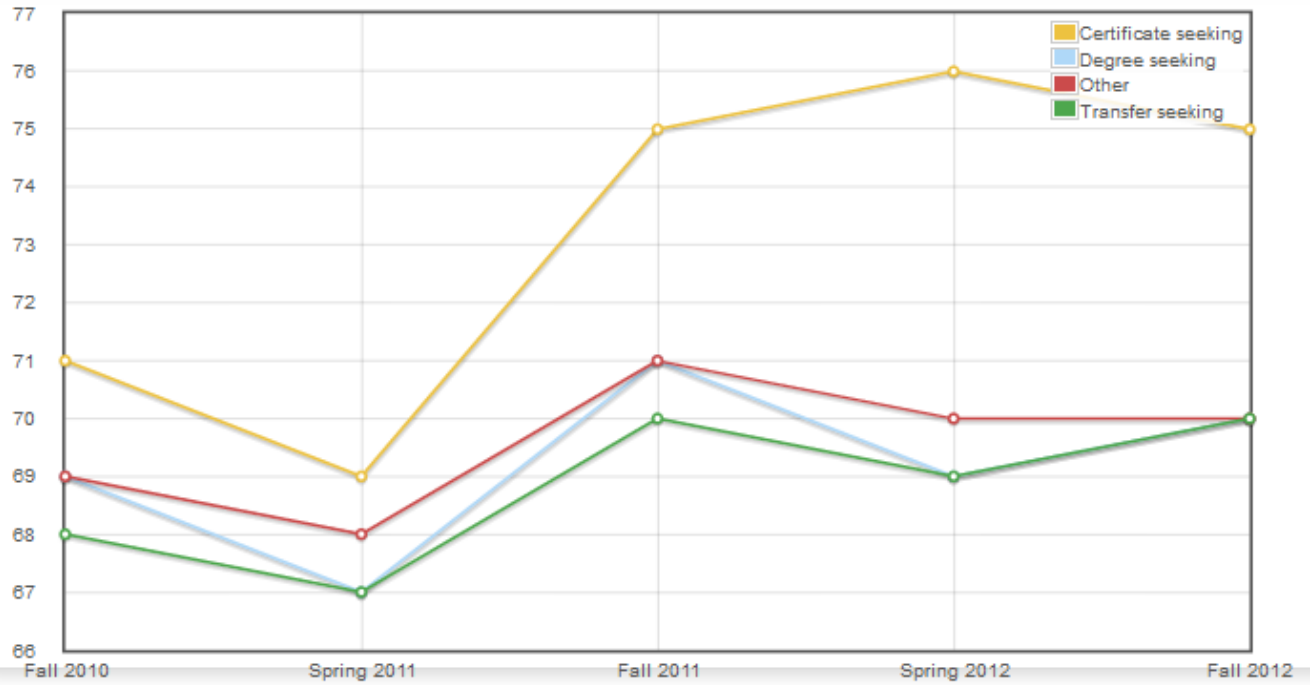
District Wide Other Complete Percent by Race/Ethnicity



District Wide Other Persistence Percent by Race/Ethnicity



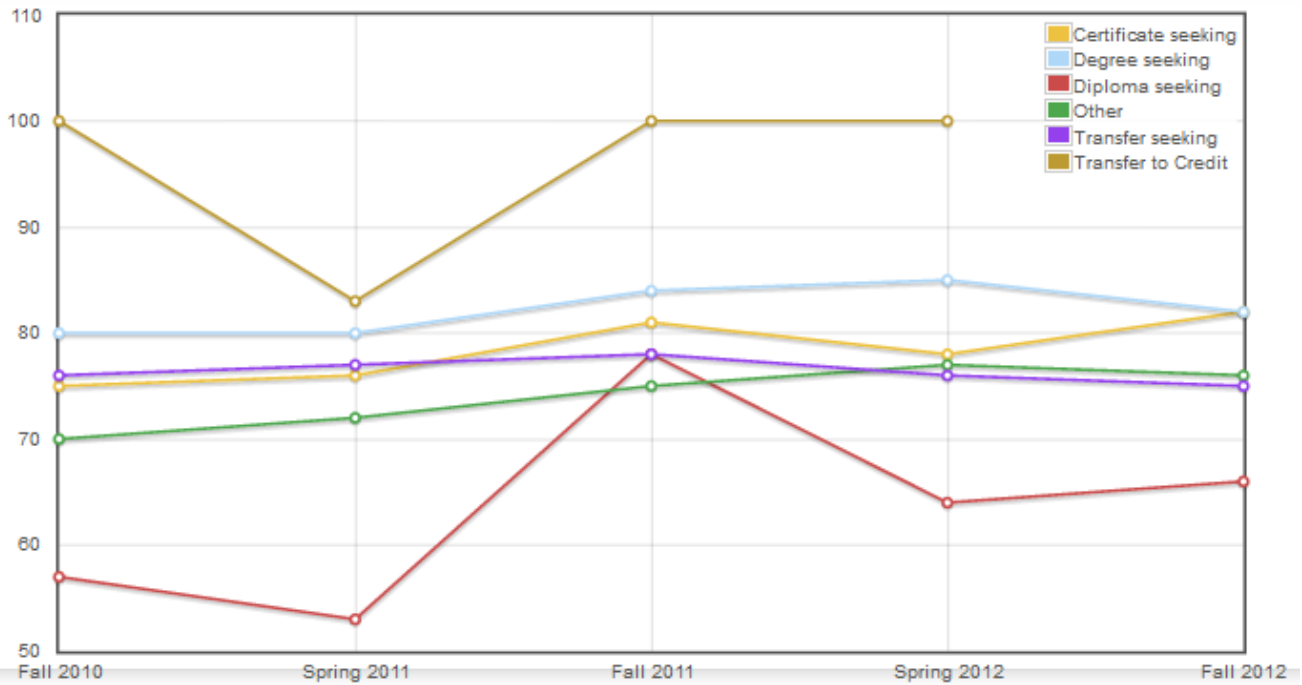
District Wide Transfer Complete Percent by Student Ed Goals



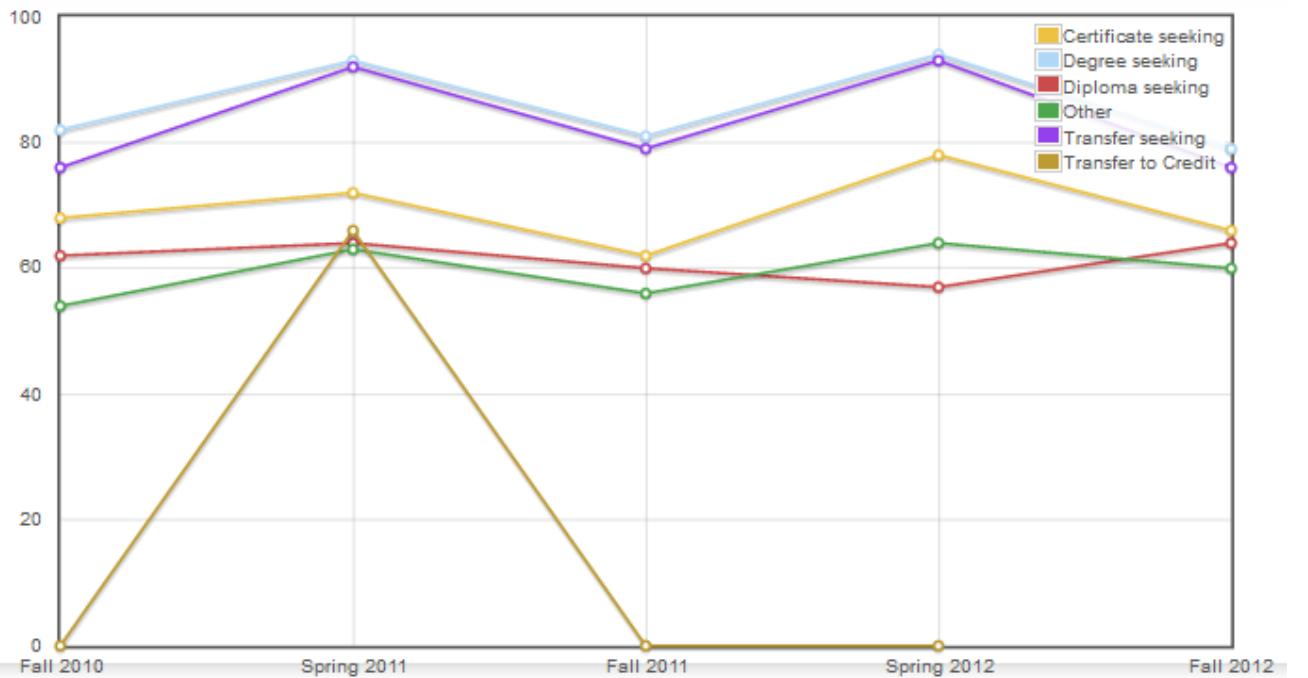
District Wide Transfer Persistence Percent by Student Ed Goals



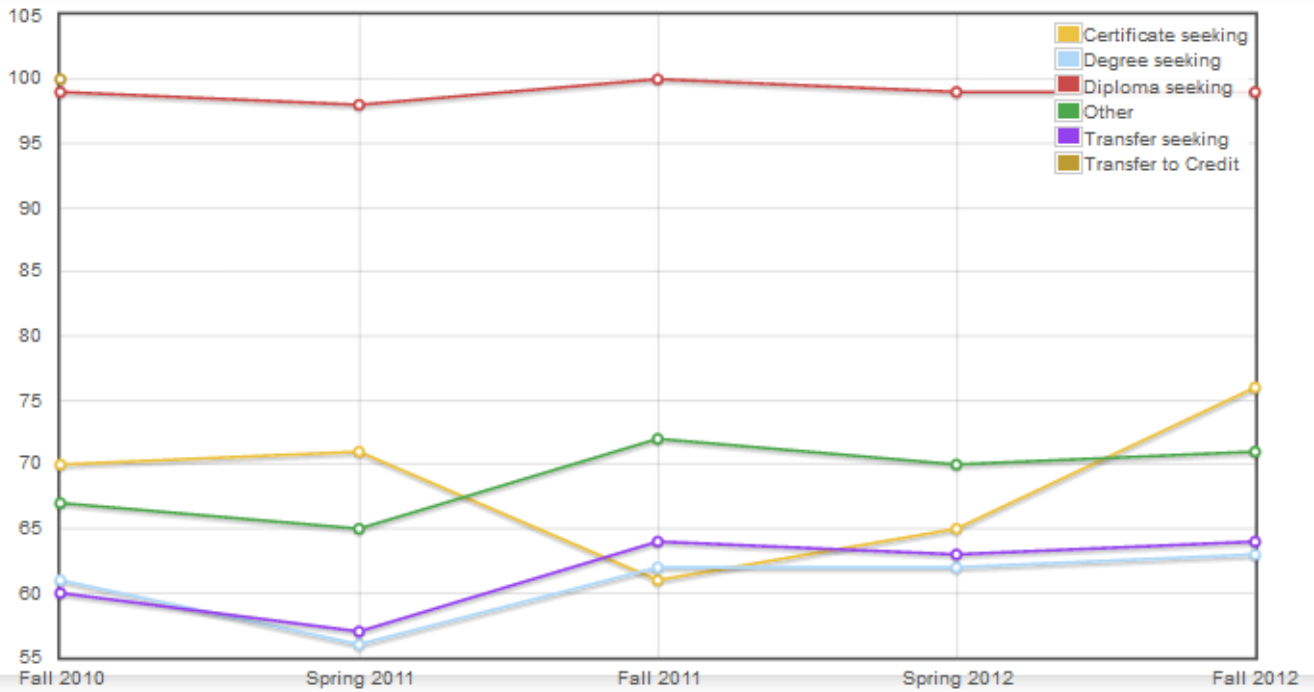
District Wide Career & Technical (CTE) Complete Percent by Student Ed Goals



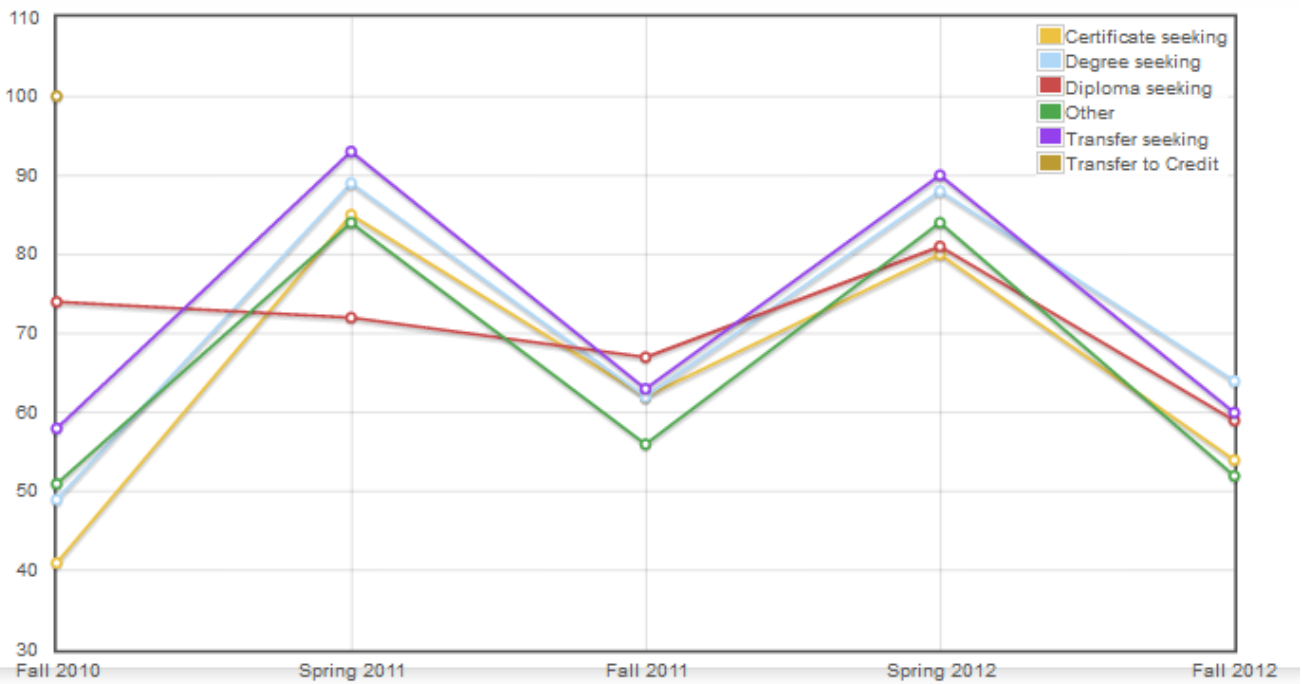
District Wide Career & Technical (CTE) Persistence Percent by Student Ed Goals



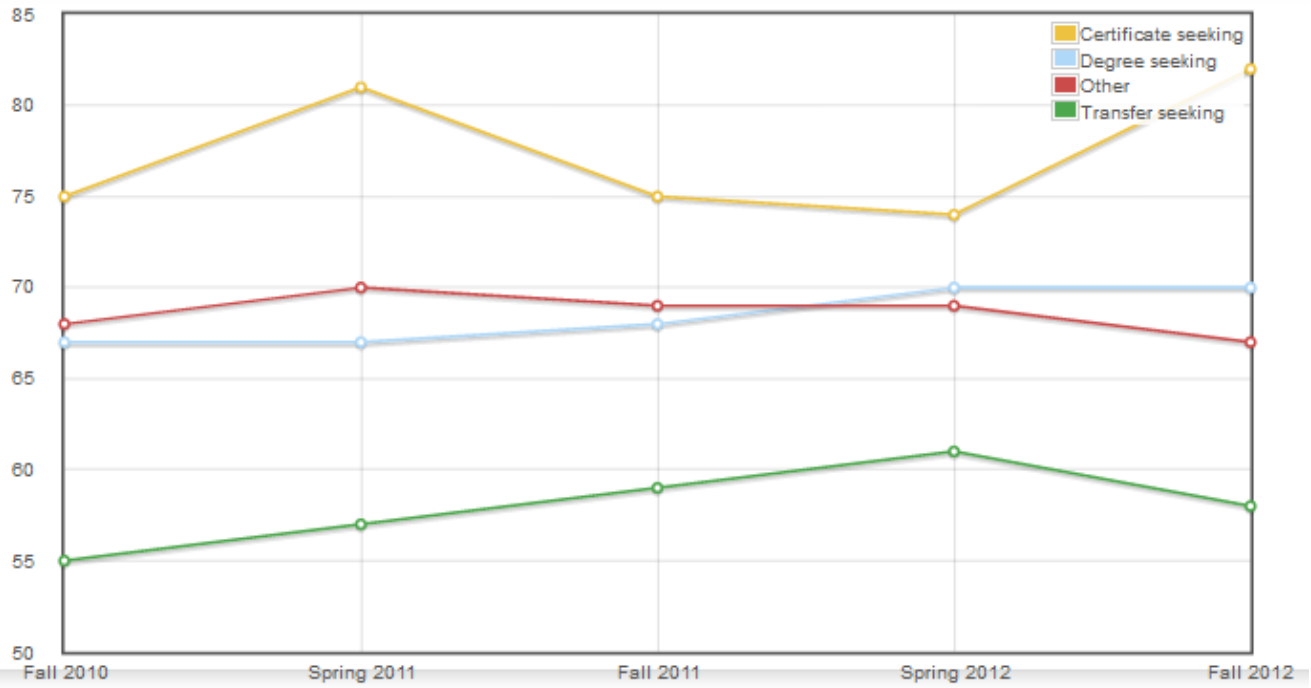
District Wide Basic Skills & ESL Complete Percent by Student Ed Goals



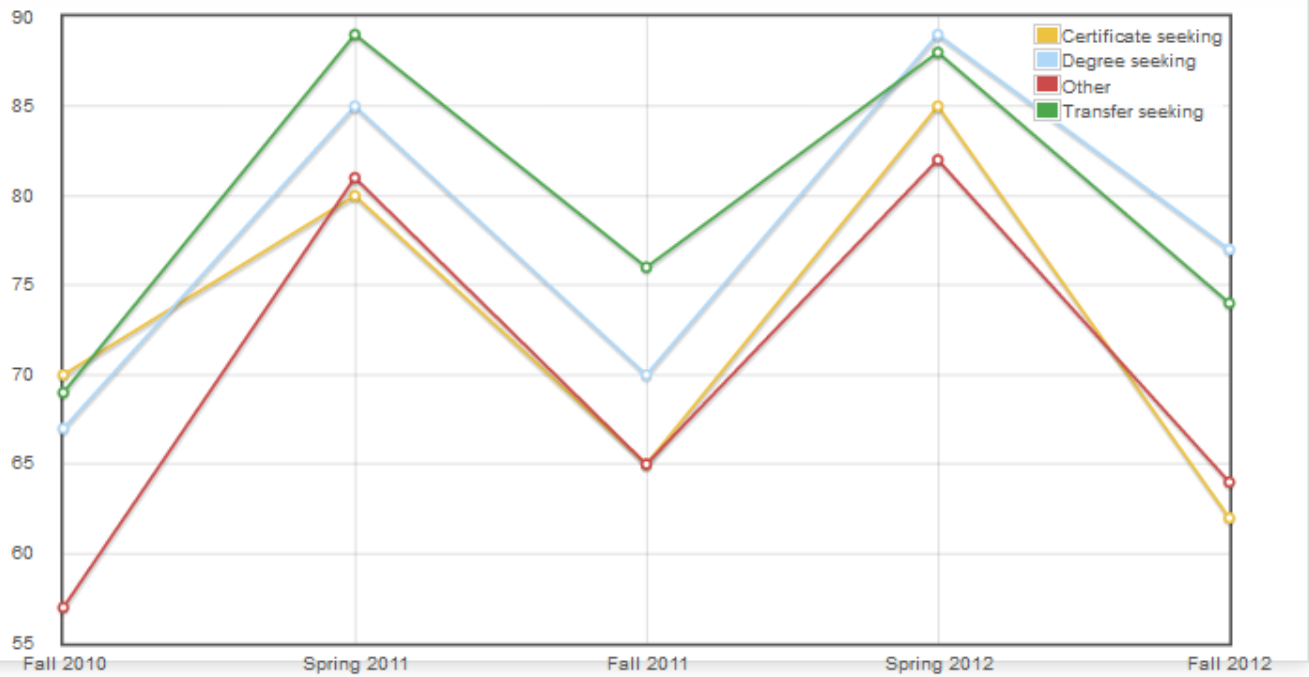
District Wide Basic Skills & ESL Persistence Percent by Student Ed Goals



District Wide Other Complete Percent by Student Ed Goals



District Wide Other Persistence Percent by Student Ed Goals



Fullerton College Student Achievement Data

Age

- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs

Analysis of Age Student Achievement Data

Gender

- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs

Analysis of Gender Student Achievement Data

Race/Ethnicity

- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs

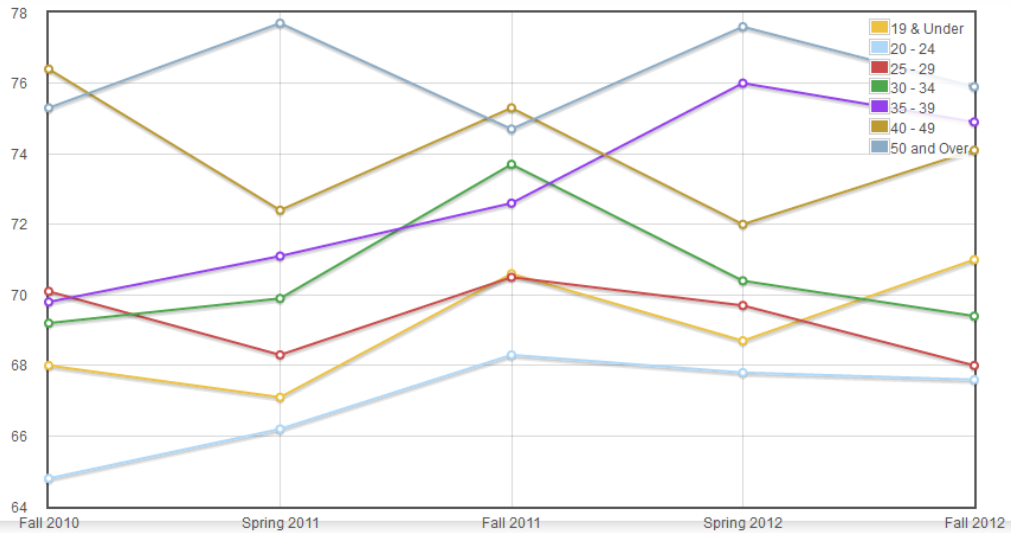
Analysis of Race/Ethnicity Student Achievement Data

Student Educational Goal

- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs



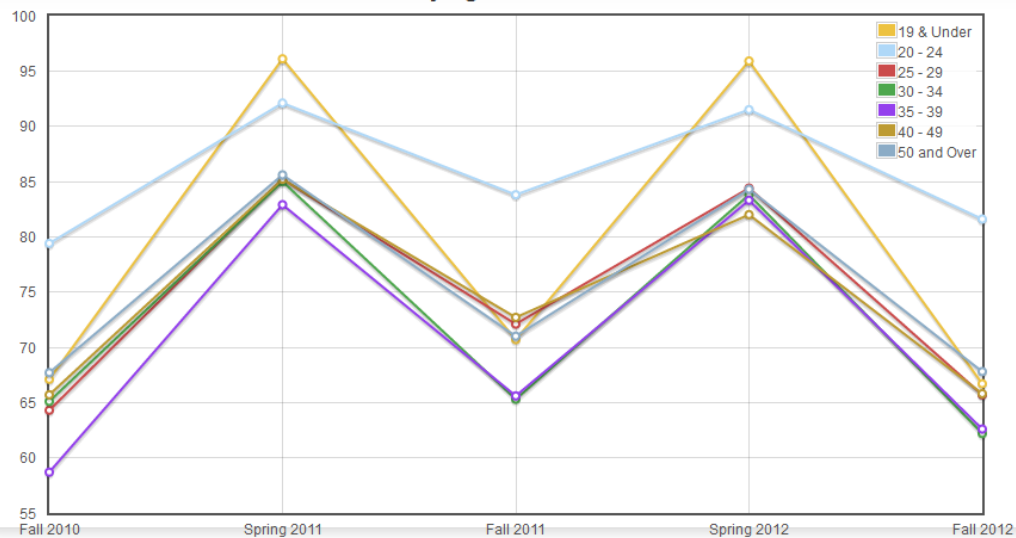
Fullerton Transfer Complete Percent by Age



Analysis of Age Student Achievement Data

Between Fall 2010 and Fall 2012, the different age groups show a different pattern in regard to the completion rates of transfer courses. Younger students (24 and younger) show a slight increase over this time period. Older students (35 and older) show a higher level of completion than their younger cohorts.

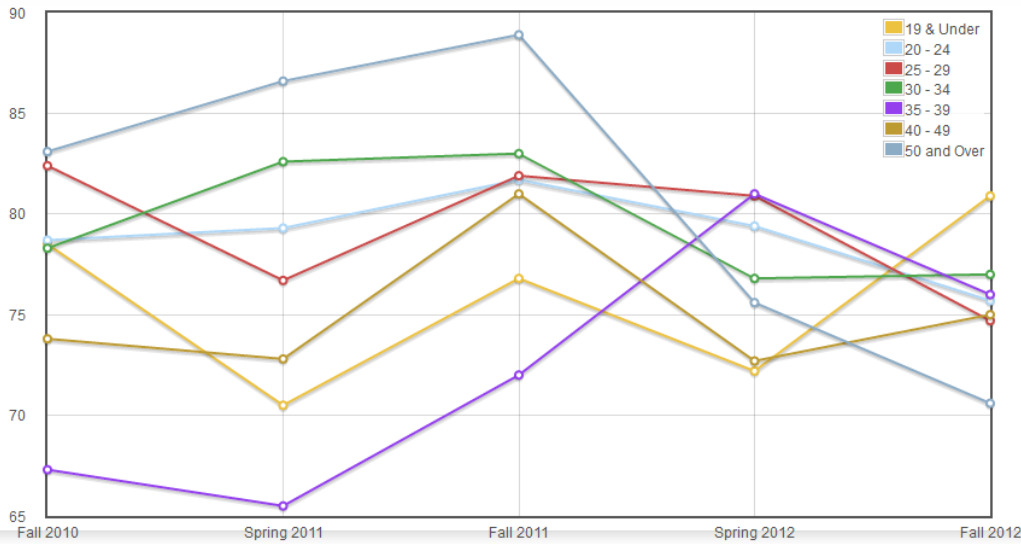
Fullerton Transfer Persistence Percent by Age



Transfer students naturally have a higher persistent rate from fall to spring than from spring to fall, since the majority of transfers occur between spring and fall semesters. This creates a natural drop in spring to fall persistence. The younger age groups exhibit higher persistence rates, perhaps reflecting the conflicting demands placed on student lives as they mature.



Fullerton Career & Technical (CTE) Complete Percent by Age

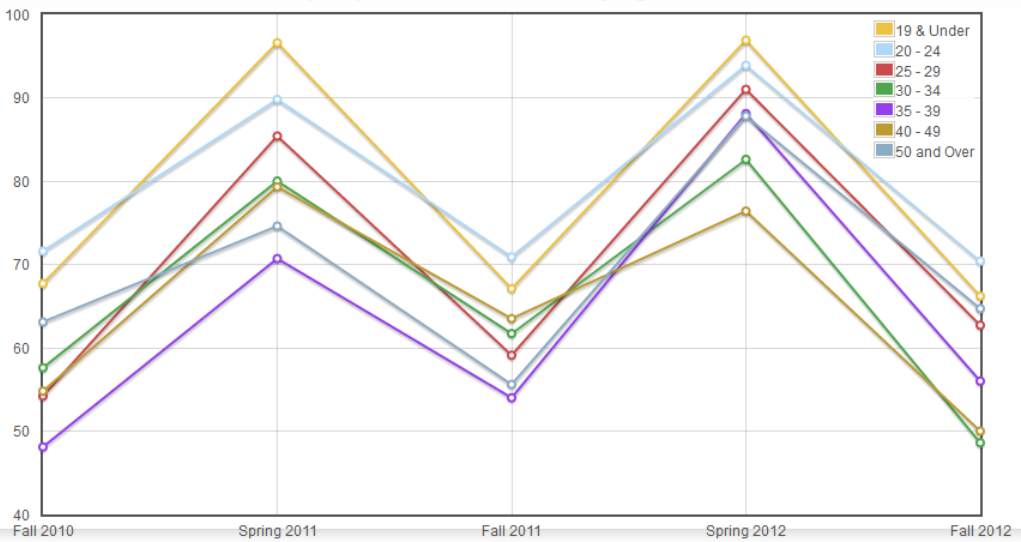


Analysis of Age Student Achievement Data

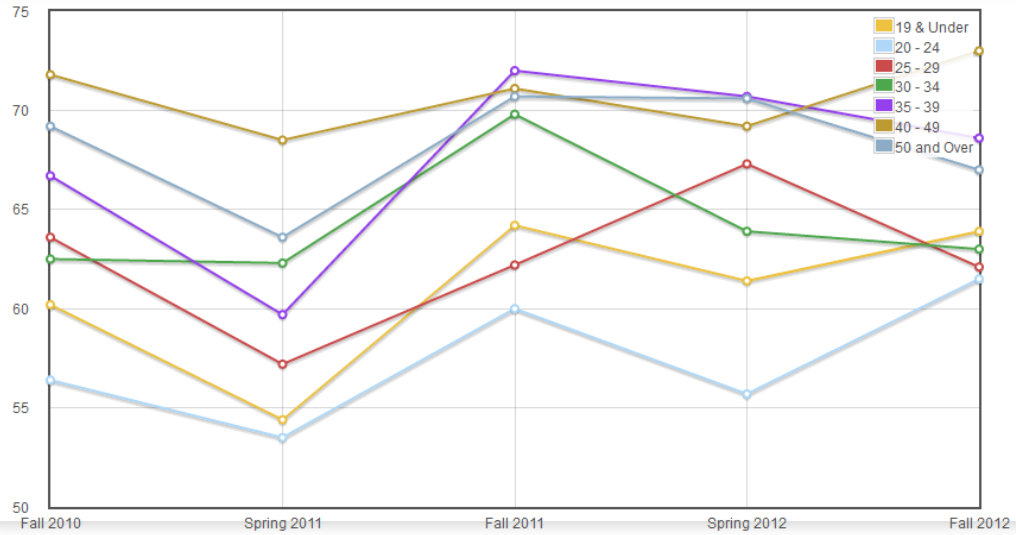
Overall we see a decline in the completion rate of CTE courses in the 20-24 age group, an increase in the 35-39 age group, or a fairly stable rate in all other age groups. During this time period there may have been a significant impact due to the renovation and construction of the 700 and 900 buildings, and temporary relocation of programs that occupied these spaces. The college expects these rates to rebound with the opening of the newly-completed facilities.

CTE students exhibit higher fall-to-spring persistence than from spring-to-fall. This is a natural outgrowth of 15 to 36 unit certificate programs, in which a student may complete their CTE preparation in one to three semesters. Students are thus able to complete their goal with the cycle of one academic year, resulting in a low spring-to-fall persistence.

Fullerton Career & Technical (CTE) Persistence Percent by Age



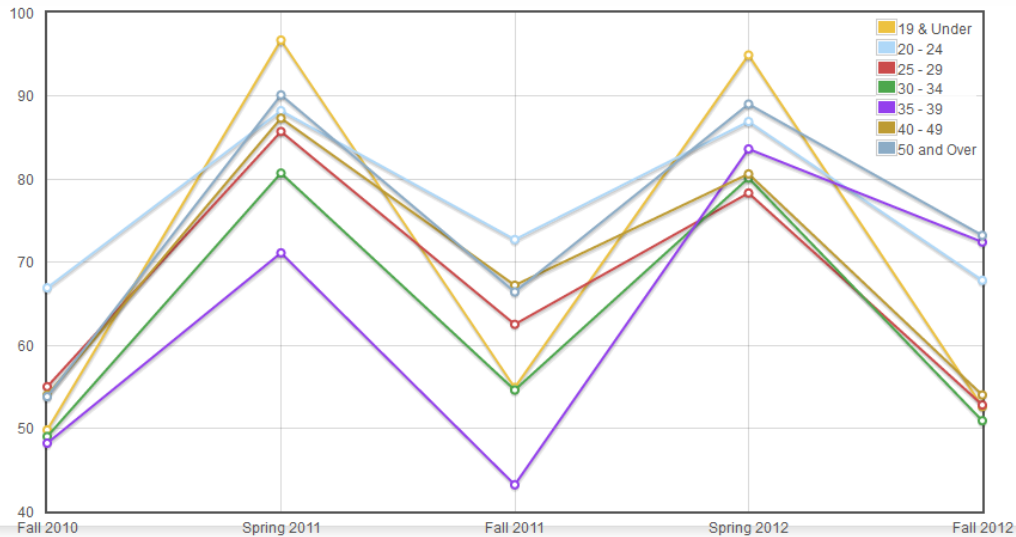
Fullerton Basic Skills & ESL Complete Percent by Age



Analysis of Age Student Achievement Data

80% of ESL students are in the age groups 24 and below, these age groups also exhibit completion rates far below students in the older age categories.

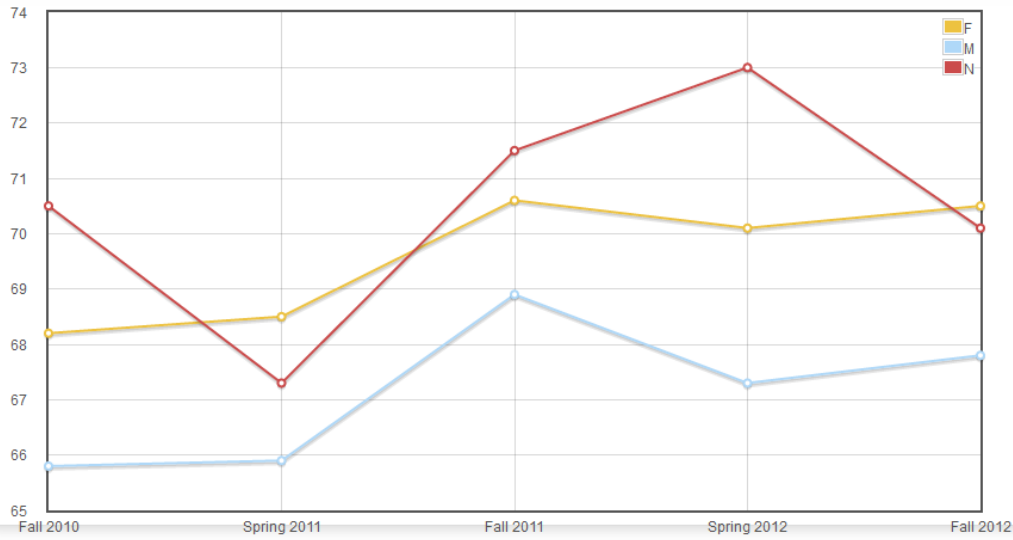
Fullerton Basic Skills & ESL Persistence Percent by Age



ESL students aged 19 and under exhibit markedly high retention from fall to spring semesters. While all age groups exhibited the predictable decline in persistence from spring to fall, students in the 35-39 age group demonstrated the lowest persistence rate spring to fall of any other age group.



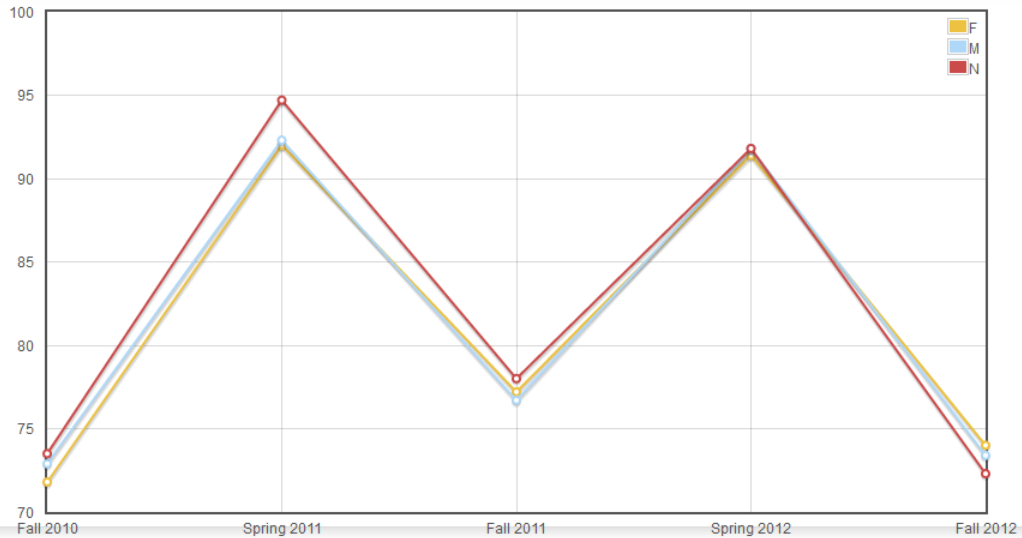
Fullerton Transfer Complete Percent by Gender



Analysis of Gender Student Achievement Data

The rate of completion for both males and females show a slight (approximately 2%) increase over the time period shown in this graph. In addition, females show an approximate 2% higher level of completion than males. This follows the national trend and will be more informative to drill down into specific areas (e.g. STEM, language arts, etc.).

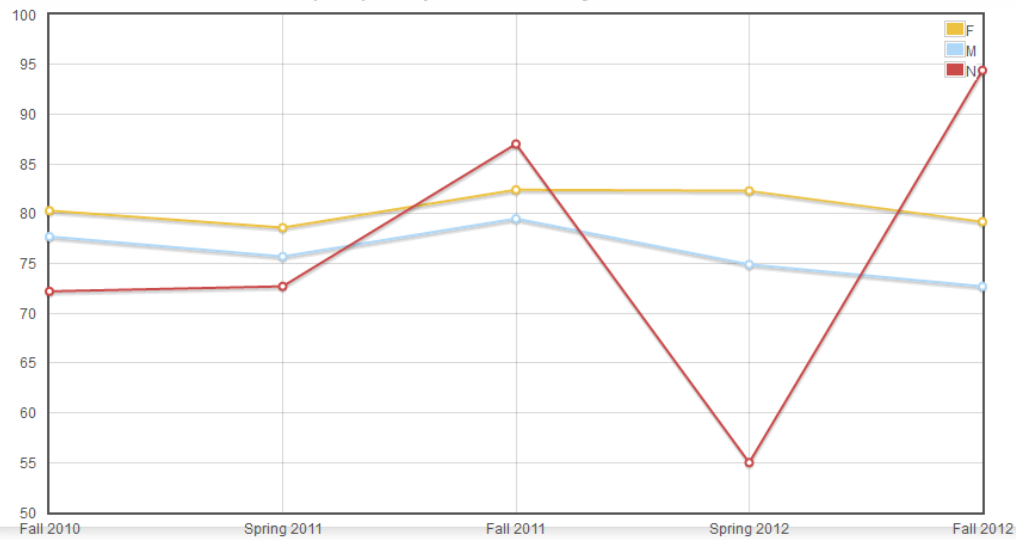
Fullerton Transfer Persistence Percent by Gender



Male and female transfer students exhibit congruent persistence behavior, The falloff from spring to fall is typical as students complete the educational cycle most normally at the end of the spring semester.



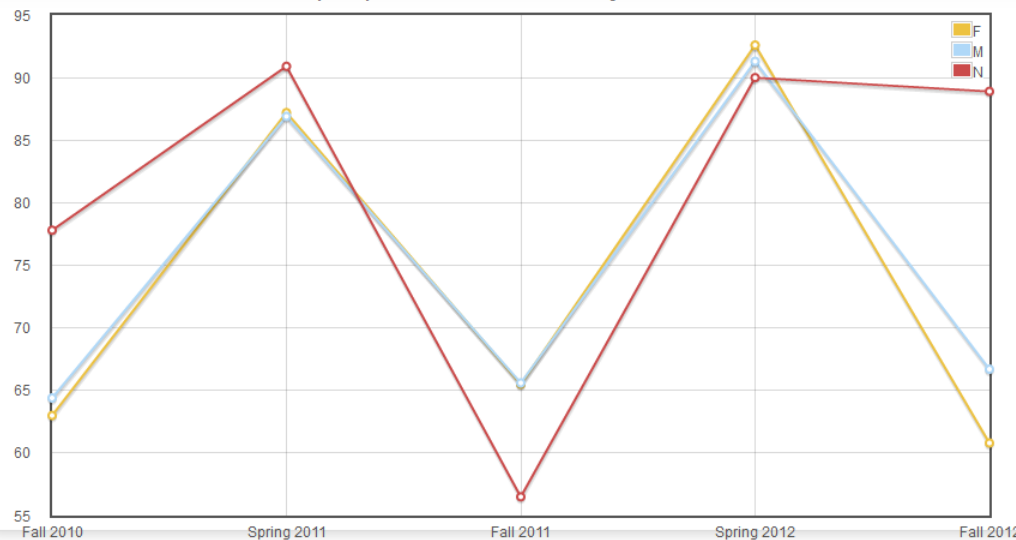
Fullerton Career & Technical (CTE) Complete Percent by Gender



Analysis of Gender Student Achievement Data

Male and female student completion rates of CTE courses tracked equally, with an acceptable range of error tolerance, until Spring 2012. From Spring 2012 to Fall 2012 the gap in completion widened, with female students' completion rates 6% higher than that of male students. It is not clear why this happened, but the temporary relocation of teaching facilities may have had an impact.

Fullerton Career & Technical (CTE) Persistence Percent by Gender



The chart displays the persistence data by gender. Fall to Spring persistence is higher than Spring to Fall persistence for both groups. Males had a higher persistence rate from Spring 2012 to Fall 2012 than their female counterparts.

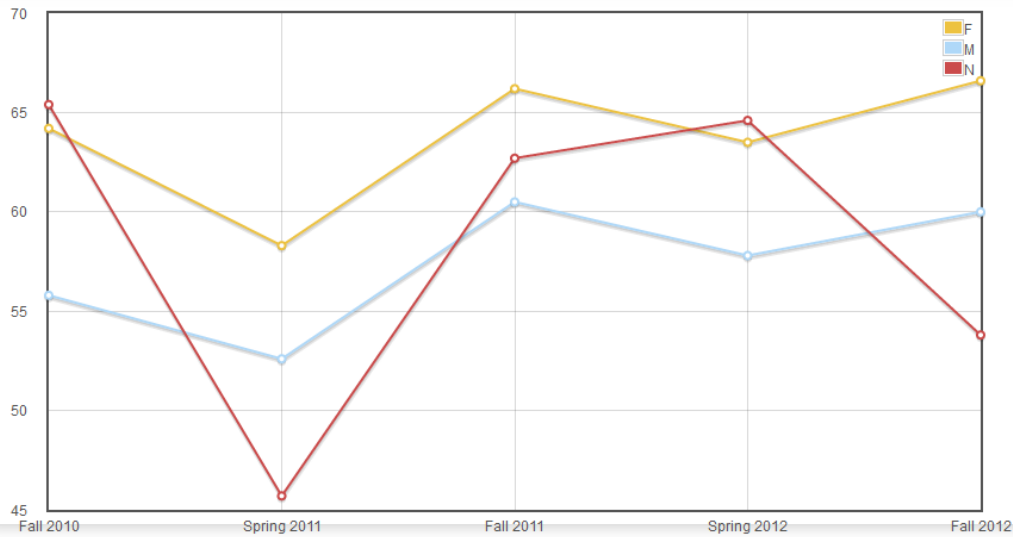


Analysis of Gender Student Achievement Data

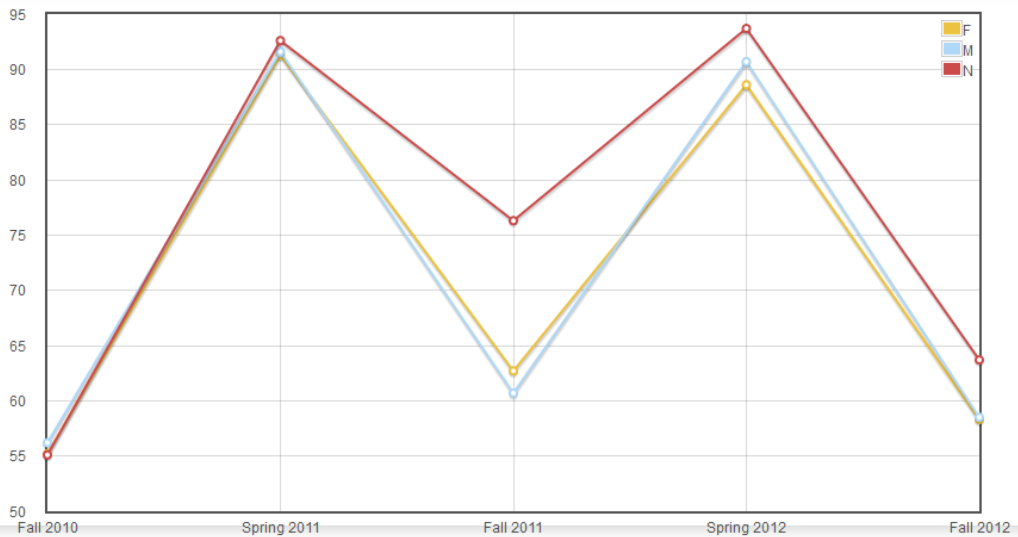
Females consistently make up a higher percentage of ESL student population than their male counterparts. Completion rates have risen over the three year period, with females completing at a higher rate.

There is virtually no difference in persistence rates among male and female ESL students. ESL students exhibit higher persistence fall to spring than from spring to fall, as does the general student population as a whole.

Fullerton Basic Skills & ESL Complete Percent by Gender



Fullerton Basic Skills & ESL Persistence Percent by Gender

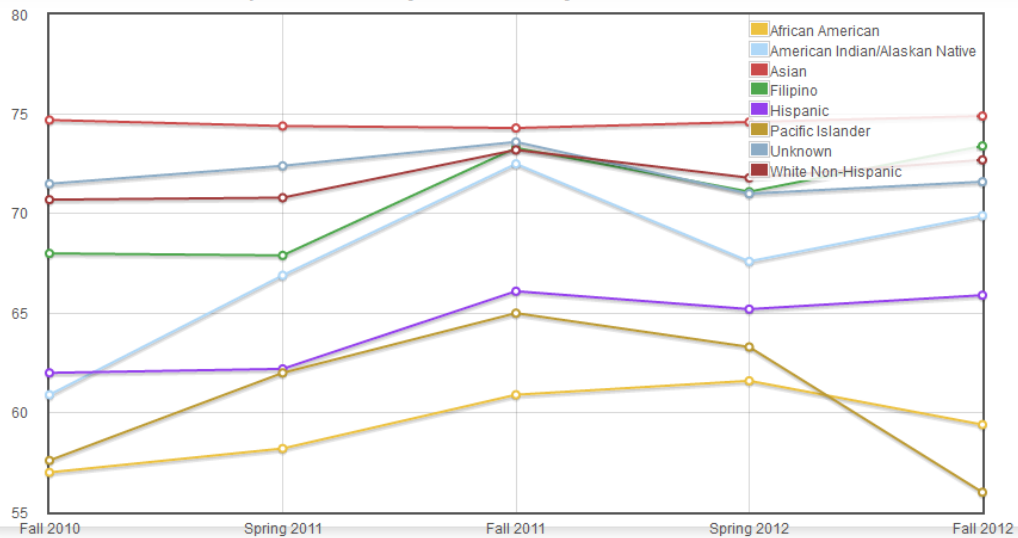


Analysis of Race/Ethnicity Student Achievement Data

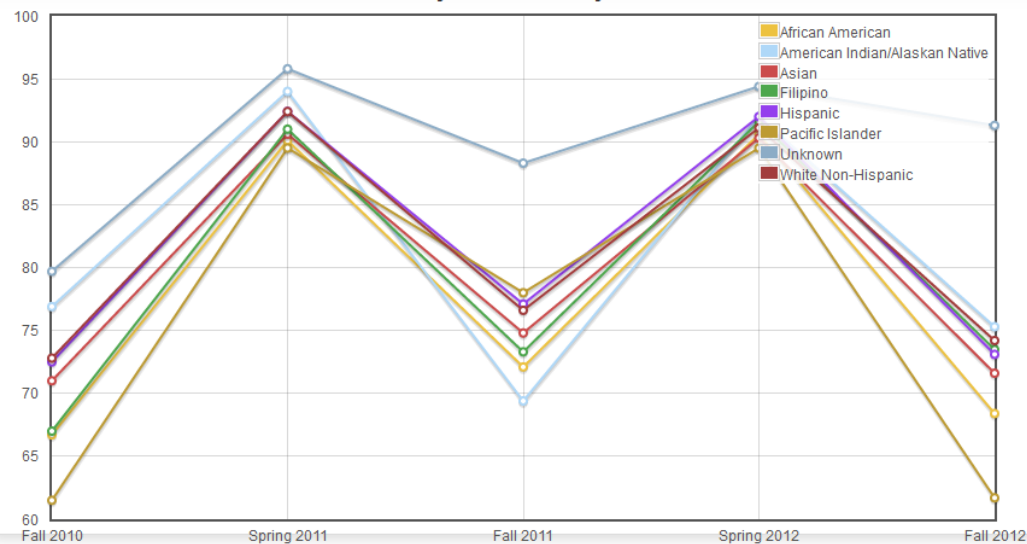
Student completion rates in transfer courses ranged between 55 and 75 percent over this period. Hispanic students, who represent the majority of the student population, exhibited a completion rate of close to 65%. Students of Asian ethnicity exhibited a highly stable and consistently higher completion rate than other student ethnicities represented. While there has been some improvement, the continuing presence of African American students at the bottom of the scale is a cause for concern.

The persistence rates of Hispanic and Latino transfer students were clustered in the same range with most other ethnic groups. The exceptions were Pacific Islander and African American students, whose low completion rates were mirrored by low persistence rates.

Fullerton Transfer Complete Percent by Race/Ethnicity



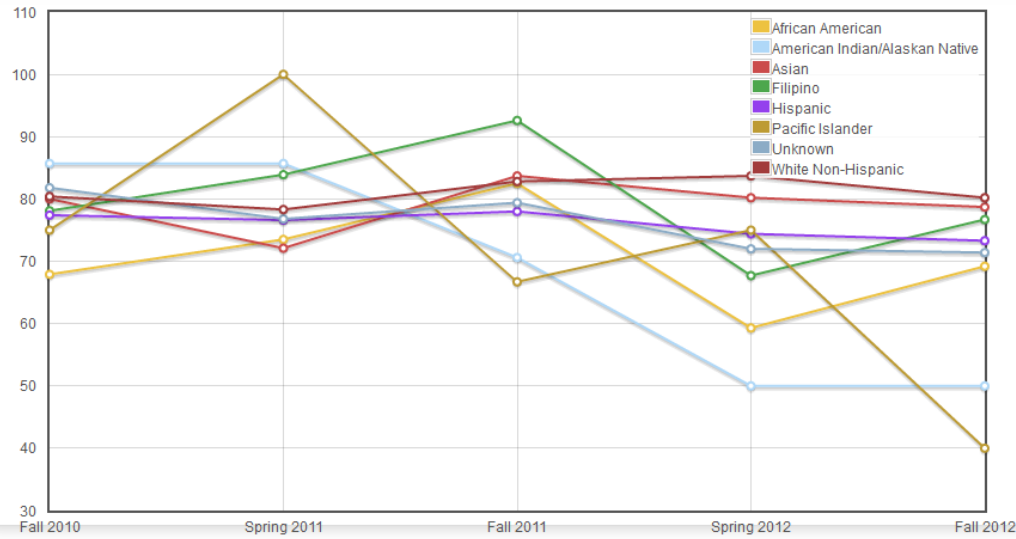
Fullerton Transfer Persistence Percent by Race/Ethnicity



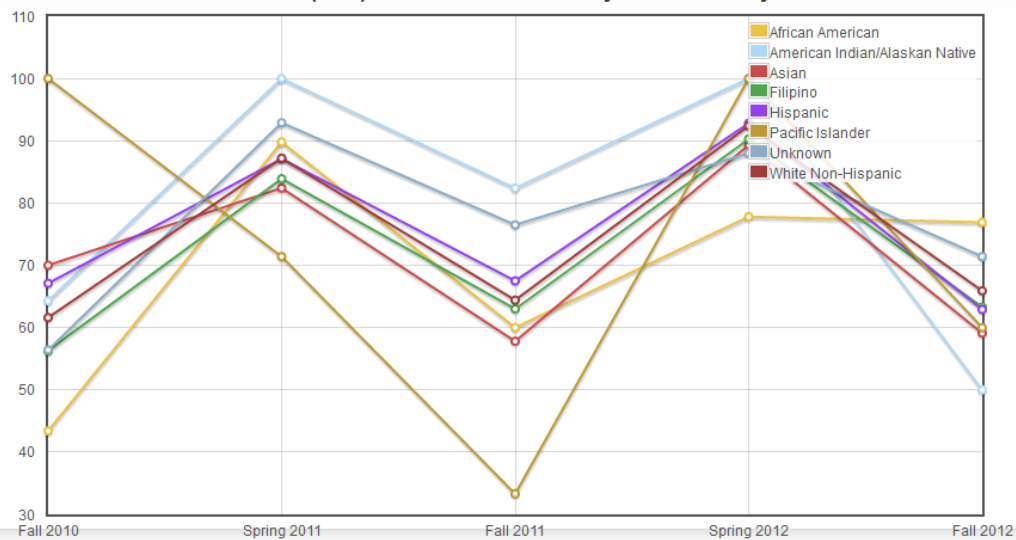
Analysis of Race/Ethnicity Student Achievement Data

Completion rates disaggregated by race in CTE courses allows for the following observations - the overall completion rate compared to that in transfer courses (by all groups) is higher for all groups and the gap between ethnic groups is reduced.

Fullerton Career & Technical (CTE) Complete Percent by Race/Ethnicity



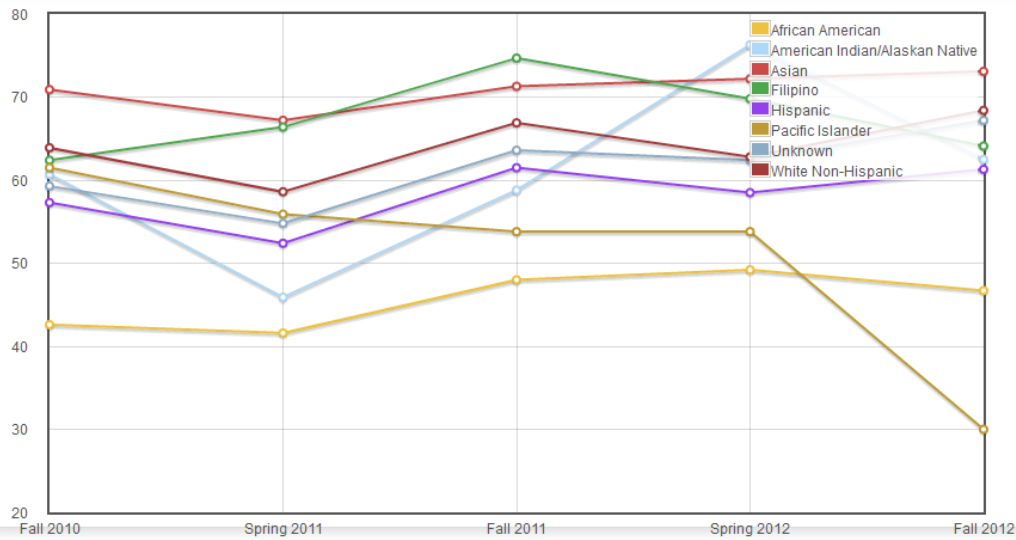
Fullerton Career & Technical (CTE) Persistence Percent by Race/Ethnicity



The slight decline in Fall 2012 persistence levels is expected to level off as new facilities and instructional support areas come on line in the year 2012-13. All programs affected by the construction projects will be relocated by Fall 2013.



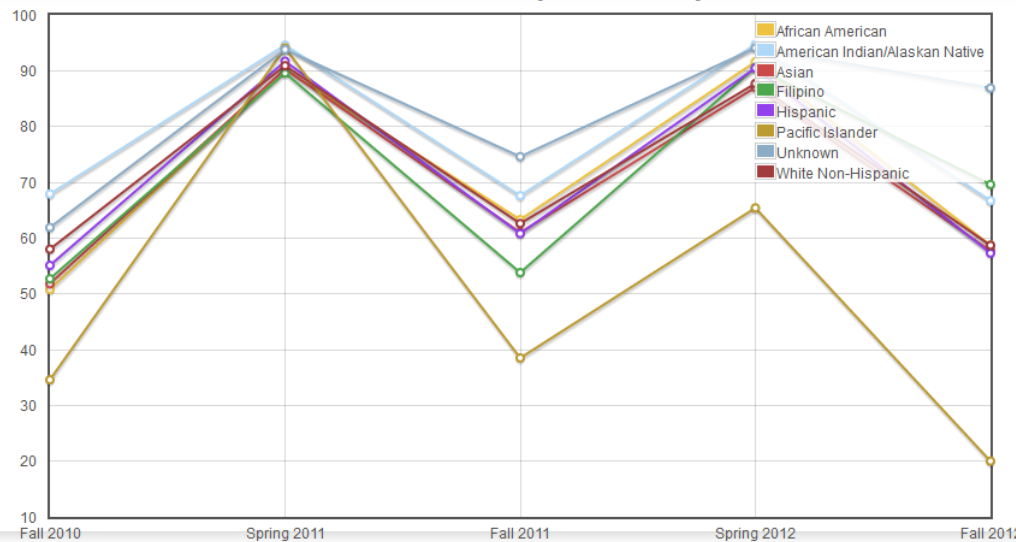
Fullerton Basic Skills & ESL Complete Percent by Race/Ethnicity



Analysis of Race/Ethnicity Student Achievement Data

While disaggregated data in remedial areas is difficult to analyze, completion rates of students in Basic Skills classes as a whole appear to have slightly increased from the academic years 2010-11 to 2011-12. Students of Asian origin exhibit the highest completion rate (73%), with Hispanic students completing at a rate near 60% and African-American students at 47%. This clearly demonstrates a gap in the completion of Basic Skills course work.

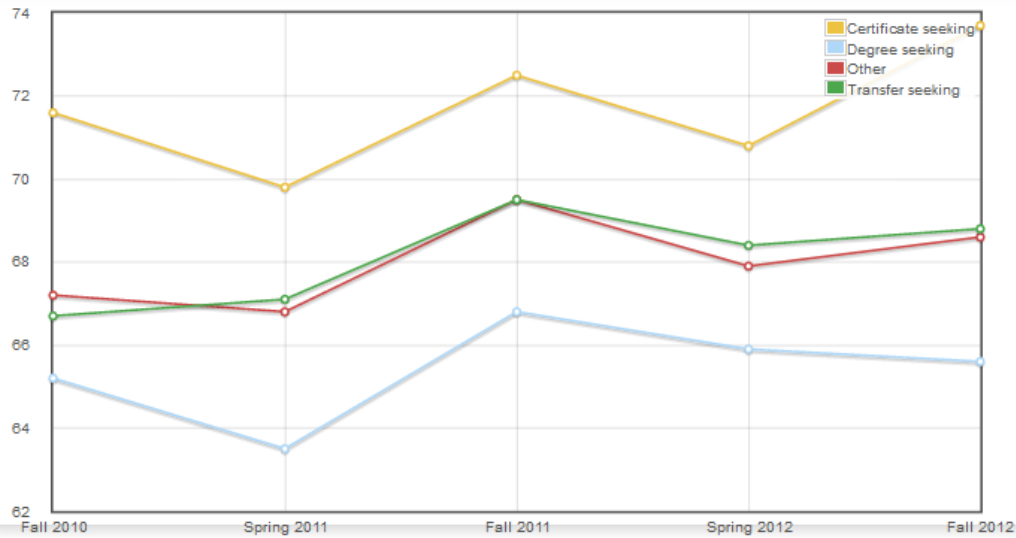
Fullerton Basic Skills & ESL Persistence Percent by Race/Ethnicity



Persistence rates for ESL students of all ethnic representation have increased from 2010-11 to 2012-13. Variation among persistence rates of different ethnicities is as high as 30%, however, with Pacific Islander students persisting at the lowest rate.



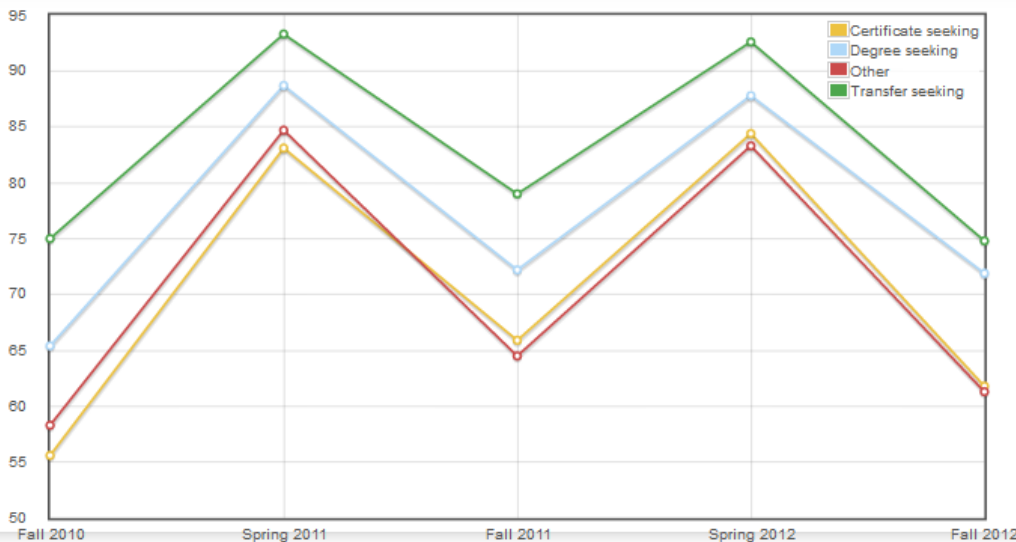
Fullerton Transfer Complete Percent by Student Ed Goals



Analysis of Student Educational Goal

The data seem to indicate that students seeking vocational certificates have a higher completion rate in transfer courses than students seeking a degree or transfer. This anomalous result bears further investigation. In part it may be due to the small number of students seeking certificates as compared to those indicating transfer or degree attainment as their goal.

Fullerton Transfer Persistence Percent by Student Ed Goals



As might be expected, students seeking to transfer to a four-year institution exhibited a higher transfer persistence rate than students not sharing this educational goal. Students completing vocational certificates, and those pursuing educational growth, career advancement, or retraining had the lowest transfer persistence rate.

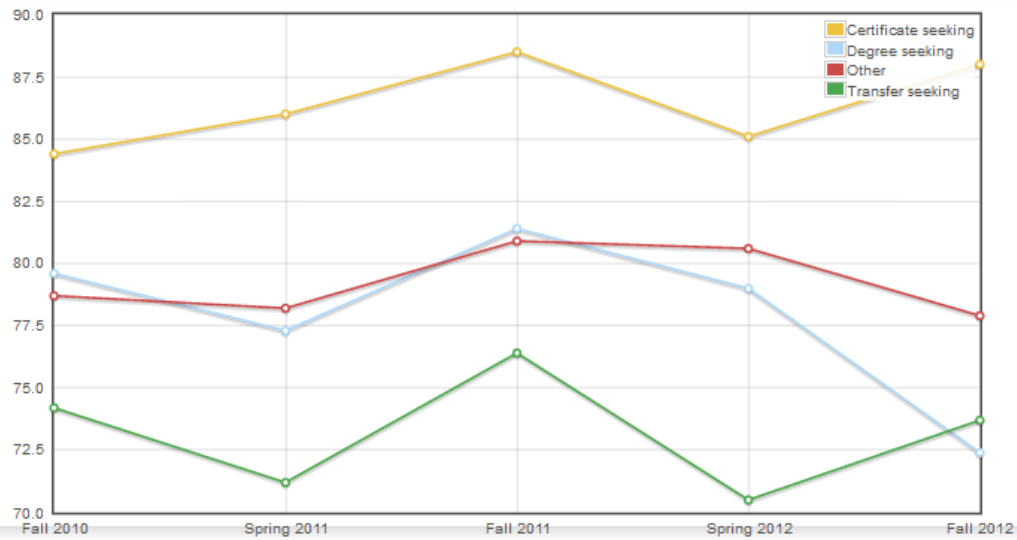


Analysis of Student Educational Goal

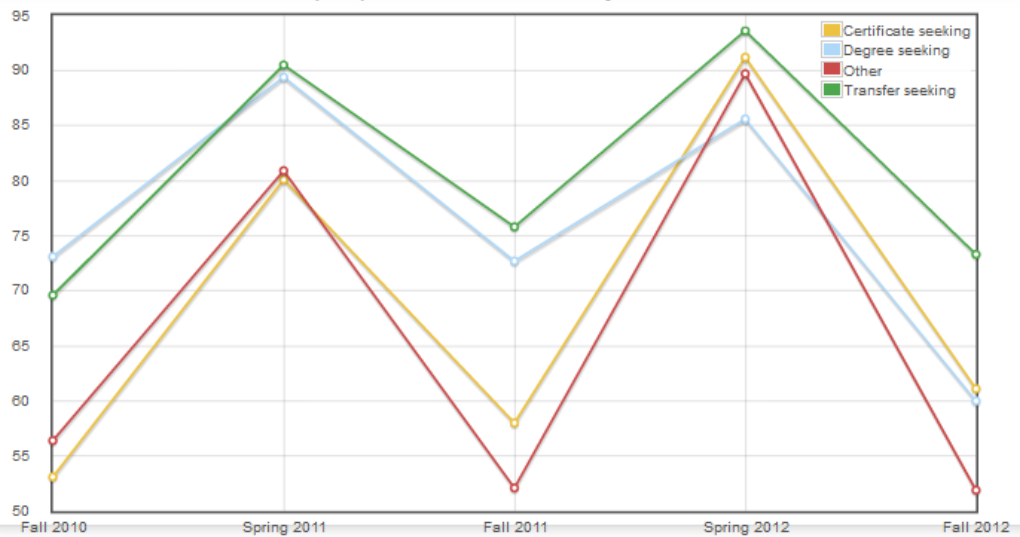
The graph to the left report on the completion of CTE courses of students with differing educational goals. Students with the goal of obtaining a certificate completed at a far higher percentage than students with unrelated goals. This may indicate that the relationship between a student's coursework and their goal is a determinant in their successful completion rate.

Degree and transfer seeking students demonstrated higher CTE persistence rates from Fall 2010 to Fall 2011 than students seeking a certificate. This situation may be a reflection of the impact on specific technical programs of construction and renovation projects. Persistence rates appear to re-converge in Spring 2012.

Fullerton Career & Technical (CTE) Complete Percent by Student Ed Goals



Fullerton Career & Technical (CTE) Persistence Percent by Student Ed Goals

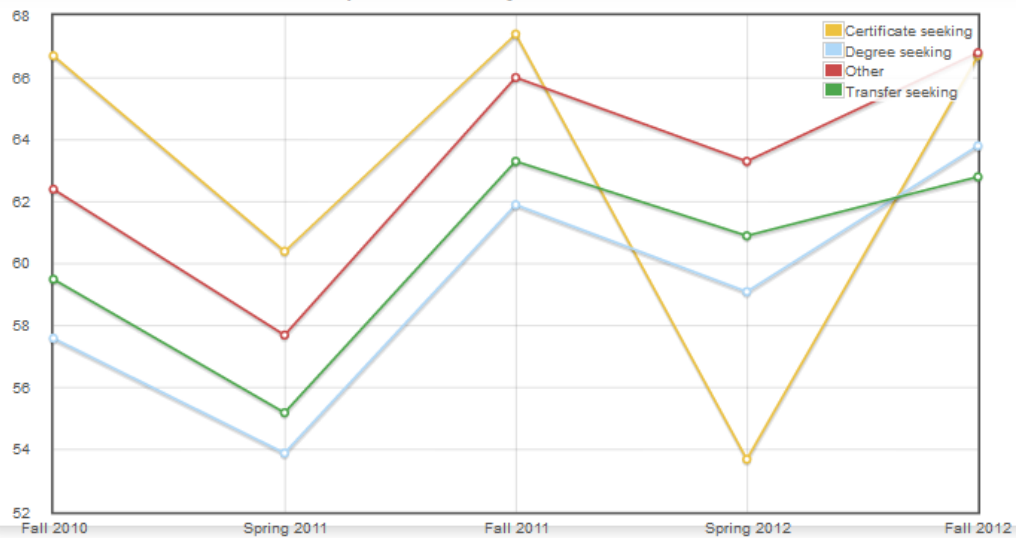


Analysis of Student Educational Goal

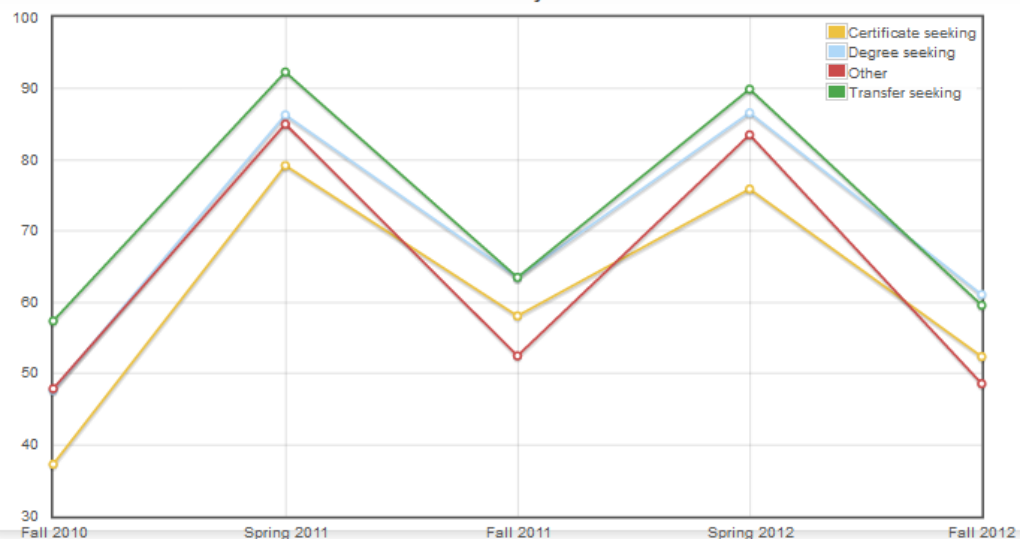
Certificate seeking students plummeted in Spring 2012, when some technical programs were moved to an off-campus location. This move reduced access to Basic Skills and ESL classes for those vocational students. Note that the "Other Educational Goal" category of students has the highest completion rate. The "Other" category includes students who are enrolled in classes for educational improvement and for career exploration. These students may tend to be more mature and have a high degree of motivation. On the other hand they may exhibit low persistence since they may complete their goal in one semester.

Transfer and degree seeking students persist at a higher rate in Basic Skills and ESL. This may reflect the longer-term nature of their educational goals.

Fullerton Basic Skills & ESL Complete Percent by Student Ed Goals



Fullerton Basic Skills & ESL Persistence Percent by Student Ed Goals



Chapter II: Fullerton College Student Demographics

The student demographic information presented in this section is not meant to be an exhaustive construction of a student profile. The characteristics discussed below are intended to provide a broad overview of the general characteristics of Fullerton College students. Gender, age and ethnic distribution for Fullerton College 2012-13 students are presented, as well as the top ten cities represented by our students and their top ten choices for majors.

A sensitivity to and understanding of the broad spectrum of student needs within each individual support service area is essential as the college strives for continuous improvement in student outcomes. A walk across campus or through the hallways provides a vivid demonstration that now, more than ever, each student represents their own unique mix of socio-economic, ethnic, and cultural background, life experience, and self-identity, with a correspondingly unique combination of needs, learning styles, potential, and challenges. It is only through becoming acquainted with each individual student that we can determine how best to support their achievement and promote their success.

Fullerton College Student Population, Gender Representation

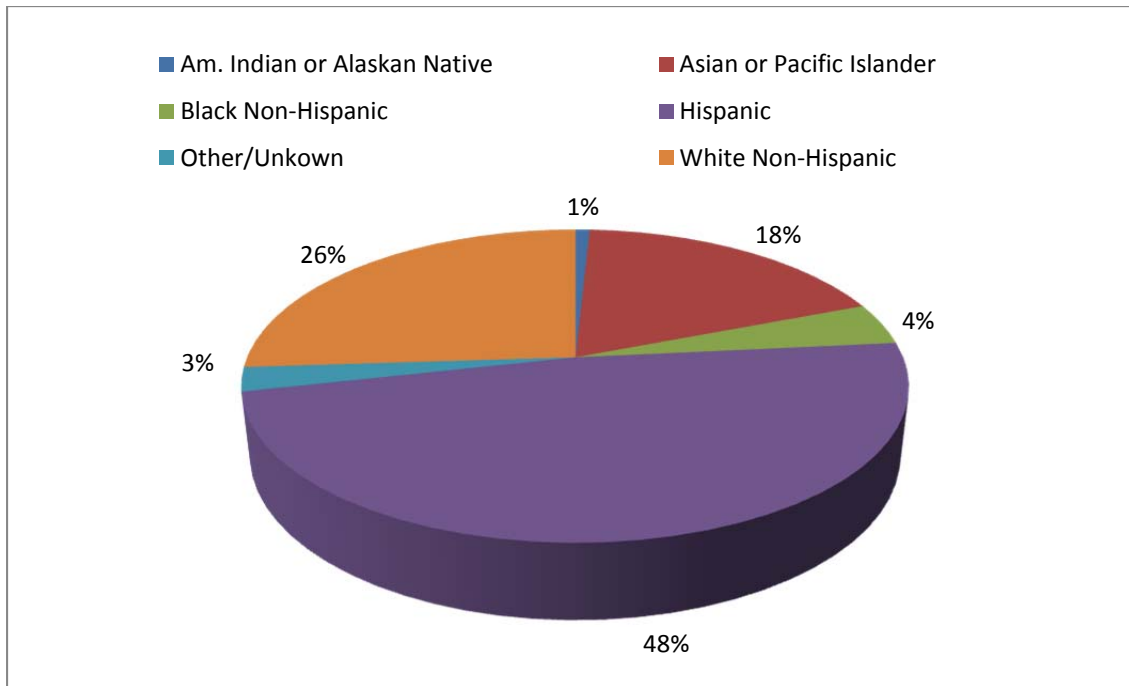
	Fall 2010	Fall 2011	Fall 2012
	Percent	Percent	Percent
Total	100.0%	100.0%	100%
Female	50.4%	49.6%	50%
Male	48.1%	48.8%	48%
Unknown	1.5%	1.5%	2%

(Source: NOCCCD Argos Files)

The student population at Fullerton College is almost evenly split by gender, as shown in the figure above. With females representing a growing majority of higher education students nationwide, it is notable that this trend is not yet visible in the Fullerton College student population. The percentage of students who do not identify themselves with either gender is increasing, and the college needs to be aware of this growing group of students, as they face their own unique challenges as they strive toward the completion of their goals.



Fullerton College Student Ethnicity, 2012-13

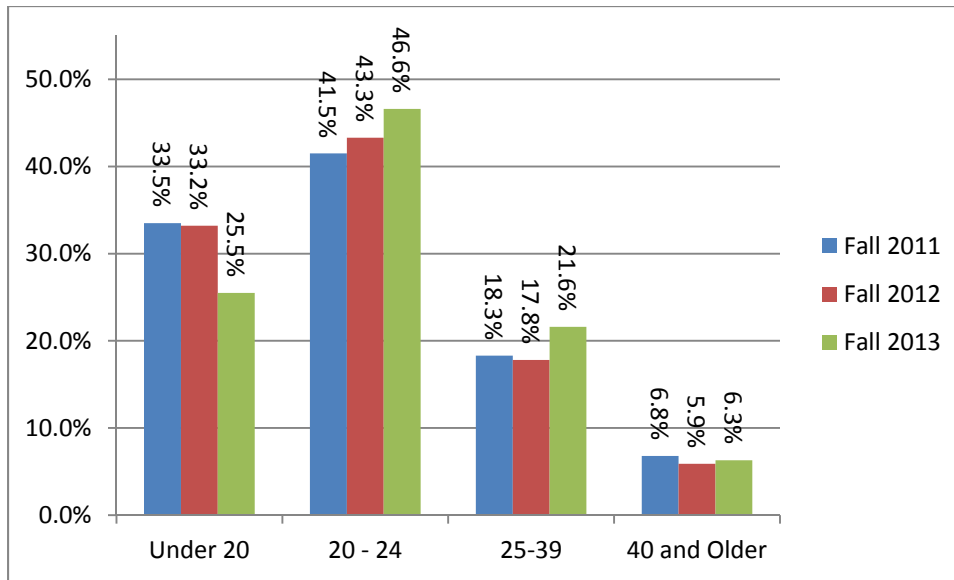


(Source: NOCCCD Argos Files)

The largest ethnic representation among Fullerton College students is of Hispanic/Latino origin, with a 48% share of the population. This represents nearly a 6% increase over the previous academic year. White non-Hispanic and Asian students represent the next largest portions of the student population. In recognition of these population shifts, the college continues to focus on recruiting diverse faculty and staff and to expand the variety of support services it offers its students.



Fullerton College Students, Age Distribution, Fall 2011 to Fall 2013



(Source: NOCCCD Argos Files)

The majority of Fullerton College students are between the ages of 20 and 24. There has been a decline in representation of students aged below 20, with a nearly 8% decline occurring between the years 2011-12 and 2012-13. This decline may be the result of enrollment constraints which emphasized course availability for enrolled students and correspondingly reduced the number of seats available for special admit students during the past academic year. The decline in students aged below 20 was offset by increases in students aged 20 through 39. Representation among students 40 and older remained relatively stable over the period.

Fullerton College Students, Age Distribution, Fall 2011 to Fall 2013

	Fall 2011		Fall 2012		Fall 2013	
	Total	Percent	Total	Percent	Total	Percent
Under 20	7,478	33.5%	6,218	33.2%	7,559	25.5%
20 - 24	9,281	41.5%	8,110	43.3%	13,892	46.6%
25-39	4,077	18.3%	3,314	17.8%	6,428	21.6%
40 and Older	1,517	6.8%	1,109	5.9%	1,872	6.3%

(Source: NOCCCD Argos Files)



Fullerton College Student Educational Objectives, Fall 2010 - Fall 2012

	Fall 2010	Fall 2011	Fall 2012
Educational Goal Stated at Enrollment	% of Total	% of Total	% of Total
Associate Degree and Transfer	47.9%	44.0%	48.4%
Associate Degree Only	4.1%	3.7%	4.3%
Transfer Only	15.1%	13.5%	15.4 %
Vocational Degree/Certificate	2.2%	1.9%	2.4%
Career Advancement/Change	2.5%	1.7%	5.5%
Career Exploration	1.8%	1.5%	1.6%
Ed. Development/Improvement	3.5%	2.5%	3.2%
Non-credit to Credit	.1%	.0%	.1%
HS Completion	.8%	.6%	.7%
4 Year Student	4.7%	3.4%	5.6%
Undecided	10.4%	8.3%	9.4%
Missing	7.0%	18.6%	3.4%
Total	100.0%	100.0%	100.0%

(Source: NOCCCD Argos Files. Percentages may not total 100.0% due to rounding errors.)

Almost half of Fullerton College students declare, at time of enrollment, the goal of earning an Associate's degree and transferring to a four-year college or university. Fifteen percent identify the single goal of transferring to a four-year institution, without identifying the goal of an Associate's degree.

Note here that Career Technical Education students have been demonstrated to have more than one educational goal. This has been recently confirmed through the results of the CTE Employment Outcomes Survey (see Appendix C) instituted by the state and in which Fullerton College CTE programs participated. The study surveyed almost 3,000 CTE 2010-11 program completers and leavers during the spring of 2013 regarding their prior educational goals, their income levels after leaving, and their satisfaction with the courses they had pursued. Educational goals identified by CTE students include job advancement and updating of skills, maintaining a certificate or licensure within their professional field, and preparing for a new career (retraining), in addition to the traditionally recognized goals of completing a vocational certificate or degree. Totaling these goals reported above shows that 8% of the student population has identified a goal that most often falls within the goals of CTE students. Note also that there is potential overlap between students stating they are seeking a vocational degree and those stating their goal as the pursuit of an Associate's degree alone.



The data reveal that 3,807 students either stated on entrance they were undecided on their goal or did not respond (“Unknown” responses). This represented almost 13% of the incoming student population in fall of 2012. As a part of recent initiatives in student matriculation and support services introduced by the state, the college will need to increase the percentage of students able to identify their educational goal, so as to best assist them in constructing an educational plan.

Top Ten Student Majors

Fall 2010			Fall 2011			Fall 2012		
Top 10 Majors	Total	%	Top 10 Majors	Total	%	Top 10 Majors	Total	%
Liberal Studies	7,443	45.4	Liberal Studies	6,227	41.7	Liberal Studies	3,733	29.0
Business Admin.	1,602	9.8	Business Admin.	1,424	9.5	Business Admin.	1,386	10.8
Business Mgmt.	1,218	7.4	Psychology	1,235	8.3	Business Mgmt.	1,252	9.7
Psychology	1,180	7.2	Pre-Nursing	1,159	7.8	Psychology	1,163	9.0
Pre-Nursing	1,126	6.9	Business Mgmt.	1,132	7.6	Biology	1,141	8.9
Art	955	5.8	Biology	1,070	7.2	Pre-Nursing	1,115	8.7
Biology	895	5.5	Art	773	5.2	Engineering	895	7.0
Accounting	703	4.3	Engineering	703	4.7	Art	800	6.2
Child Development	642	3.9	Accounting	647	4.3	Accounting	690	5.4
Engineering	639	3.9	Sociology	552	3.7	Admin./Justice	683	5.3
Total Top Ten	16,403	100.0	Total Top Ten	14,922	100.0	Total Top Ten	12,858	100.0

(Source: NOCCCD Argos Files)

Business Administration continues to be the largest single declared major among Fullerton College students. Excluding the generalized Liberal Studies category, four of the top nine program majors at Fullerton College are in career technical fields (Business Management, Engineering, Accounting, and Administration of Justice).

Note that Liberal Studies consistently appears as the number one category of declared majors on campus. This can be deceptive to those unfamiliar with the convention of providing a generalized category for students who are undecided but express the goal of earning a transfer degree. Liberal Studies is the category utilized to group these students together. When compared Academic Educational Objective (see page 41), the data seem to infer that approximately 26% (3,800) of the 14,403 students stating as their educational goal an AA degree and transfer to a four-year university are still uncertain about the field of study they



wish to pursue. The data indicate, however, that the percentage of students in the Liberal Studies category is steadily declining. This may reflect a greater sense of direction among students combined with more effective student counseling and matriculation services.

Top Ten Cities of Residence, Fullerton College Students, 2010-11 to 2012-13

Academic Year 2010 - 2011			Academic Year 2011 - 2012			Academic Year 2012 - 2013		
Top 10 Cities	Total	%	Top 10 Cities	Total	%	Top 10 Cities	Total	%
Anaheim	6,243	20.0	Anaheim	5,606	21.4	Anaheim	6,183	20.8
Fullerton	5,475	17.6	Fullerton	4,806	18.4	Fullerton	5,127	17.2
La Habra	1,950	6.3	La Habra	1,855	7.1	La Habra	2,044	6.9
Whittier	1,733	5.6	Whittier	1,553	5.9	Whittier	1,636	5.5
Placentia	1,666	5.3	Placentia	1,423	5.4	Buena Park	1,341	4.5
Yorba Linda	1,603	5.1	Yorba Linda	1,325	5.1	Placentia	1,335	4.5
Brea	1,429	4.6	Buena Park	1,207	4.6	Yorba Linda	1,176	3.9
Buena Park	1,320	4.2	Brea	1,155	4.4	Brea	1,171	3.9
La Mirada	1,013	3.3	La Mirada	894	3.4	La Mirada	882	3.0
Orange	766	2.5	Orange	653	2.5	Orange	712	2.4
Other Cities	7,945	24.1	Other Cities	5,692	21.8	Other Cities	8,185	27.5
Grand Total	31,143	100.0	Grand Total	26,169	100.0	Grand Total	29,792	100.0

(Source: NOCCCD Argos Files)

Total student enrollment at Fullerton College is beginning to increase again after the recent reductions in course offerings imposed by state budget constraints and efforts to bring enrollment within state limits for funding. While Fullerton College has consistently served more students than the number for which the state provided funding, strict constraints on expenditures in all budget areas could not compensate sufficiently for state funding reductions. The unavoidable reductions in course offerings reduced the total number of students the college was able to serve during this period.

The cities of Anaheim, Fullerton, and La Habra consistently rank among the top three cities of origin for Fullerton College students. Students from these three cities make up a combined 45% of the student population. Students from the “Other Cities” category of Orange County cities represent the most volatile of student populations. This population exhibited a decline of 28.4% from 2010-11 to 2011-12, which was the period of most constrained



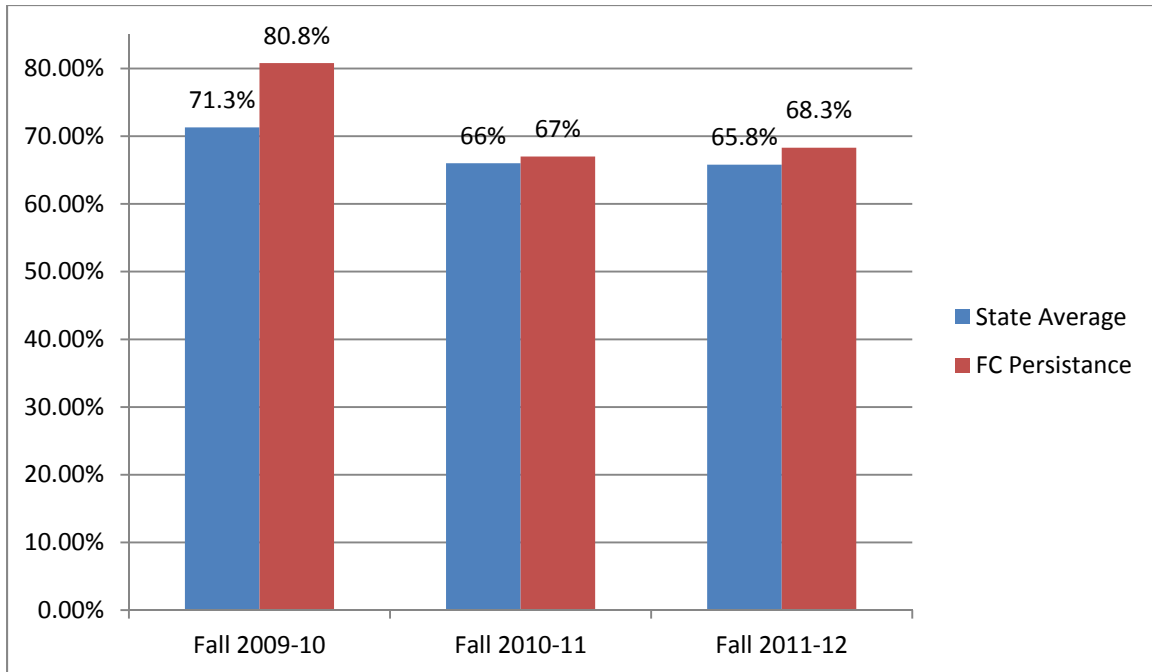
operations. The number of student from "Other Cities" increased by 48% from 2011-12 to 2012-13. This would seem to indicate that student enrollment from "Other Cities" is more elastic than enrollment from the top ten cities.



Chapter III: Instructional Measurements

The instructional measures used in this section align with the student outcome metrics in the current state-wide accountability report, the Student Success Scorecard. Many of the key indicators address the main areas of student success measured by the Student Success Scorecard, including, persistence, completion, Basic Skills, and Career Technical Education.

Fall-to-Fall Persistence Rate of First-time Freshmen

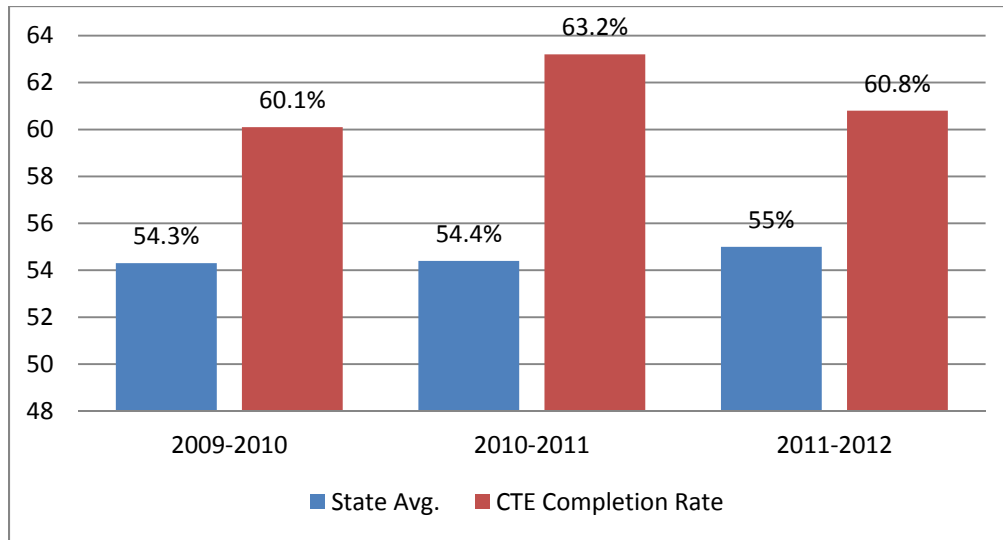


(Source: NOCCCD Argos Files, 2012 ARCC Report, 2013 Student Success Scorecard)

The Fall-to-Fall Persistence rate measures the percentage of first-time Fullerton College freshmen who enroll in a fall term and return to enroll at Fullerton College in the subsequent fall term. While the college persistence rates exceed the state average, they declined to 67% in 2010-11 from a high of nearly 81% the previous year. Instructional offerings during the academic years 2010-11 and 2012-13 were constrained and greatly reduced as a result of state funding reductions. It is expected that persistence rates will again improve as enrollment restrictions ease and state funding levels increase.



Career Technical Education (CTE) Completion Rates

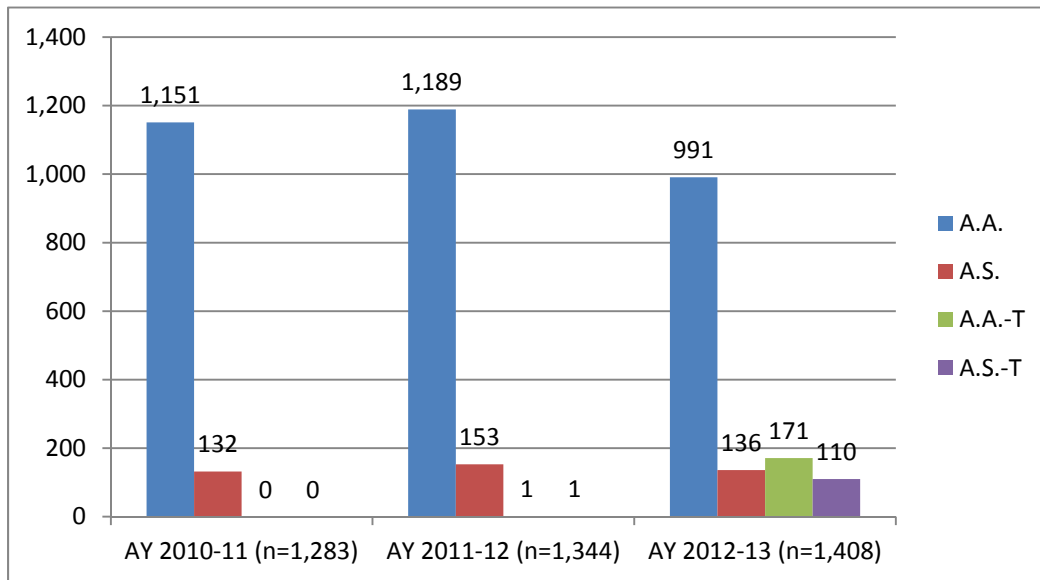


(Source: 2013 Student Success Scorecard.)

The 2013 Student Success Scorecard tracks students for a period of six years who have self-identified as CTE students by completing several CTE-classified courses within a single discipline and after a period of six years either completed a degree, certificate or transferred to a four-year institution. Fullerton College's Career Technical Education Completion Rate was 60.8% for the six-year period ending in 2011-12. The rise in completion rate in 2010-11 and slight decline in 2011-12 are most probably a reflection of efforts to accelerate completion prior to construction and renovation projects which resulted in the relocation of some technical programs. Fullerton College's CTE completion rate is consistently higher than the state average.



Fullerton College Associate Degrees Awarded, 2010-11 to 2012-13



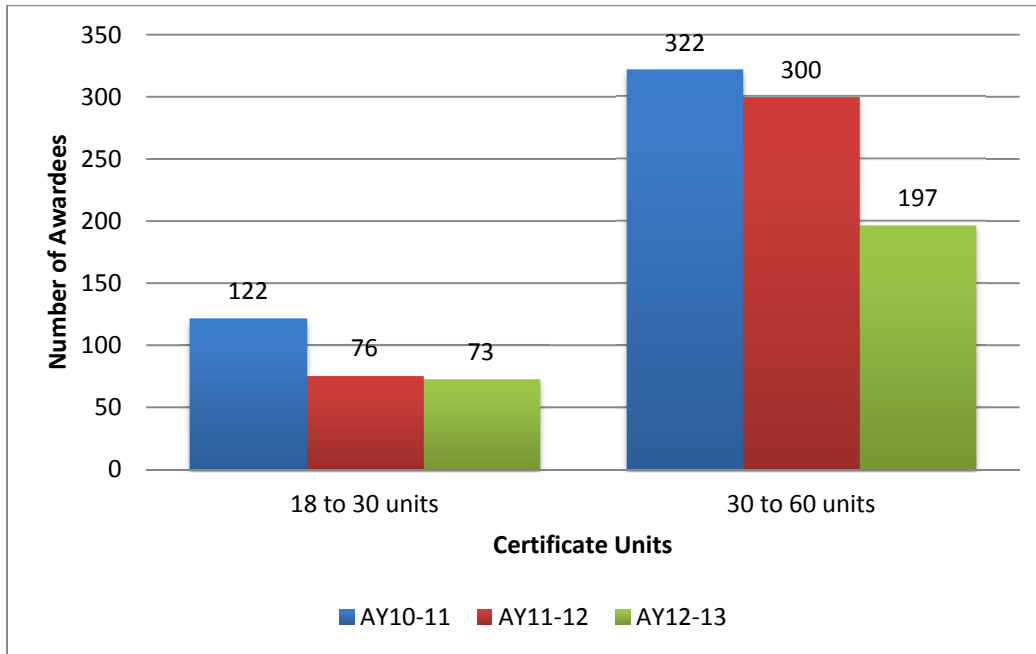
(Source: NOCCCD Argos Files)

The chart above reports the total number of Associate degrees awarded in each academic year (between July 1 and June 30). The total number of degrees awarded by Fullerton College increased 9.7% between 2010-11 and 2012-13. Note that while the actual number of Associate in Arts and Associate in Science degrees awarded declined between the 2011-12 and 2012-13 academic years, this decline was more than offset by the growing popularity of the new Associate for Transfer degrees. Specifically, 215 fewer Associate of Arts degrees were awarded in 2012-13 than in the academic year 2011-12, while 279 more Associate of Arts and Science Transfer degrees were granted.

Associate for Transfer degrees give the student a guaranteed admission to one of the California State University locations. While students completing transfer degrees may not actually transfer to a California State University location, the degree gives students added flexibility and choices when compared to the traditional Associate's degrees. Fullerton College expects the transfer degrees to represent an increasingly desirable option for students, with a corresponding rise in the number of these degrees awarded.



Fullerton College CTE Certificates Awarded, 2010-2013

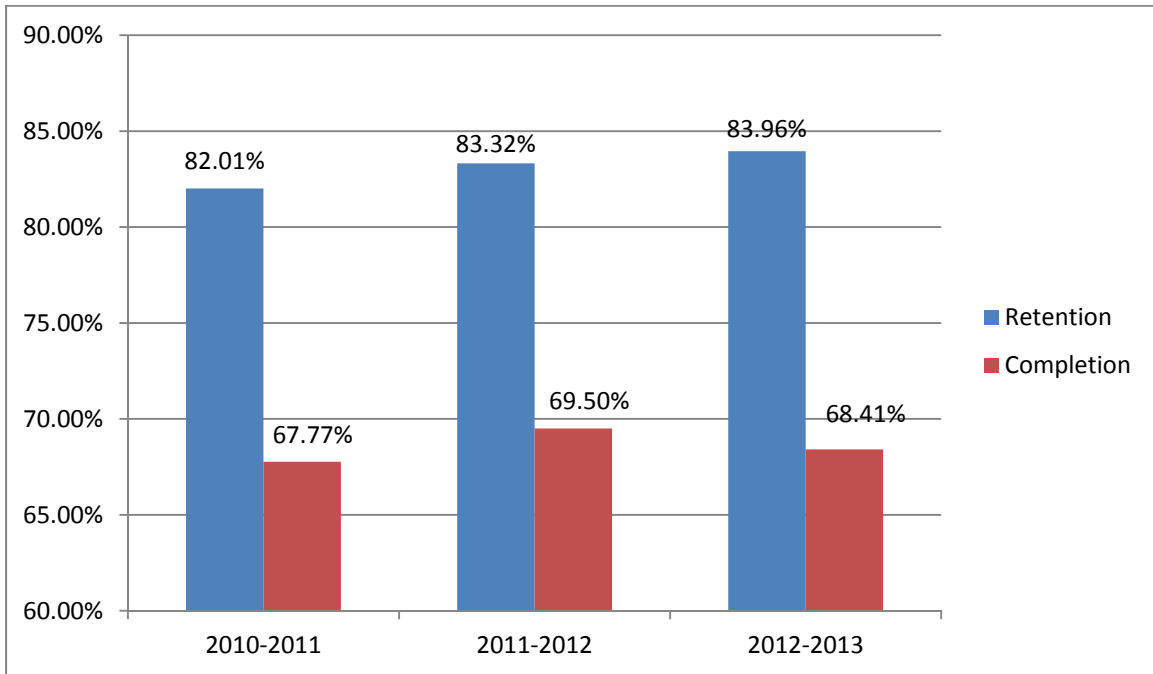


(Source: NOCCCD Argos Files. Certificates awarded reports the total number of State Chancellor's-approved certificates awarded in an academic year between July 1st and June 30th.)

Total number of certificates awarded declined from 444 in 2010-11 to 270 in 2012-13. The significant decline is indicative of a short-term displacement of some technical programs to achieve a long-term improvement in student instructional facilities and technical application labs. The college completed the extensive renovation of many on-campus CTE program facilities in the Fall of 2013. Some technical programs were housed in off-campus facilities during this renovation project, with temporarily reduced capacity. To minimize disruption for students during this period, the college's planning process provided for accelerated program completion in 2010-11. Duplicate course offerings within the largest technical programs affected by the temporary relocation were then reduced during the academic year 2011-12. This action was taken to ensure that the full complement of course offerings necessary for certificate completion could be accommodated in the temporary facilities. Because these technical programs contribute significantly to the total numbers of certificates awarded, the brief reduction in capacity and enrollment levels in these programs had a visible impact on total certificates awarded at Fullerton College in recent years. This trend is expected to be reversed in coming years as the new facilities are efficiently utilized and as the college responds to initiatives of the state's Division of Economic and Workforce Development.



Overall Course Retention and Completion Rates, 2010-11 to 2012-13



(Source: NOCCCD Argos Files. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP.)

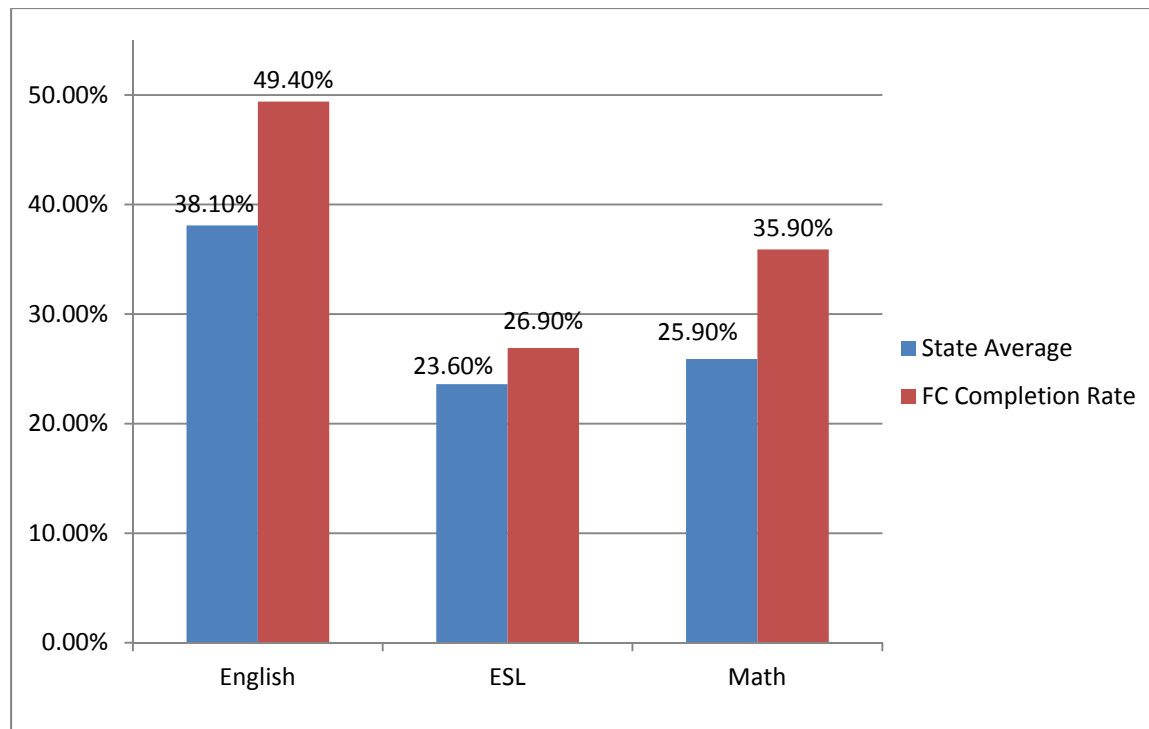
The percentage of students retained from census date to the end of the course demonstrated a slight increase over the period of 2010-11 through 2012-13. Course completion rates remained relatively stable (approximately 1% variation) after an increase from 2010-11 to 2011-12. The gap between course retention and completion rates, however, exhibits signs of increasing. This represents a potential challenge to completion of student educational goals, the reasons for which bear further investigation. Ideally the college wants to see completion rates rising at least equally with the increase in retention rates.

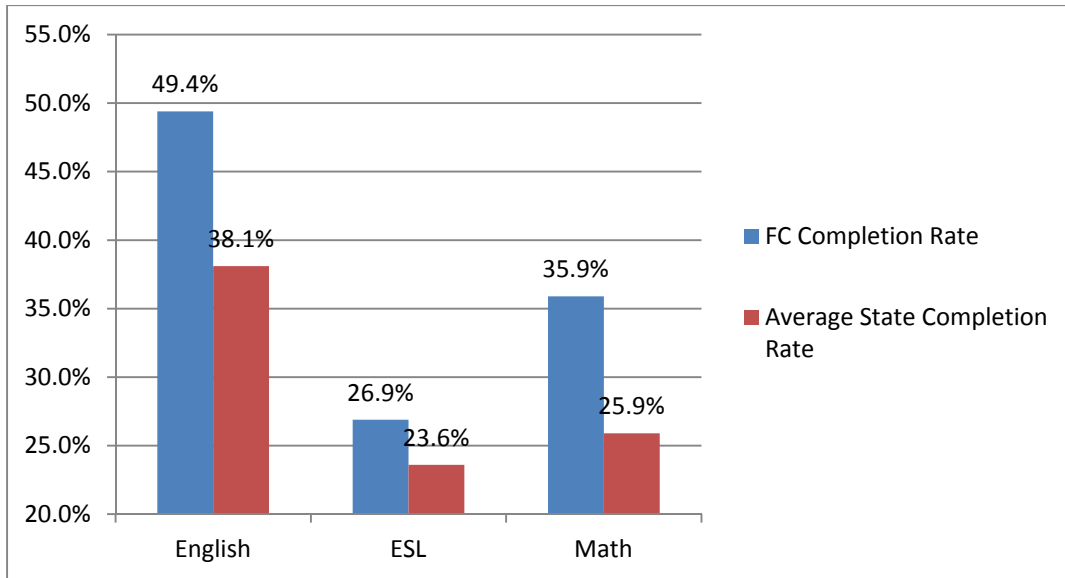


Basic Skills Student Assessment and Course Completion Rates

Recent years in higher education have seen a spotlight directed on the skills deficiencies present in most incoming college students as they undertake studies to fulfill their educational goals. On average, nearly 70% of incoming freshmen enter with English, Math, and Reading skills that are inadequate to succeed in college level studies. Many students face the equivalent of several years of remedial courses to bring their Basic English, Math, and Reading skills to the level they need to complete their goals. The lack of preparation for college level studies has a demoralizing effect on students and can deeply affect their motivation and ability to focus their educational efforts over an extended period. It compounds the challenges facing professionals in education who are dedicated to helping students succeed and build a better life for themselves and their community.

2013 Scorecard Remedial Rates





(Source: 2013 Student Success Scorecard)

The Student Success Scorecard tracks, among other measures, the percentage of credit students who began their studies at Fullerton College in need of remedial studies in English, mathematics, and/or ESL, enrolled in a Basic Skills class and then, over a period of the ensuing six years, attempted and successfully completed a college-level course in the same discipline. This measure indicates not only the effectiveness of the student’s studies in Basic Skills but also the college’s success in preparing the student for college-level studies and subsequent potential transfer. The length of the tracking time indicates the growing delay that most students face in completing what used to be considered a two-year degree, with state conventions among researchers agreeing that a six-year period is needed to successfully capture the majority of students beginning in Basic Skills level studies and later successfully transitioning to and succeeding at a college level course in the same discipline. However it should be acknowledged that there are a multitude of exogenous factors affecting student performance and success over such an extended period.

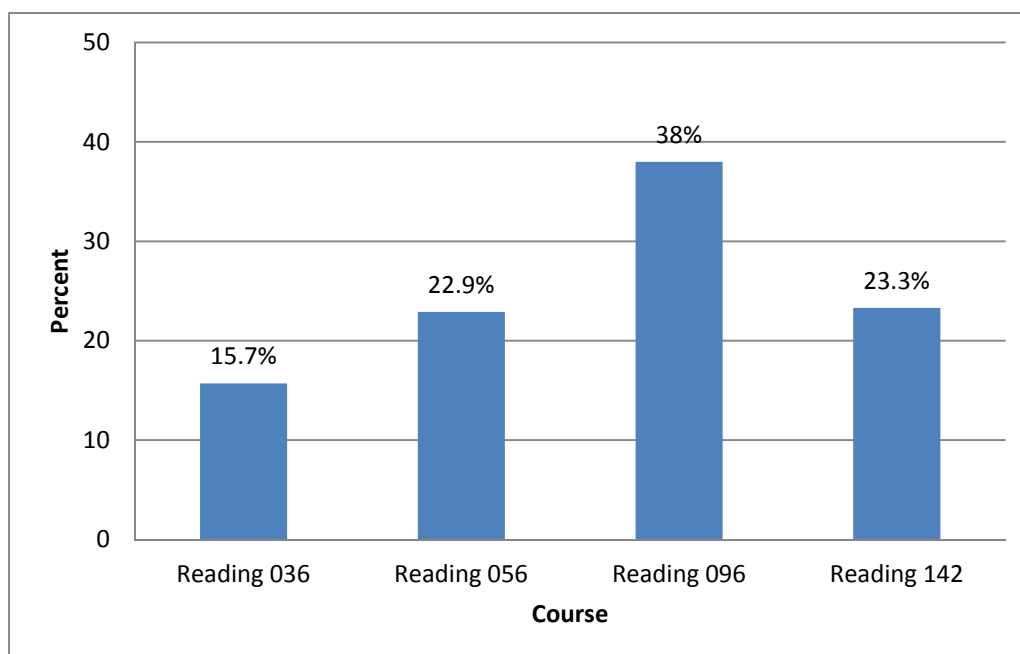
The chart above vividly illustrates the challenges facing both educational practitioners and students. Over a six-year period, only 49% of students entering and enrolling in a Basic Skills level English course the first semester had successfully completed a college level English course six years later. Of students entering and enrolling in a Basic Skills math class their first semester, the percentage of students successfully completing a college level math class within six years declined to 36%. For students enrolling in English-as-a-Second Language classes, this percentage was even lower, at 27%. While these figures are disturbing, Fullerton College exceeds the state average on these measures by as much as ten percent. The Scorecard



Remedial Rate effectively captures in a snapshot the significant challenges faced by higher education students and practitioners as we seek to improve student achievement.

As a further representation of the challenges facing underprepared students, the placement levels of incoming freshmen on assessment tests in Reading, Writing, and English-as-a-Second Language are illustrated in the charts below. Placement levels of incoming students on the Compass Math Assessment are presented later in this section with Basic Skills Math course completion rates.

Reading Assessment Test Placements, First-time Freshmen, 2012-13



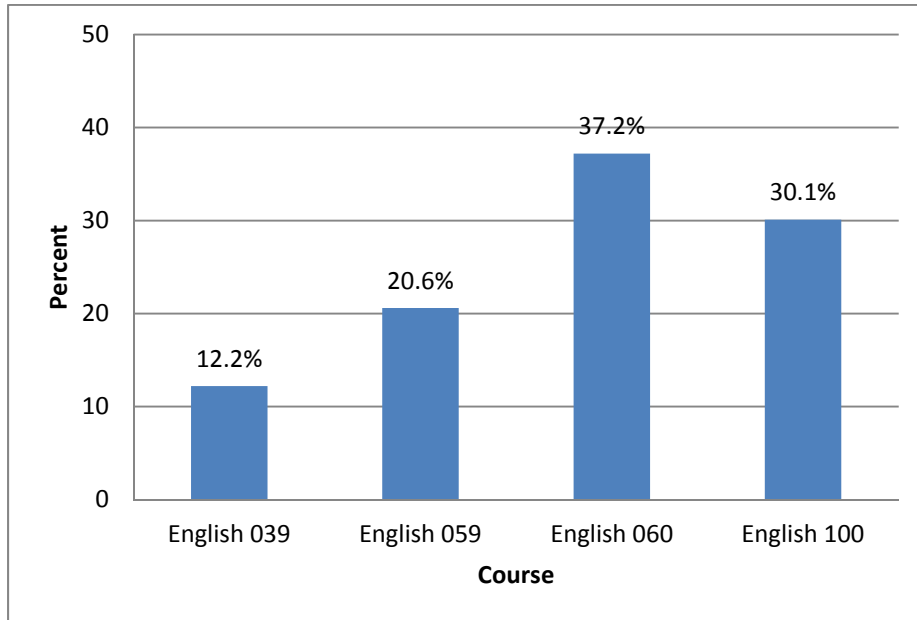
(Source: NOCCCD Argos Files)

Reading 142 is the first college level reading course offered at Fullerton College. Students placing into this course, based on their score on the Compass Reading Assessment, have been assessed as college-ready in reading skills. During the academic year 2012-13, 23% of students taking the reading assessment over the course of the year were evaluated as prepared to enroll in Reading 142. Thirty-eight percent of students taking the assessment placed into Reading 096, meaning this group of students had to successfully complete one Basic Skills level reading course before continuing to Reading 142, the college level course. However, nearly 40% of incoming students were assessed as needing two or more courses before being prepared for college level studies in Reading alone. The majority of these same students assessed at below



college level in Writing and Math as well, further increasing the number of courses needed to be successfully completed before attempting college level work.

Writing Assessment Test Placements, First-time Freshmen, 2012-13

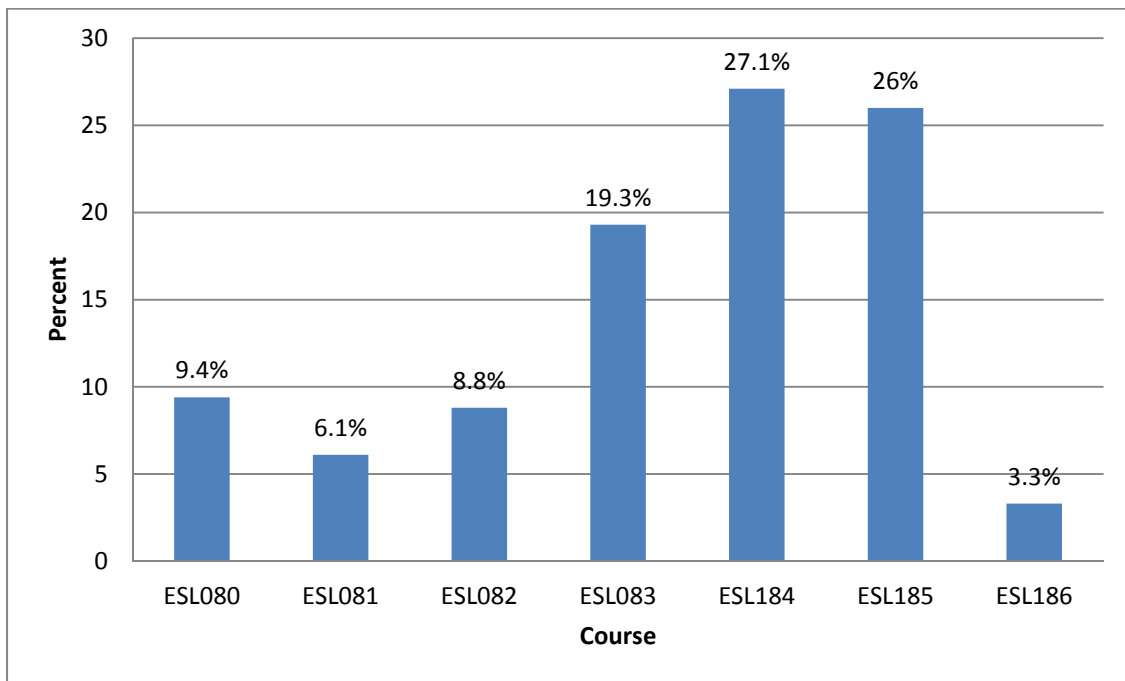


(Source: NOCCCD Argos Files)

While 23% of students assessed during the academic year 2012-13 placed into a college level Reading course, approximately thirty percent placed into the college's first college level Writing course, English 100. Thirty seven percent of students assessed needed to complete one Basic Skills class, English 060, before attempting English 100. However nearly 33% of students assessed at a level where they needed to successfully complete at least two Basic Skills Writing classes before attempting college level work in this area. Assuming these students are able to enroll in and successfully complete these two or more course in sequence, this means these students will need at least two semesters of remedial studies before attempting college level work in English. Students placing below college level in Math will find their studies further delayed as they complete additional remedial classes.



English-as-a-Second Language (ESL) Assessment Test Placements, First-time Freshmen, 2012-13



(Source: NOCCCD Argos Files)

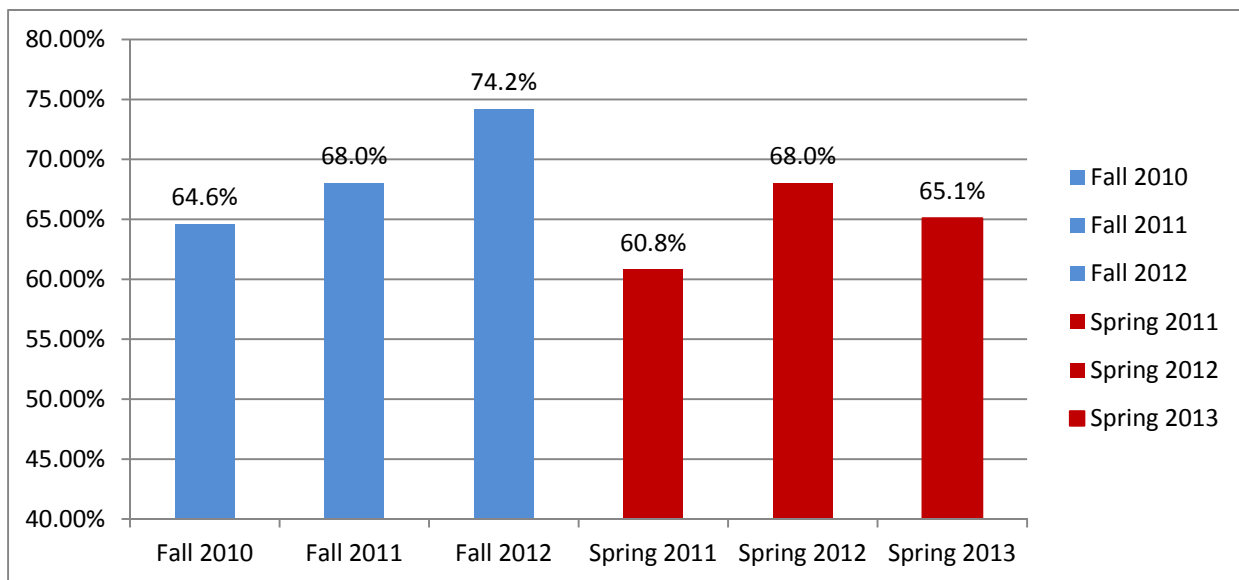
While the English-as-a-Second Language (ESL) program provides a career path for students wishing to pursue professional ESL endeavors, the program assists students who have another language as their primary one in becoming proficient in the English language, to support their success in college studies. Students testing into English-as-a-Second Language courses have been evaluated as benefiting from additional instruction in English before undertaking college level work. Students who place into ESL 080 may face two years of remedial work to enhance their English skills. Approximately 25% of students taking English-as-a-Second Language assessment placed into one of three introductory levels of ESL classes. ESL 186 is a prerequisite to college-level English, ENGL 100F.



Basic Skills English Course Completion Rates

A student's ability to not only enroll in but also succeed in Basic Skills level courses can be a strong determinant of whether they ultimately succeed in achieving their educational goals. Aggregated and disaggregated course completion rates in Basic Skills English classes are presented below.

**Basic Skills English Course Completion
(English 039, 059, and 060 Aggregated), Fall / Spring, 2010-2013**

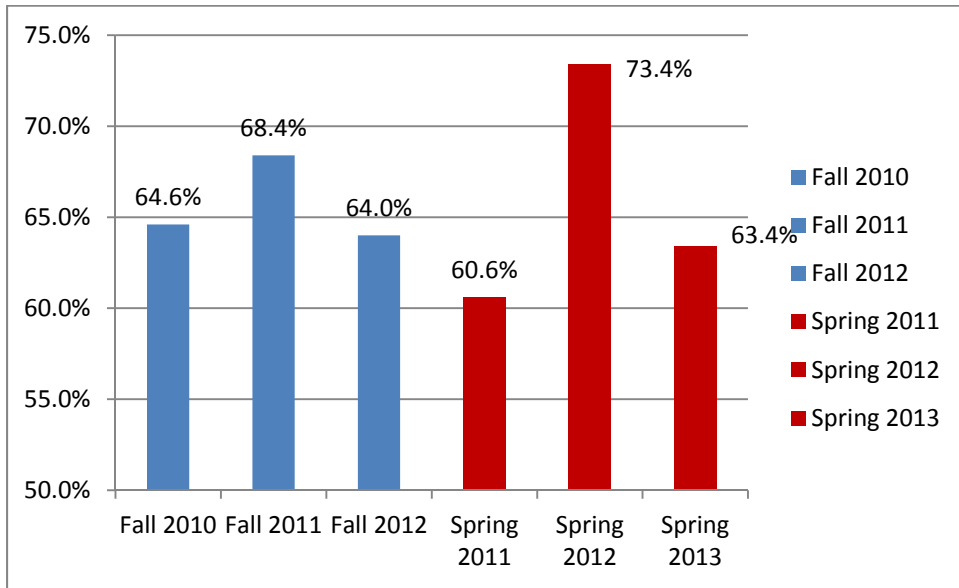


(Source: NOCCCD Argos Files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP.)

Aggregate Basic Skills English course completion rates exhibit significant variance between fall and spring semester performance, with the exception of the Fall 2011 and Spring 2012 semesters. Fall semester completion rates have increased nearly ten percentage points over the last three years. While spring semester completion rates tend to be lower overall than fall semester completion rates, they demonstrate an increase of almost five percent over the same period. In an effort to better illustrate the ability of students to progress through the required levels of Basic Skills English classes, the aggregated data is deconstructed below into completion rates for each Basic Skills English class over the same time period.



English 039 Course Completion Rates, Fall / Spring, 2010-2013

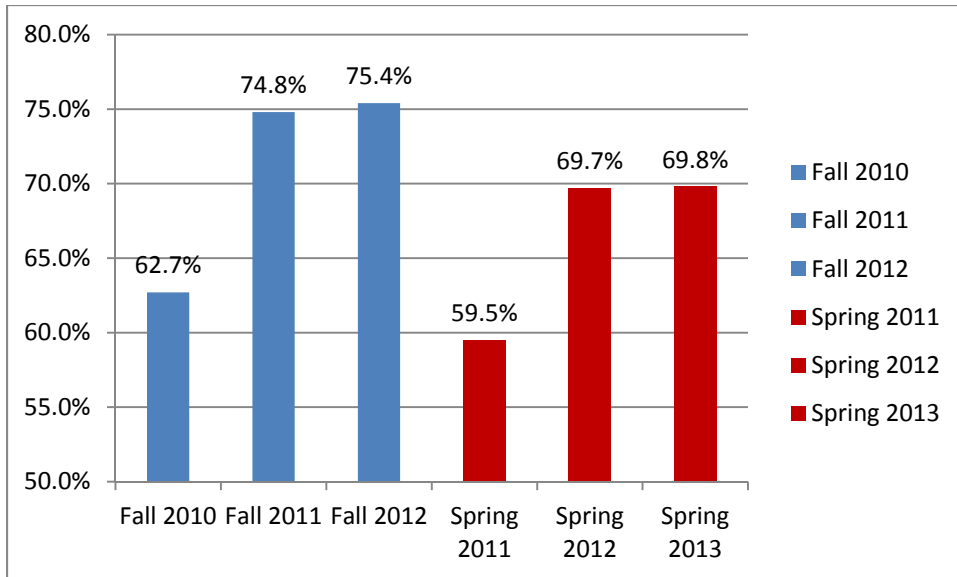


(Source: NOCCCD Argos Files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP.)

While the aggregated Basic Skills English course completion data exhibit an increase from fall 2012 to fall 2013, completion rates in English 039 actually declined by 4% over this same period. After having been nearly equivalent with the aggregated data in Fall 2011, course completion rates in English 039 were 10% lower than the aggregated completion rate in Basic Skills English courses in Fall 2012. English 039 course completion rates fell from Spring 2012 to Spring 2013 after exhibiting a strong increase the prior Spring.



English 059 Course Completion Rates, Fall / Spring, 2010-2013

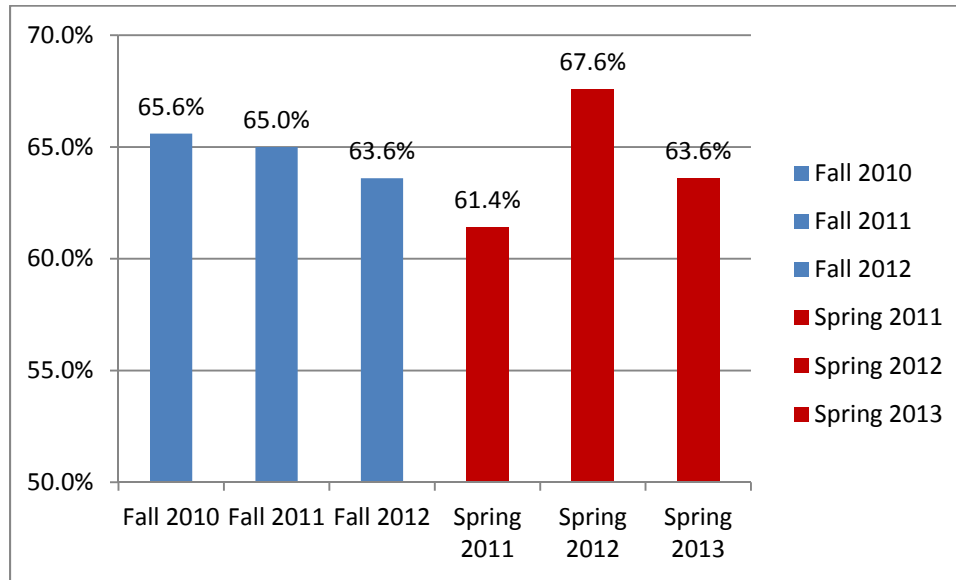


(Source: NOCCCD Argos Files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP.)

Course completion rates in English 059 tend to be higher than aggregated Basic Skills English course completion rates. While this may indicate stronger student performance in English 059 relative to the other English Basic Skills courses, it also means that English 059 completion rates tend to contribute to higher aggregate completion rates, masking the lower completion rates in English 039 (with the exception of Spring 2012) and English 060. Although completion rates tend to be lower in Spring semesters than in Fall semesters, there has been a significant improvement in English 059 completion rates over the three year period. The sustained trend in improved completion rates could be attributable to effective intervention techniques implemented over the 2011-2013 period.



English 060 Course Completion Rates, Fall / Spring, 2010-2013

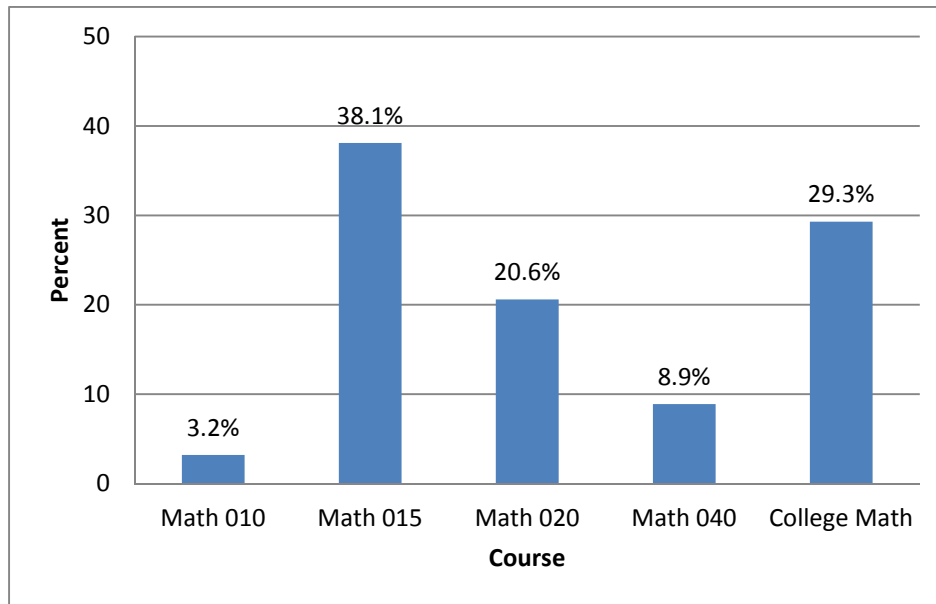


(Source: NOCCCD Argos Files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP.)

Course completion rates in English 060 declined over the fall semesters 2010-2012, but demonstrated modest improvement over the corresponding spring semesters. With the improvements displayed in English 059 completion rates over the period, the goal should be to sustain these improvements for students enrolled in the next course, English 060. Results from the assessments underway of special programs designed to improve success rates in these courses may reveal strategies that have been most effective in English 059. It may be possible to adapt these strategies for students enrolled in English 060.



Math Assessment Test Placements, First-time Freshmen, Academic Year 2012-13



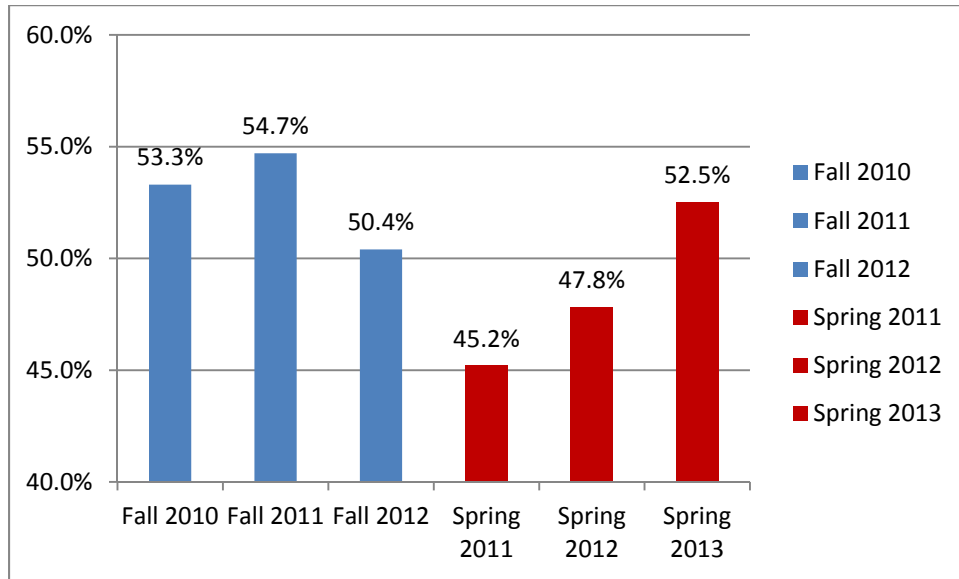
(Source: NOCCCD Argos Files)

Approximately the same percentage of students placed into college level Math studies as placed into college level writing courses (30%). However 60% of students taking the Compass Math Assessment in 2012-13 placed two or more levels below a college ready level in math. If a student has similarly placed two or more levels below college readiness in reading and Writing, this student now faces, if they are able to obtain a seat in these classes and experience consistent academic success, a minimum of three semesters of remedial work before attempting college level studies.

A student's ability to not only obtain a seat but also succeed in Basic Skills level courses can be a strong determinant of whether they ultimately succeed in achieving their educational goals. Aggregated and disaggregated course completion rates in Basic Skills Math classes are presented on subsequent pages.



Basic Skills Math Course Completion (Math 010, 015, and 020 Aggregated)



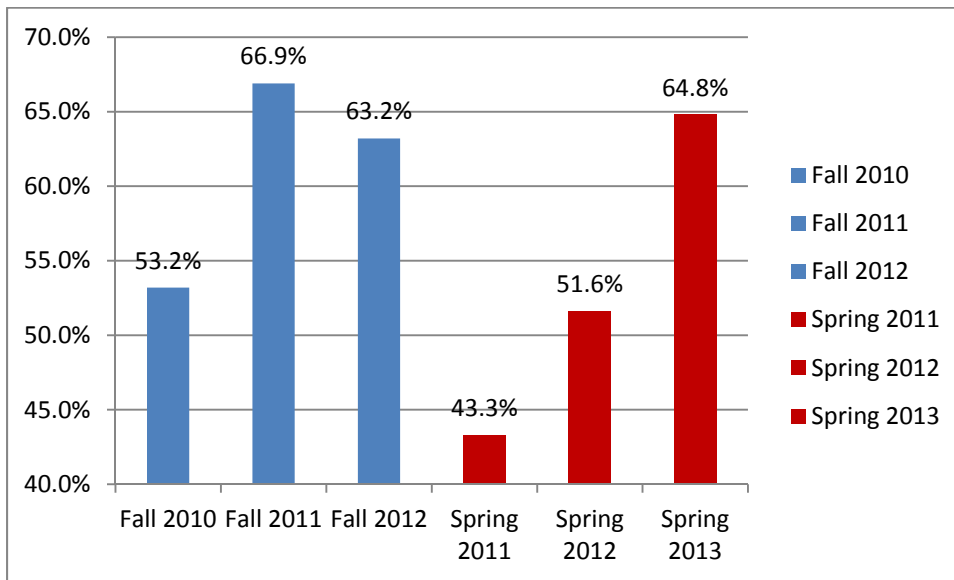
(Source: NOCCCD Argos Files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP.)

Aggregated student completion rates in Basic Skills Math courses have shown marked improvement in spring semesters over the three year period. However completion rates in Fall 2013 declined from Fall 2012. Overall, completion rates in Basic Skills Math classes lag behind completion rates in other courses, reflecting the much publicized deficiency in these skills in the general student population. Intervention programs have been implemented to improve student achievement rates. The assessment of these programs, currently nearing completion, will inform the college in determining which of these strategies have been most effective.

In an effort to better illustrate the ability of students to progress through the required levels of Basic Skills Math classes, the aggregated data is deconstructed below into completion rates for each Basic Skills Math class over the same time period.



Math 010 Course Completion Rates, Fall / Spring, 2010-2013

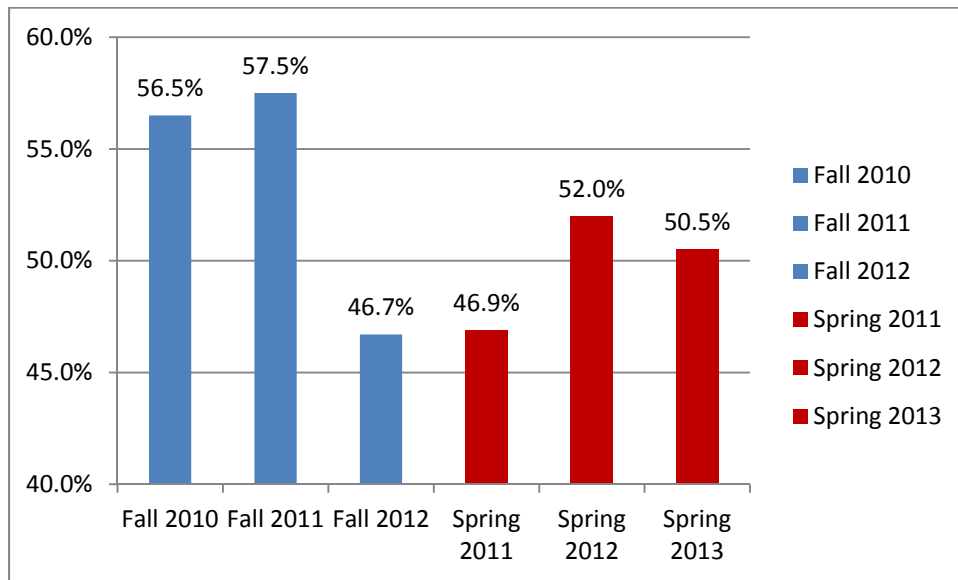


(Source: NOCCCD Argos Files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP.)

When compared with the aggregated student completion rates in Basic Skills Math courses, students enrolled in Math 010 exhibited higher completion rates. Completion rates in spring semesters have increased to nearly 65% from a low of 43.3% at the start of the period. The differential between completion rates in fall and spring semesters appears to be declining over the three year period, indicating more consistent student performance across the academic year in these classes.



Math 015 Course Completion Rates, Fall / Spring, 2010-2013

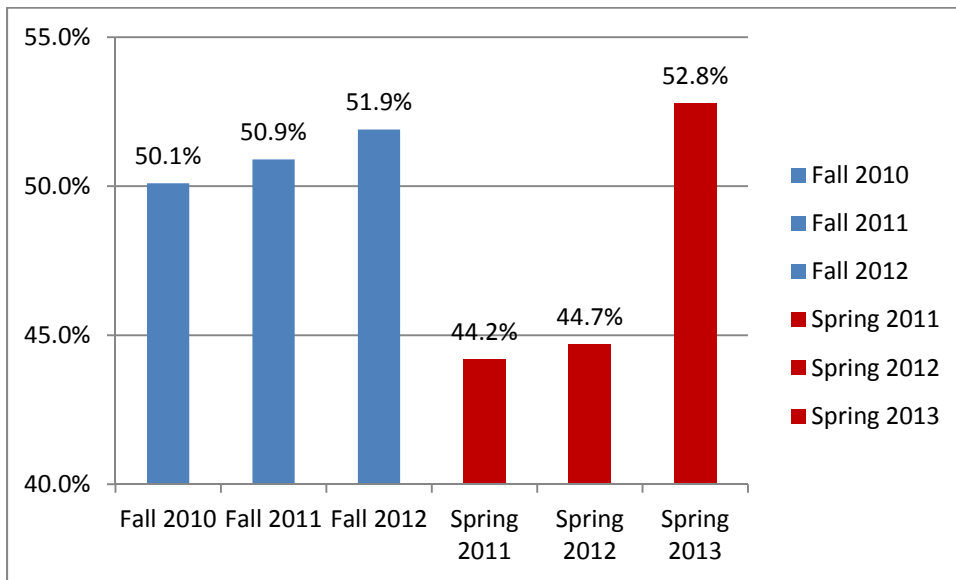


(Source: NOCCCD Argos Files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP.)

Students who enrolled in Math 015 seem to exhibit lower course completion rates than those enrolled in Math 010. The improvements demonstrated in completion rates for Math 010 in the academic year 2012-13 were not duplicated in Math 015 completion rates. To accomplish sustainable improvement in completion rates in Basic Skills classes, the differences in completion rates at these different levels need to be examined. In recognition of this an evaluation and assessment of programs implemented to assist Basic Skills Math students has been undertaken. It is expected the results from this assessment will guide the college in directing its resources toward the most effective programs.



Math 020 Course Completion Rates, Fall / Spring, 2010-2013



(Source: NOCCCD Argos Files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP.)

Completion rates for Math 020 have remained relatively stable from Fall to Fall over the period 2010-2013. However spring completion rates have demonstrated an increase of nearly twenty points on the same years. Overall, Math 020 completion rates lag behind those in Math 010 and more closely mirror those of Math 015. As noted previously, assessments of the special programs designed to assist student performance in these courses in nearing completion and is expected to yield valuable information regarding which interventions have been most effective, and which may merit expansion. Many of these programs are detailed in the next section of the report.



Chapter IV: Inventory of Programs and Services to Address the Achievement Gap

Multifaceted Approach to Eliminating the Achievement Gap at Fullerton College

California has a large proportion of minority students attending its public elementary and secondary schools as well as its community colleges. At the same time, more than one in five children in California live in poverty, and nearly half of all K-12 students participate in the federal free and reduced-price meal programs offered in schools. Additionally, one in four K-12 students in California is an English language learner.

Student success is measured by how well students perform on standardized tests in K-12 and by their retention, persistence, and graduation rates in community colleges. In the last fifty years, data regularly indicate that individuals from certain groups repeatedly score below those in other groups. Low-income students, African-Americans, Latinos, and English learners are over-represented among students scoring at the lowest levels and under-represented among the highest scoring. Similarly, this same group of students attains retention, persistence, and graduation at a lower than average rate.

These achievement gaps between poor and non-poor, among various ethnic groups, and between non-English speakers and their English-speaking peers have existed for several decades. Although the achievement gap had previously been discussed as an issue at Fullerton College, the problem was brought to the forefront in November of 2010 when the college hosted the *Closing the Achievement Gap in Orange County Summit*. The summit included participants from local K-12 districts, and neighboring community colleges and four-year universities. The day's goals were to:

- Stimulate intelligent reflection and promote on-going dialogue about structures and practices from kindergarten through community college systems that inadvertently contribute to creating "Achievement Gap/Basic Skills" students
- Frame "academic achievement" beyond standardized test scores and recognize the alignment necessary between K-12 and community colleges on practices of long-term English learners
- Shed more light on the importance of pedagogy and instructional practices designed to support literacy and language access content areas

The changing demographics of Fullerton College students over the past decade demonstrate a significant increase in the various groups of students that experience the



achievement gap as defined in research and described at the summit. For the 2002-03 academic year, 42% of the student population was White, 29% were Hispanic, and 3.6% were African American. By 2012-13, 26% were White, 47% Hispanic, and 3.5% African American.

The socio-economic status of Fullerton College students has also changed dramatically. The Federal Pell Grant is awarded to eligible, low-income students who need money to attend college. In 2002-03, 2,886 students received a Federal Pell Grant in the amount of \$6,694,231. In 2012-13, 6,398 received it in the amount of \$21,013,455, indicating an increase of 220% in the number of students receiving Federal Pell Grants. Of the more than 18,400 individual students who applied to Fullerton College for fall 2013, 52% are the first in their families to attend college.

Planning

In 2010, Fullerton College focused on eliminating the documented achievement gap of its students and identified the elimination of the gap as one of its three main college goals. A number of theories were considered in establishing the objectives and strategic action plans needed to reach the goal. Learning theories were consulted from various peer-reviewed journals, such as a key piece written by St. Onge and Ellett about the importance of understanding today's students and the challenges and positive experiences they bring with them to campus. The college also looked at the "Learner Voice" concept (Ravenhall, 2001) which engages learners to act as citizens and co-designers of their education. Articles about transforming students' first year experiences into long-term success were reviewed, focusing on activities that shape students' experiences from their first point of contact to their last.

The achievement gap is produced from both social and school-based factors and exists before students step foot on the Fullerton College campus. The diverse demographic student profile at Fullerton College reflects a wide variance in academic preparation, learning styles, economic backgrounds, race, age, ethnicity, and work and family obligations. This means that the college must approach the elimination of the achievement gap with numerous methods and strategies. One program or pathway is not beneficial for all students.

Throughout the nation, policymakers and educators are concerned about strategies to improve instruction in all courses, but particularly in developmental English and mathematics courses. Research indicates that to be most effective, support for developmental-level learners cannot be limited to the classroom. Student support services such as academic and personal advising, counseling, tutoring, and financial aid, are also critical for promoting improved outcomes for community college students. At Fullerton College, instruction resides in one



division and student services in another, making it challenging to fully integrate student services with instruction.

Fullerton College has met the challenge of integrating instruction with student services in a variety of ways. Since eliminating the documented achievement gap is one of the college's primary goals, various committees on campus are focused on that outcome. By bringing instruction and student services faculty, staff, and managers together consistently for planning, early implementation, program operation, and program evaluation and enhancement, the college is better serving its students. Fullerton College has proceeded quickly from the broad concept of "integrating student services with instruction" to developing clear and concrete goals and programs, leading to transformative change and documented accomplishments. By working collaboratively, the college has moved from a culture of blame to a culture of success.

High School Partnerships

While meetings between area high schools and Fullerton College counselors have been a regular event for nearly 20 years, formal luncheon meetings with local high school principals and superintendents were instituted during the 2010-11 academic year. Each of the college's managers has been assigned as a liaison to a principal at each of the high schools in the local area. Twice a year, the college hosts a luncheon inviting high school principals and superintendents to the campus to sit with their liaison and discuss opportunities for collaboration. For the past three years, closing the achievement gap has been one of the main topics of conversation. There have been group activities and discussions focused on effective partnerships between the high schools and the college.

Each of the high school principals' luncheons include information sharing from the high school districts to the college and vice versa. At one of the meetings in spring of 2011, a group activity concluded with a compilation of shared areas of concern identified by the high school representatives and the college managers. The concepts that emerged through that activity have served as a foundation for many collaborative ideas between the high school districts and Fullerton College.

One program resulting from collaboration with the high school principals and district administrators is the offering of a Counseling course at the feeder high schools. This began as a pilot project in spring 2012 with five sections of this course at two high schools in the Fullerton Joint Union High School District and was expanded to 30 sections by spring 2013. This included an expansion to the Anaheim High School District as well. The Counseling course familiarizes students with Fullerton College degrees, certificates, and transfer options and requirements for each. Students are also informed of the various services available to them when they enroll at



the college. The cost of the course offerings is covered by the high school districts and taught by Fullerton College counselors. In addition to gaining the information necessary to develop an educational plan, the students are making a connection with a Fullerton College employee and earning college credits.

The Counseling courses were so successful that a similar partnership was developed with Buena Park High School. For the 2012-13 academic year, 14% of Buena Park High School students were White, 67% were Hispanic, and 2.5% were African American. The high school administration would like to increase the college going rate for graduates of Buena Park High School. The high school suggested that if Fullerton College expanded the model of offering Counseling courses at the high school to offering courses in other disciplines that this would give students the opportunity to start their college education while still enrolled in high school. The hypothesis is that once a student has completed a college course, he or she is able to overcome some of the barriers that exist for first-time college students. Like the counseling classes, the cost of the course offerings is funded by the high school district.

During discussions involving Fullerton College faculty senate and representatives from the high school district it was suggested that a library research class taken early in a student's college career could have a positive impact on student success. These classes, offered as part of the partnership, started with a library research class offered summer 2013 at Fullerton College. High school students were bused from Buena Park High School to Fullerton College to complete the course. Plans for the 2013-2014 academic year include the offering of a select set of Fullerton College courses at Buena Park High School.

Conversations between high school English faculty and college English faculty, along with data about student motivation and experience, drove the Fullerton College English Department to implement a new accelerated course in English which allows basic skills students to complete the developmental composition sequence, a three semester sequence, in as little as one semester. Data indicate that students who were required to take several semesters of remedial or basic skills English were less likely to persist than those who only needed one semester of developmental coursework. This course can result in a reduction in the time required for a student to complete the developmental English sequence by as much as two semesters. A preliminary pilot of the accelerated course shows a comparable success rate to other non-accelerated English courses. Success in transfer-level English by students completing the accelerated prerequisite is 68% as compared to the overall success rate of 62% for students entering the transfer-level English course via the usual pathway.



Career and Technical Education

Another indication the achievement gap exists before students even set foot on the college campus is evident in the high school graduation rates in the Fullerton College service area. Graduation rates have declined in recent years and an increasing number of students drop out before receiving their high school diplomas. Career Technical Education (CTE) programs have traditionally offered alternatives to many of these students, who may not excel in traditional academic areas but who can excel in programs and courses which focus on skills application and hands on learning.

A group of students who are often overlooked but with whom Fullerton College CTE faculty have a long and close association with are the students enrolled in classes at Orange County Regional Occupational Program (ROP) centers. Students attending classes at these locations are predominately (90%) 11th and 12th grade high school students, with only a small percentage of adults. In collaboration with the surrounding high school districts the ROPs provide technical and occupational training and special counseling services at off-site locations and on location at the high schools. Ethnic representation among North Orange County ROP (NOCROP) high school students in the year 2010-11 was predominantly Hispanic/Latino (59%), with the next largest ethnicity representation among White (non-Hispanic) (21%). Collaboration on programs and development of articulation agreements between ROPs and Fullerton College CTE programs help to support the achievement of these students and provide a pathway to both a career and subsequent completion of a four-year degree.

Fullerton College CTE programs have active relationships and articulation agreements with North Orange County ROP, Tri-Cities ROP, Central County ROP, and Coastline ROP, encompassing 25 courses across 13 programs. These four ROPs combined represent collaborative relationships with technical programs in 19 high school districts within Orange County. Two Fullerton College CTE deans serve on the advisory boards of North Orange County and Tri-Cities ROP to support collaboration on programs and promote student success.

In addition, CTE programs have articulation agreements with Magnolia High School (Anaheim Union High School District), Brea-Olinda Unified School District, and Placentia-Yorba Linda Unified School District, covering an additional six courses and 5 programs. Articulation agreements are faculty driven and require students to complete six hours of coursework at Fullerton College to receive credit for the articulated courses. The articulation agreements are reviewed, renegotiated and approved every year and signed by representatives from the participating high school or ROP, the President of Fullerton College, and the Orange County Department of Education.



In addition to traditional high school outreach activities, for the past three years, Fullerton College has funded and coordinated a full-day career exploration event at three area high schools. The purpose of these events is to involve up to 1,000 high school students in interactive career-oriented exhibits, and to encourage high school faculty to integrate career-focused activities and assignments into the students' class work.

Fullerton College CTE programs have also established a pilot collaboration with Villa Park High School CTE faculty to develop and implement high school career-focused teaching modules. These modules were developed to promote student success by integrating career exploration discussions and assignments into traditional high school classes. Fullerton College CTE programs provided materials and resources for the pilot design and implementation, with follow-up on-site visits to high school faculty from Fullerton College CTE personnel. The program continues to be expanded by high school faculty into English, History, Math, and Science classes with the goal of promoting student connections between their coursework and their life goals.

Transfer Achievement Program

In addition to implementing new initiatives, Fullerton College increased the size of its successful existing programs. The Transfer Achievement Program (TAP) was established at Fullerton College several years ago as a comprehensive program designed to assist at-risk students entering Fullerton College in developing the skills necessary for college success and achieving their expressed goal of transferring to a four-year college or university. As the number of at-risk students attending the college increased, it became evident that more students would benefit from participation in TAP. In 2012, the TAP was expanded to include additional students and in 2013, reading was added as a required component of the program. Any TAP student who places below college-level in reading is required to take reading classes until they reach college-level reading proficiency. Effective reading which incorporates comprehension is critical for students to succeed in any area of study.

During 2012-13, over 67% of the students participating in TAP identified themselves as Hispanic. The overall success of TAP is measured by the number of students who are retained and the number who succeed. TAP students are retained at a rate of 89% as compared to non-TAP students' rate of 84% in the same courses. The success rate of TAP students for the same time-period is 81% for TAP students and 66% for non-TAP students.



Entering Scholars Program

Significant research exists on the experience of first-year students and the importance of their engagement or connection to someone at the college. Fullerton College's Entering Scholars Program (ESP) is a first-year experience program designed to support students who are new to the college. With the goal of improving student retention, success and persistence, and in a collaborative effort between Instruction and Student Services, ESP classes embed a student tutor, and include visits from a classified professional and counselor into a reading or English course. The classified professional is introduced to the class and stays with the class for the semester, participating in class discussions, disseminating information about the college activities and services, and inviting students back to their normal work station to ask further questions. Showing initial success in meeting its program goals, the ESP was expanded in fall 2012 to serve more than 450 students. Several students have said that the ESP program has helped them "feel more comfortable on campus because they have someone pointing them in the right direction and supporting their academic goals."

At the end of the fall 2012 semester, 84% of first-time to college ESP students successfully completed their courses in reading or English as compared to 71% for first-time students who were not in ESP courses. The program has been successful in decreasing the achievement gap of students who are new to the college experience and students from traditionally lower achieving ethnic groups. The ESP participants are 65.5% Hispanic and 4.7% African American indicating a larger percentage of participants in the at-risk groups than in the general population of students.

Incite

Assisting student athletes requires a holistic approach which includes academic, personal, and professional support, to be successful in college. Fullerton College student athletes are continually balancing under-preparedness and the academic demands necessary for them to remain eligible to compete in their chosen sport. The Incite Program was developed in collaboration between the Academic Support Center, Counseling, and Physical Education to provide academic support for student athletes in the form of one-to-one counseling to develop educational plans, study hall, tutoring, academic preparation workshops, and monitoring of academic progress. At the conclusion of the fall 2012 semester, student-athletes spent more than 1,620 hours in facilitated study sessions and had an 88.3% success rate in non-Physical Education courses compared to ~70% for the general population of students.



Smart Start Saturday

Fullerton College has held a Smart Start Saturday event for five years. The purpose of the event is to invite new students and their families to the college ten days before the fall semester begins to introduce them to the college environment and ease their transition. Another collaborative effort between student services and instruction, this event includes campus tours, issuance of student identification cards, and one-to-one answers to questions about transfer, educational plans, student clubs, admissions matters, financial aid, EOPS, and all the instructional divisions of the college. Attendance at Smart Start Saturday has increased each year bringing attendance in August of 2013 to 1,165 people including 704 new students and 461 family members. Helping students feel comfortable on campus before their first day of class is one of the affective concerns noted in the college's Student Equity Plan.

Food Bank

In his 1943 paper, *A Theory of Human Motivation*, Abraham Maslow asserted that the most basic level of needs must be met before an individual is able to focus upon higher level needs. On a regular basis Fullerton College faculty and staff encounter students who are unable to focus on their coursework because they do not have the most basic of human needs - food. Although food insecurity does not cause low achievement, it does set the conditions for it. Students living in poverty are more likely to lack access to proper nutrition, health care, and decent housing. These risk factors have an interactive effect on academic performance.

In the spring of 2012 a small group of dedicated Fullerton College faculty and staff, along with assistance from the college Foundation, embarked on a voluntary project to open a food bank on campus. With donations from the campus community, a small grant from the Fullerton College Foundation, and some innovative fundraising, the food bank has expanded to serve more students each semester. In the fall of 2012, 74 students received food from the food bank. Some came each week while others came only once or twice. Without the basic necessity of food, these students represented one of the most vulnerable populations of students. In spite of that, they were enrolled in a total of 775 units and completed 626 units, indicating an outstanding 81% retention rate.

Student Success Committee

The North Orange County Community College District (NOCCCD) has held Strategic Conversations for more than 15 years. The purpose of a strategic conversation is to have individuals who are active in an organization participate in discussions, debate and conversation about strategic questions that affect all levels of the organization. As part of the



NOCCCD, Fullerton College faculty, staff, students, and administrators have regularly participated in the District's Strategic conversations. The Conversations have been focused on student success for the past several years, including topics such as identifying barriers to success, defining student success, and student success as an overarching goal for the District.

Based on a concept fielded at the 2013 Strategic Conversation, the Student Success Committee began working on a discipline-based student success course to help boost the success rates of students throughout the college. By recognizing and addressing the fact that a large percentage of Fullerton College students are under-prepared for college attendance, a student success course will be useful in giving students tools to succeed in college. Study skills, connections on campus, utilizing available resources, and goal setting are critical elements to a student success course, and are all being considered in the development of the Fullerton College curriculum.

Data from the Research and Planning Group of the California Community Colleges and from several other studies across the nation indicate that "habits of mind" are paramount to student success. Fullerton College is incorporating "habits of mind" into the culture of the college. By sharing the habits with all students, faculty, staff, and managers on campus, expectations are clear and success becomes the expected goal. The Basic Skills Committee has made a number of presentations about "habits of mind" and the Student Success Committee will adopt the habits as an initiative for the 2013-14 academic year. The 16 habits give students a language to meta-cognitively think about their behaviors that can help them to be successful students. Research suggests that certain student behaviors aligned with habits of mind best support academic success such as metacognition, managing impulsivity and striving for accuracy.

Conclusion

The ethnically, socio-economically, and linguistically diverse population at Fullerton College calls for a multiplicity of approaches to achieve student success. By offering a comprehensive array of strategies and programs to students, the college is succeeding in eliminating the achievement gap for its students. In spite of significant increases in the numbers of students from poor economic backgrounds, the numbers of students who are English Language Learners, the number of students who are first in their families to attend college, and the number of students from historically under achieving ethnic groups, Fullerton College has increased both its retention and success rates for all students in the past several years by more than 5% and conferred 337 more degrees from 2003-04 to 2012-13 students. Additionally,



Fullerton College tops the list of Hispanic students accepted for transfer at California State University, Fullerton.

Fullerton College has worked diligently and will continue to seek out and implement strategies to eliminate the achievement gap in its surrounding communities.



Chapter V: Supportive Learning Measurements

The importance of a holistic approach to student development and achievement has gained greater recognition as the student population in higher education has become increasingly diverse. Students with differing socio-economic backgrounds, ethnicities, cultural frameworks, gender identification, and physical disabilities have differing needs for student development and growth. To provide greater assistance to students in reaching their educational goals, Governor Jerry Brown signed into law the Student Success Act of 2012, a reform initiative with the two stated goals of improving outcomes for students and supporting the state's changing workforce needs in coming decades.

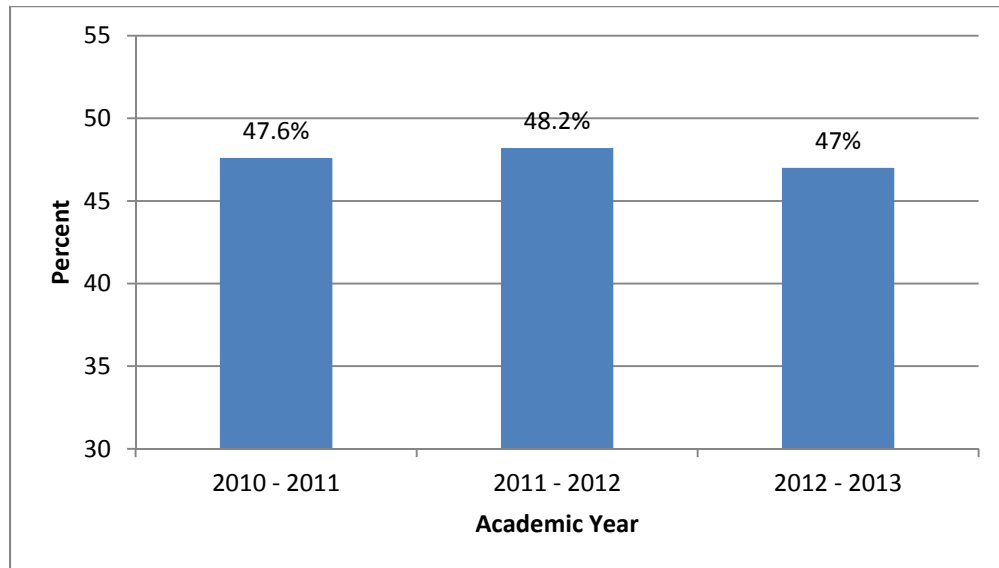
The Student Success Act of 2012 will “restructure the way student support services are delivered to improve the assistance that students receive at the beginning of their educational experience. The bill targets existing student services resources to support orientation, assessment and education planning services and lays the groundwork to expand these services as more resources become available”

(http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/SEP2012/PRESS_RELEASE_SB1456StudentSuccessActSigned_FINAL_092712.pdf .) Termed the Student Success and Support Programs (SSSP), the bill also requires the implementation of a uniform assessment instrument across the System and ties future Student Services funding to assessment of outcomes and performance measures tied to the implementation of these provisions.

Matriculation services will be refocused on student success and achievement, providing more complete support to a fuller percentage of incoming students with the full complement of orientation, assessment and educational planning/counseling services. These are the three funded core services under Student Success Task Force Recommendation number 2 (<http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/SB1456StudentSuccessActOF2012.aspx> .) The measures presented below will provide a beginning baseline measurement against which to measure Fullerton College progress toward fulfilling the Student Success and Support Program initiatives.



First-time Freshmen Orientation Rate, 2010-11 to 2012-13

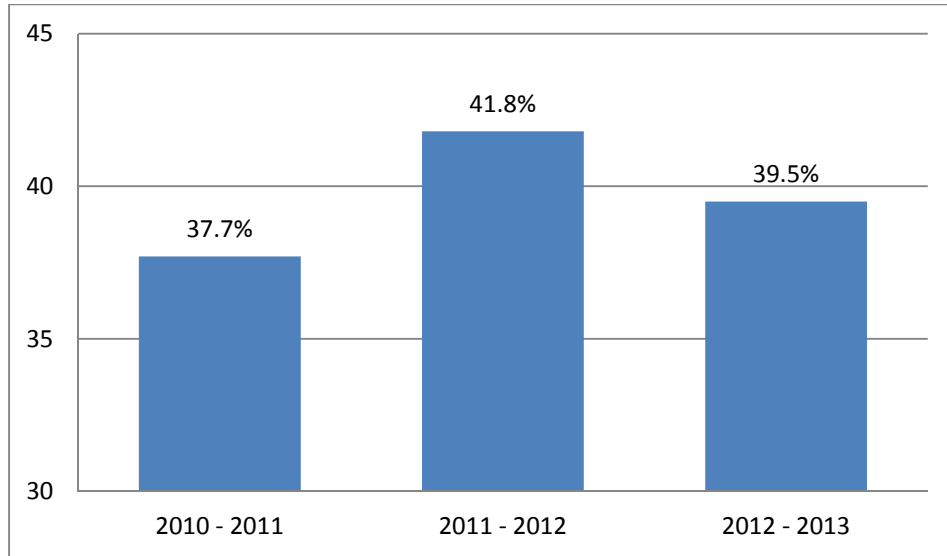


(Source: NOCCCD Argos Files)

The first-time freshmen orientation rate is one measure of the effectiveness of the college in reaching and delivering to first-time students the full range of matriculation services, which are deemed increasingly important to student success and attainment of educational goals. This measure reflects the percentage of first-time students who complete an orientation course or related activity by the end of their initial term. The percentage of incoming students served through orientation courses and related services has remained relatively stable over the three year period at just over 45%. This percentage is reliant to a great extent on the percentage of students who recognize the value of these courses and choose to enroll in them during their first semester at the college. As the college implements the changes initiated by the Student Success and Support Program, increasing the percentage of first-time students served through these services will be an important objective. Although students are not required to participate in these services, the college is required to provide them. Since improved student outcomes are the objective, increased participation by students will in turn increase their success.



Academic Counseling Student Contact Rate, 2010-11 to 2012-13



(Source: Fullerton College Counseling Office Records)

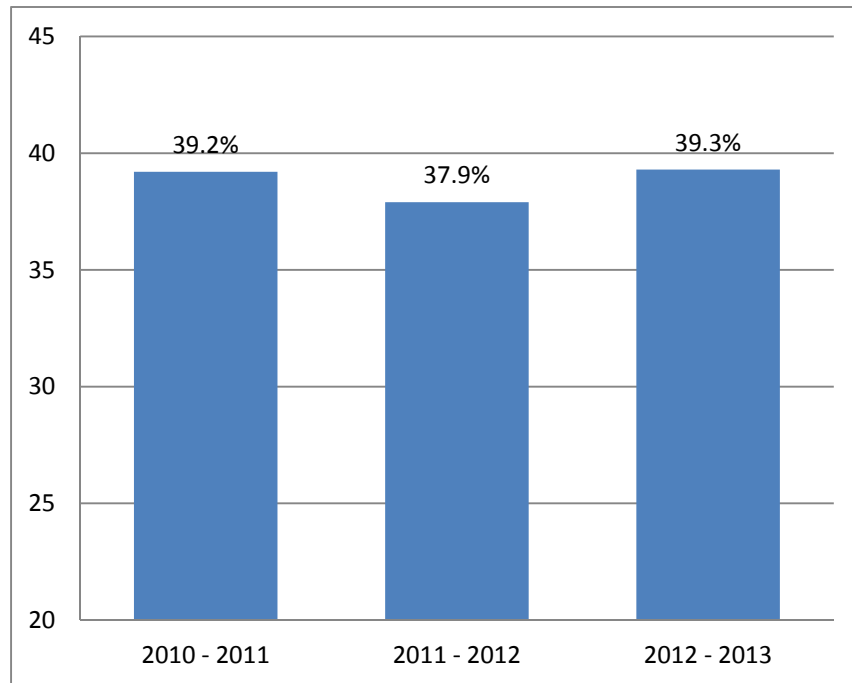
The Student Success and Support Program Act of 2012 also targets reform in counseling, advising, and other educational planning services. (A PowerPoint presentation outlining the provisions of the act can be reviewed at <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/SB1456StudentSuccessActOF2012.aspx>.) Services mandated under the Act include the provision of an educational plan to students which outlines the required courses and activities necessary for the student's timely attainment of their educational goal. The chart above illustrates the percentage of students enrolled at Fullerton College who avail themselves of counseling services during the reported academic year. Note that approximately 60% of the enrolled student population each year never visits a Student Services counselor. There are a number of factors that contribute to this, including staffing levels, student time constraints, a lack of understanding of the value these services can provide, and a growing preference among younger students for digitally provided services.

The provision of some Student Support Services can be accomplished through the leveraging of technical resources, a strategy supported and encouraged by the Student Success and Support Program. The use of technology can increase access to and the availability of support services for students. North Orange County Community College District is nearing completion of the implementation of an online software application that will assist students and counselors in building and reviewing educational plans for the district's students. It is



expected that this online tool will greatly expand Fullerton College’s ability to provide these important services to our students, as the college continues to work on fulfillment of the Student Success Act.

Percentage of Fullerton College Students Receiving Financial Aid, 2010-11 to 2012-13



(Source: Fullerton College Financial Aid Office Records)

Nearly 40 percent of the student population enrolled at Fullerton College receives some sort of financial aid each academic year. This percentage remains relatively stable even in times of cyclical fluctuation in enrollment levels and state funding. The Student Success initiative places stipulations on the eligibility for Board of Governors’ (BOG) fee waivers, one form of financial aid available to students. Students must meet academic and progress standards, as defined by the CCC Board of Governors, including participation in support services mandated by the Student Success Act. Eligibility standards for federal financial aid, including the Pell Grant, have tightened as well.

Monitoring of this benchmark as provisions of the act are implemented may be an indirect means of evaluating the college’s effectiveness in reaching these students. A notable decline in financial aid awards may indicate a decline in the number of students able to meet the new qualifying standards for the BOG fee waiver and the tighter standards for federal



aid. Because students receiving financial aid most often come from constrained socio-economic circumstances and balance many competing demands in their lives, their ability to succeed may be directly related to their ability to continue to qualify for financial aid.



Chapter VI: Fiscal Measurements

Fullerton College (FC) is part of the North Orange County Community College District (NOCCCD). As such, budget allocations are made to Fullerton College in accordance with the NOCCCD budget allocation model. A detailed description of that budget model may be found in the North Orange County Community College District Budget Allocation Handbook, and can be accessed online at www.nocccd.edu/Departments/Finance&Facilities.

FC is the largest single budget center within the NOCCCD, and represents approximately 39% of the district's annual General Fund budget. FC's total General Fund budget for the current fiscal year and the two preceding fiscal years is as follows:

Fiscal Year	Total General Fund Budget
2013-14	\$91,388,980
2012-13	\$89,959,228
2011-12	\$90,723,309

Personnel

Personnel allocations represent the actual salary and benefit costs for all permanent employees of the NOCCCD, including regular, contract, faculty, management, classified, and confidential staff. Personnel expenses account for over 85% of the district's annual operating budget. Therefore, this key component of the NOCCCD budget allocation model is closely monitored at the district level and, as such, budgeted amounts are "rolled" into the budgetary position control system. While these personnel costs are included in the figures above, FC does not have discretion over these allocations. Total personnel budgets included in the amounts above are \$70,984,494, \$70,595,984, and \$73,370,087, respectively.

FTES and Extended Day

One of the major budget components of the NOCCCD budget allocation model is to establish FTES targets for each of its FTES-generating budget centers, which approximate the expected FTES funding by the state. Each FTES-generating budget center is also provided with an Extended Day budget allocation to offset part-time faculty and full-time faculty overload expenditures related to generating the FTES target established by the district. FC's annual Extended Day budget allocation from the district is based on the previous year's allocation with adjustments made for part-time faculty salary increases, changes in FTES targets, and



adjustments for changes in the number of any teaching full-time faculty positions. The following table reflects FC’s FTES Targets and Extended Day allocations.

Fiscal Year	FTES Target	Extended Day Allocation
2013-14	17,187.09	\$8,552,729
2012-13	16,850.09	\$7,903,299
2011-12	16,990.47	\$7,781,189

While the amounts above reflect the FTES targets and the Extended Day allocations received via the NOCCCD budget allocation model, the college may choose to augment its Extended Day budget to support additional course offerings and/or to backfill for the equivalent portion of full-time teaching faculty who are partially reassigned to support other needs of the college’s instructional program. Any such augmentations come from the college’s one-time carryover budget, which is explained in a subsequent section titled “Carryover”. For the 2012-13 academic year, FC augmented its Extended Day allocation by \$1,124,987.

Operating Allocation

Another component of the NOCCCD budget allocation model is the Operating Allocation which provides budget centers with a funding allocation for discretionary expenditures including supplies, equipment, services, and non-classified hourly staff. FC’s annual Operating Allocation from the district is based on the previous year’s allocation, with approved augmentations for cost of living allowance (COLA) and/or growth funding, and with adjustments for any non-faculty personnel changes made by the college to either add new, or remove existing, permanent positions to/from the budget. For example, if the college chooses to create a new non-faculty permanent position, the college will receive a reduction to its operating allocation equal to the annual salary (at Step A) and benefit cost for the position added. Similarly, if the college chooses to eliminate a vacant non-faculty permanent position from the budget, the college will receive an increase to its operating allocation equal to the annual salary (at Step A) and benefit cost for the position eliminated. This is commonly referred to as the buying and selling of positions. Further explanation of this component of the NOCCCD budget allocation model may be found in Appendix A of the North Orange County Community College District Budget Allocation Handbook. FC’s Operating Allocation for the current fiscal year and the two preceding fiscal years is as follows:



Fiscal Year	Operating Allocation
2013-14	\$5,365,636
2012-13	\$7,143,692
2011-12	\$6,364,612

Carryover Funds

Carryover funds are funds that remain unspent from previous years' budget allocations. The NOCCCD budget practice is that once funds have been allocated to a particular budget center, that budget center may keep any conserved funds from one year to the next. This excludes items funded by the district such as full-time faculty positions, benefits, and District-wide expenses. To provide an example, if FC were to spend all but \$100,000 of its 2013-14 Operating Allocation, that \$100,000 becomes available for FC to "carry forward" into a subsequent budget year, until spent. This amount can then be used, one-time, per the college's discretion.

While FC's annual personnel costs for all permanent positions are already accounted for in the district's position control budgetary system and while the NOCCCD budget allocation model provides an annual allocation for Extended Day budgets and Operating Allocations, any temporary or hourly personnel expenditures incurred, and any augmentations provided for Extended Day or Operating Allocation needs, are covered using Carryover funds. Additionally, certain unforeseen items may transpire during the course of the year, requiring expenditures that were not previously budgeted. These too are funded using Carryover funds.

FC's Carryover funds are also closely tied to the college's integrated planning model as carryover dollars provide funding for resource requests approved through the college's Program Review Process and Strategic Action Plan Process, as well as any additional activities deemed priorities in support of the college's goals and objectives, and approved via the college's decision making process.



Conclusion

The college has made great strides toward improving student completion and in implementing measures to reduce the student achievement gap. This report has detailed the numerous initiatives designed to enhance support for student success and student completion. Results from the assessment of these programs and evaluation of their effectiveness need to be compiled and presented. These reports will assist the college in ensuring that resources are allocated to the programs that can achieve the greatest impact for students in reducing barriers to success, while minimizing duplication of these efforts.

Deficiencies in levels of preparation for college level work continue to represent a significant barrier to student success, persistence, and completion. African American and Pacific Islander students tend to have lower completion rates in Basic Skills classes than students from other ethnicities, indicating these students might benefit from additional support. The report demonstrates wide variance in completion rates across different levels of Basic Skills classes. Closer investigation of these discrepancies might yield additional information which could assist in the design of intervention techniques.

If incoming students continue to assess two or more levels below college level work in English and math, however, the sheer length of the remedial process will be a strong disincentive to student completion that needs to be overcome. The college has designed and implemented on a small scale a course in English that permits a student to progress more rapidly through the levels of remediation. The college will continue to monitor the effectiveness of this barrier to student progress and begin to look at implementation in other areas of basic skills.

As Fullerton College responds to and implements the reforms imposed through the Student Success and Support Program, an even greater focus will be placed on support for incoming students and the high school to college transition. The resulting higher levels of student support are expected to reinforce students' progress in their studies at Fullerton College and reduce barriers to success, simultaneously improving college progress toward the attainment of its goals and objectives.



Appendix A
District-Wide Tables



District-wide Transfer Completion & Persistence by Age

Age	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
19 & Under	18457	70%	17594	86%	21388	88%	30053	98%	16790	72%	16331	70%	19254	89%	26405	95%	14972	72%	14094	68%
20 - 24	23748	66%	28128	78%	26589	66%	38617	91%	24312	69%	28794	82%	27074	69%	35895	91%	24124	68%	28438	81%
25 - 29	8197	70%	5700	65%	6473	69%	8105	88%	5720	71%	5659	70%	6222	70%	7573	88%	5662	70%	5342	66%
30 - 34	2550	72%	2371	67%	2548	70%	3119	86%	2442	74%	2271	68%	2407	72%	2829	85%	2249	73%	1998	64%
35 - 39	1548	73%	1349	63%	1480	71%	1810	87%	1242	74%	1192	71%	1374	78%	1505	85%	1221	76%	1057	66%
40 - 49	2174	75%	1921	66%	2220	73%	2644	87%	2062	78%	1886	71%	2087	77%	2375	87%	1830	76%	1715	71%
50 and Over	1285	75%	1157	67%	1354	76%	1547	86%	1262	76%	1150	69%	1333	77%	1492	86%	1077	75%	1010	71%

District-wide Career & Technical (CTE) Completion & Persistence by Age

Age	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
19 & Under	290	68%	239	56%	297	67%	387	87%	272	76%	167	46%	280	70%	328	82%	240	78%	172	56%
20 - 24	1019	74%	887	64%	1172	76%	1301	84%	1114	79%	893	64%	1158	80%	1149	79%	928	77%	752	62%
25 - 29	848	75%	608	54%	819	76%	840	78%	711	78%	551	60%	723	80%	699	78%	719	81%	537	61%
30 - 34	520	75%	412	59%	592	75%	621	78%	445	76%	331	56%	422	79%	360	68%	384	73%	270	51%
35 - 39	433	76%	299	52%	438	75%	402	68%	335	73%	228	50%	328	80%	278	68%	333	78%	208	49%
40 - 49	799	69%	489	42%	836	71%	784	67%	726	78%	459	49%	725	78%	552	59%	693	77%	447	49%
50 and Over	848	68%	377	30%	837	70%	629	52%	781	75%	375	36%	791	75%	521	49%	726	73%	400	40%

District-wide Basic Skills & ESL Completion & Persistence by Age

Age	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
19 & Under	2532	62%	2134	52%	2888	59%	4689	96%	2242	68%	1894	57%	2883	65%	4173	95%	2214	68%	1842	56%
20 - 24	1665	60%	1782	64%	1826	58%	2778	88%	1727	63%	1852	68%	1882	62%	2598	86%	1662	64%	1746	67%
25 - 29	574	68%	466	55%	566	63%	787	88%	511	68%	483	61%	534	70%	611	80%	398	68%	312	54%
30 - 34	291	66%	226	51%	289	68%	356	84%	308	74%	241	58%	310	73%	346	82%	234	67%	192	55%
35 - 39	247	73%	206	61%	240	70%	287	83%	204	76%	171	63%	227	75%	237	78%	163	72%	148	65%
40 - 49	401	76%	292	56%	381	75%	436	86%	337	75%	303	67%	368	78%	395	84%	285	77%	240	65%
50 and Over	206	73%	165	59%	193	66%	264	90%	162	71%	171	75%	172	73%	215	91%	130	65%	147	74%



District-wide Career & Technical (CTE) Completion & Persistence by Gender

Gender	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
F	3102	73%	2631	62%	3292	74%	3115	70%	2870	77%	2408	65%	3030	80%	2773	73%	2820	78%	2379	66%
M	1555	71%	1310	60%	1594	72%	1634	74%	1412	77%	1105	60%	1285	74%	1252	72%	1118	74%	978	65%
N	100	68%	92	63%	105	70%	100	66%	102	68%	80	53%	112	76%	99	67%	85	79%	70	65%

District-wide Basic Skills & ESL Completion & Persistence by Gender

Gender	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
F	3397	86%	2937	57%	3593	83%	5190	91%	3108	89%	2878	84%	3569	88%	4657	89%	2954	89%	2539	59%
M	2447	81%	2327	58%	2704	59%	4142	90%	2308	85%	2211	83%	2725	84%	3805	90%	2068	84%	1962	81%
N	74	84%	58	50%	82	54%	137	90%	77	86%	88	76%	82	85%	113	90%	64	54%	73	82%

District-wide Other Completion & Persistence by Gender

Gender	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
F	1348	59%	1556	68%	1505	59%	2248	89%	1242	64%	1485	76%	1397	64%	1950	90%	1257	62%	1514	75%
M	1524	63%	1618	67%	1707	66%	2249	87%	1259	63%	1425	71%	1511	66%	1990	87%	1407	65%	1487	69%
N	39	68%	41	71%	44	72%	56	91%	51	70%	46	63%	46	68%	59	88%	34	66%	44	86%

District-wide Career & Technical (CTE) Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	203	65%	145	46%	195	63%	243	78%	200	74%	148	55%	189	72%	191	73%	149	76%	108	55%
American Indian/Alaskan Native	24	66%	20	55%	33	82%	35	87%	37	78%	28	59%	23	67%	27	79%	13	59%	14	63%
Asian	985	75%	634	48%	1002	76%	978	74%	799	79%	541	54%	806	82%	664	67%	714	81%	489	55%
Filipino	311	74%	228	54%	304	77%	289	73%	310	83%	187	50%	287	80%	248	69%	301	82%	171	46%
Hispanic	1462	67%	1100	50%	1558	68%	1607	70%	1453	73%	1018	51%	1473	74%	1333	67%	1380	72%	978	51%
Pacific Islander	24	61%	20	51%	23	65%	28	80%	14	70%	8	40%	17	68%	9	36%	21	63%	14	42%
Unknown	289	74%	164	42%	276	77%	225	63%	210	76%	128	46%	195	79%	120	49%	164	72%	112	49%
White Non-Hispanic	1360	76%	920	51%	1517	77%	1472	74%	1300	80%	901	55%	1371	81%	1248	74%	1236	80%	876	56%



District-wide Basic Skills & ESL Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	254	50%	280	55%	281	48%	525	91%	223	53%	263	63%	270	54%	434	87%	185	56%	198	60%
American Indian/Alaskan Native	44	69%	38	60%	36	56%	62	96%	35	66%	38	71%	44	80%	51	92%	24	57%	23	54%
Asian	998	74%	726	54%	1029	72%	1305	91%	803	75%	664	62%	984	77%	1128	88%	747	75%	574	58%
Filipino	198	68%	153	52%	256	67%	357	94%	212	74%	177	61%	232	70%	311	93%	196	75%	185	71%
Hispanic	2683	61%	2514	57%	3082	58%	4822	92%	2784	66%	2615	62%	3387	65%	4709	90%	2840	65%	2644	60%
Pacific Islander	46	63%	38	52%	40	55%	68	94%	30	58%	33	64%	34	61%	42	76%	15	44%	16	47%
Unknown	185	60%	196	64%	163	58%	267	95%	131	62%	153	73%	106	65%	146	89%	86	71%	89	73%
White Non-Hispanic	1398	65%	1215	56%	1408	62%	2060	91%	1215	69%	1075	61%	1268	66%	1688	88%	962	68%	860	61%

District-wide Other Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	98	45%	137	64%	139	59%	210	90%	72	48%	108	73%	102	55%	159	86%	112	57%	147	75%
American Indian/Alaskan Native	27	64%	31	73%	36	59%	58	95%	35	71%	35	71%	40	72%	49	89%	24	72%	22	66%
Asian	348	68%	297	58%	391	67%	500	86%	327	70%	339	72%	343	70%	427	87%	298	69%	292	67%
Filipino	118	65%	134	74%	123	66%	167	89%	114	64%	133	75%	132	65%	183	90%	124	70%	140	79%
Hispanic	1002	54%	1255	68%	1201	57%	1838	88%	1050	60%	1265	73%	1287	62%	1838	89%	1161	60%	1367	71%
Pacific Islander	25	59%	24	57%	20	62%	28	87%	15	55%	23	85%	7	28%	22	88%	8	34%	17	73%
Unknown	129	66%	149	76%	131	71%	169	92%	72	67%	89	83%	74	63%	114	97%	56	61%	80	87%
White Non-Hispanic	1109	68%	1124	69%	1162	67%	1509	87%	825	66%	905	73%	949	71%	1174	87%	898	68%	959	73%

District-wide Transfer Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Certificate seeking	1192	71%	1042	62%	1159	65%	1425	85%	1000	75%	875	66%	1044	76%	1191	86%	908	75%	780	63%
Degree seeking	6785	69%	6488	66%	7083	67%	9473	89%	6854	71%	7002	72%	6899	69%	8907	90%	6380	70%	6607	73%
Other	17501	69%	14684	58%	17728	68%	22372	86%	15898	71%	14297	64%	16693	70%	20382	85%	14961	70%	13497	63%
Transfer seeking	44439	68%	48428	74%	50417	67%	69156	93%	44069	70%	48386	77%	49494	69%	65691	92%	42557	70%	45789	75%



District-wide Career & Technical (CTE) Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Certificate seeking	435	75%	395	68%	427	76%	405	72%	374	81%	288	62%	370	78%	370	78%	316	82%	255	66%
Degree seeking	735	80%	746	82%	790	80%	919	93%	715	84%	685	81%	748	85%	826	94%	683	82%	656	79%
Diploma seeking	70	57%	76	62%	59	53%	71	64%	51	78%	39	60%	50	64%	45	57%	64	66%	62	64%
Other	3201	70%	2455	54%	3356	72%	2941	63%	2957	75%	2198	56%	2951	77%	2458	64%	2752	76%	2182	60%
Transfer seeking	1077	76%	1082	76%	1220	77%	1464	92%	990	78%	1008	79%	1026	76%	1251	93%	882	75%	898	76%
Transfer to Credit	1	100%	0	0%	5	83%	4	66%	0	0%	0	0%	1	100%	0	0%	1	100%	0	0%

District-wide Basic Skills & ESL Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Certificate seeking	83	70%	49	41%	96	71%	115	85%	69	61%	70	62%	65	65%	80	80%	71	76%	51	54%
Degree seeking	838	61%	680	49%	803	56%	1258	89%	717	62%	722	62%	726	62%	1023	88%	608	63%	622	64%
Diploma seeking	301	99%	225	74%	302	98%	222	72%	296	100%	201	67%	388	98%	316	81%	290	99%	174	59%
Other	2488	67%	1900	51%	2439	65%	3151	84%	2364	72%	1849	56%	2515	70%	3031	84%	2055	71%	1526	52%
Transfer seeking	3707	60%	3576	58%	4155	57%	6762	93%	3498	64%	3476	63%	4242	63%	6079	90%	3491	64%	3311	60%
Transfer to Credit	0	0%	0	0%	0	0%	0	0%	2	100%	2	100%	0	0%	0	0%	0	0%	0	0%

District-wide Other Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Certificate seeking	199	75%	185	70%	188	81%	185	80%	135	75%	118	65%	143	74%	163	85%	159	82%	121	62%
Degree seeking	618	67%	512	67%	663	67%	717	85%	454	68%	465	70%	511	70%	646	89%	489	70%	534	77%
Other	1324	68%	1116	57%	1392	70%	1627	81%	1043	69%	994	65%	1148	69%	1365	82%	1101	67%	1056	64%
Transfer seeking	1732	55%	2151	69%	2028	57%	3142	89%	1682	59%	2140	76%	1955	61%	2816	88%	1727	58%	2188	74%



Appendix B
Fullerton College Tables



Fullerton College Transfer Completion & Persistence by Age

Age	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
19 & Under	11005	68%	10857	67%	12661	67%	18120	96%	9727	71%	9730	71%	11647	69%	16241	96%	9227	71%	8662	67%
20 - 24	14369	65%	17610	79%	16299	66%	22688	92%	14078	68%	17286	84%	15875	68%	21443	92%	13892	68%	16778	82%
25 - 29	3273	70%	3003	64%	3512	68%	4382	85%	3065	71%	3133	72%	3386	70%	4103	84%	2968	68%	2868	66%
30 - 34	1122	69%	1055	65%	1171	70%	1425	85%	1087	74%	963	65%	1139	70%	1357	84%	1063	69%	952	62%
35 - 39	607	70%	511	59%	626	71%	730	83%	506	73%	457	66%	625	76%	685	83%	581	75%	486	63%
40 - 49	915	76%	787	66%	924	72%	1088	85%	801	75%	773	73%	811	72%	923	82%	719	74%	638	66%
50 and Over	609	75%	548	68%	655	78%	722	86%	579	75%	550	71%	643	78%	699	84%	519	76%	464	68%

Fullerton College Career & Technical (CTE) Completion & Persistence by Age

Age	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
19 & Under	153	79%	132	68%	165	71%	226	97%	119	77%	104	67%	140	72%	188	97%	127	81%	104	66%
20 - 24	411	79%	374	72%	436	79%	494	90%	388	82%	337	71%	375	79%	443	94%	289	76%	269	70%
25 - 29	216	82%	142	54%	184	77%	205	85%	176	82%	127	59%	144	81%	162	91%	124	75%	104	63%
30 - 34	72	78%	53	58%	95	83%	92	80%	78	83%	58	62%	53	77%	57	83%	57	77%	36	49%
35 - 39	35	67%	25	48%	38	66%	41	71%	36	72%	27	54%	34	81%	37	88%	38	76%	28	56%
40 - 49	62	74%	46	55%	67	73%	73	79%	51	81%	40	64%	40	73%	42	76%	54	75%	36	50%
50 and Over	54	83%	41	63%	58	87%	50	75%	48	89%	30	56%	31	76%	36	88%	36	71%	33	65%

Fullerton College Basic Skills & ESL Completion & Persistence by Age

Age	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
19 & Under	1460	60%	1207	50%	1601	54%	2849	97%	1142	64%	977	55%	1634	61%	2527	95%	1301	64%	1070	53%
20 - 24	874	56%	1038	67%	978	54%	1613	88%	827	60%	1002	73%	946	56%	1475	87%	855	62%	943	68%
25 - 29	281	64%	243	55%	279	57%	418	86%	217	62%	218	63%	264	67%	307	78%	200	62%	170	53%
30 - 34	125	63%	98	49%	142	62%	184	81%	143	70%	112	55%	138	64%	173	80%	109	63%	88	51%
35 - 39	94	67%	68	48%	95	60%	113	71%	85	72%	51	43%	99	71%	117	84%	72	69%	76	72%
40 - 49	181	72%	136	54%	172	69%	219	87%	145	71%	137	67%	157	69%	183	81%	127	73%	94	54%
50 and Over	99	69%	77	54%	96	64%	136	90%	82	71%	77	66%	96	71%	121	89%	75	67%	82	73%



Fullerton College Other Completion & Persistence by Age

Age	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
19 & Under	444	53%	532	64%	543	57%	841	88%	350	59%	422	71%	570	65%	760	87%	374	59%	375	60%
20 - 24	554	55%	771	76%	684	60%	990	86%	503	58%	696	80%	580	59%	868	88%	536	59%	728	80%
25 - 29	214	68%	190	60%	223	65%	276	81%	143	64%	144	65%	202	75%	210	78%	157	61%	160	62%
30 - 34	84	69%	78	64%	88	69%	109	85%	46	60%	47	61%	81	68%	91	76%	71	76%	56	60%
35 - 39	57	78%	39	53%	71	75%	77	81%	41	67%	38	62%	43	81%	47	89%	35	75%	25	53%
40 - 49	107	82%	71	54%	105	81%	106	82%	66	77%	52	61%	48	74%	48	74%	60	68%	48	55%
50 and Over	119	78%	116	76%	101	84%	99	82%	40	82%	32	65%	59	87%	55	81%	47	80%	34	58%

Fullerton College Transfer Completion & Persistence by Gender

Gender	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
F	16610	68%	17494	72%	18503	69%	24870	92%	15186	71%	16594	77%	17473	70%	22781	91%	14842	71%	15573	74%
M	14904	66%	16519	73%	16880	66%	23631	92%	14236	69%	15839	77%	16139	67%	22024	92%	13706	68%	14843	73%
N	391	71%	408	74%	466	67%	655	95%	422	72%	460	78%	515	73%	647	92%	420	70%	433	72%

Fullerton College Career & Technical (CTE) Completion & Persistence by Gender

Gender	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
F	488	80%	383	63%	473	79%	525	87%	434	82%	345	66%	377	82%	424	93%	370	79%	284	61%
M	502	78%	416	64%	554	76%	636	87%	442	80%	365	66%	429	75%	523	91%	338	73%	310	67%
N	13	72%	14	78%	16	73%	20	91%	20	87%	13	57%	11	55%	18	90%	17	94%	16	89%

Fullerton College Basic Skills & ESL Completion & Persistence by Gender

Gender	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
F	1773	64%	1524	55%	1877	58%	2939	91%	1497	66%	1417	63%	1861	64%	2596	89%	1581	67%	1383	58%
M	1292	56%	1300	56%	1441	53%	2508	92%	1107	61%	1112	61%	1422	58%	2233	91%	1109	60%	1082	59%
N	51	65%	43	55%	43	46%	87	93%	37	63%	45	76%	51	65%	74	94%	49	54%	58	64%



Fullerton College Other Completion & Persistence by Gender

Gender	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
F	611	55%	766	69%	735	58%	1100	87%	459	58%	628	79%	666	64%	914	87%	491	59%	589	70%
M	944	63%	1003	67%	1047	65%	1356	84%	701	62%	777	69%	888	66%	1131	84%	771	63%	811	66%
N	24	60%	28	70%	32	74%	42	98%	29	69%	26	62%	29	69%	34	81%	18	62%	26	90%

Fullerton College Transfer Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	1096	57%	1283	67%	1256	58%	1944	90%	1027	61%	1215	72%	1224	62%	1801	91%	902	59%	1038	68%
American Indian/Alaskan Native	227	61%	287	77%	277	67%	389	94%	280	73%	268	69%	294	68%	400	92%	221	70%	238	75%
Asian	5177	75%	4925	71%	5912	74%	7197	91%	4407	74%	4436	75%	5350	75%	6477	90%	4475	75%	4279	72%
Filipino	1067	68%	1052	67%	1202	68%	1610	91%	1094	73%	1095	73%	1250	71%	1611	92%	1058	73%	1060	74%
Hispanic	11653	62%	13633	73%	13417	62%	19923	92%	11975	66%	13973	77%	14280	65%	20153	92%	12888	66%	14309	73%
Pacific Islander	163	58%	174	62%	183	62%	264	90%	130	65%	156	78%	145	63%	205	90%	108	56%	119	62%
Unknown	1550	72%	1728	80%	1527	72%	2020	96%	1171	74%	1405	88%	1111	71%	1478	94%	724	72%	923	91%
White Non-Hispanic	10422	71%	10728	73%	11449	71%	14930	92%	9326	73%	9763	77%	10018	72%	12708	91%	8340	73%	8507	74%

Fullerton College Career & Technical (CTE) Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	36	68%	23	43%	36	74%	44	90%	33	83%	24	60%	16	59%	21	78%	18	69%	20	77%
American Indian/Alaskan Native	12	86%	9	64%	12	86%	14	100%	12	71%	14	82%	4	50%	8	100%	1	50%	1	50%
Asian	120	80%	105	70%	119	72%	136	82%	113	84%	78	58%	97	80%	108	89%	100	79%	75	59%
Filipino	25	78%	18	56%	26	84%	26	84%	25	93%	17	63%	21	68%	28	90%	23	77%	19	63%
Hispanic	353	77%	306	67%	387	77%	440	87%	348	78%	301	68%	322	74%	402	93%	304	73%	261	63%
Pacific Islander	3	75%	4	100%	7	100%	5	71%	2	67%	1	33%	3	75%	4	100%	2	40%	3	60%
Unknown	45	82%	31	56%	43	77%	52	93%	27	79%	26	77%	18	72%	22	88%	15	71%	15	71%
White Non-Hispanic	394	80%	302	62%	398	78%	443	87%	328	83%	255	64%	329	84%	363	92%	259	80%	213	66%



Fullerton College Basic Skills & ESL Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	104	43%	124	51%	119	42%	258	90%	85	48%	112	63%	129	49%	240	92%	78	47%	98	59%
American Indian/Alaskan Native	17	61%	19	68%	17	46%	35	95%	20	59%	23	68%	29	76%	36	95%	15	63%	16	67%
Asian	460	71%	336	52%	462	67%	621	90%	362	71%	310	61%	451	72%	544	87%	347	73%	274	58%
Filipino	58	62%	49	53%	89	66%	120	90%	68	75%	49	54%	97	70%	126	91%	59	64%	64	70%
Hispanic	1454	57%	1398	55%	1659	52%	2905	92%	1366	62%	1350	61%	1829	59%	2831	91%	1600	61%	1497	57%
Pacific Islander	16	62%	9	35%	19	56%	32	94%	7	54%	5	39%	14	54%	17	65%	3	30%	2	20%
Unknown	112	59%	117	62%	97	55%	166	94%	75	64%	88	75%	63	62%	95	94%	41	67%	53	87%
White Non-Hispanic	832	64%	755	58%	842	59%	1306	91%	627	67%	587	63%	701	63%	979	88%	585	68%	502	59%

Fullerton College Other Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	41	39%	61	59%	63	61%	90	87%	22	40%	31	56%	33	53%	52	84%	28	45%	43	69%
American Indian/Alaskan Native	21	68%	23	74%	19	59%	30	94%	14	61%	17	74%	20	71%	23	82%	13	81%	9	56%
Asian	144	73%	118	60%	142	64%	186	83%	104	65%	113	71%	157	72%	179	83%	129	70%	113	61%
Filipino	35	61%	38	67%	37	71%	41	79%	23	50%	36	78%	40	63%	51	80%	41	77%	39	74%
Hispanic	575	52%	754	68%	717	56%	1104	86%	527	58%	676	74%	734	60%	1052	86%	631	58%	736	67%
Pacific Islander	9	64%	7	50%	12	71%	14	82%	8	67%	11	92%	3	33%	8	89%	2	25%	6	75%
Unknown	83	69%	91	75%	84	74%	105	92%	35	58%	48	80%	49	64%	75	97%	26	52%	45	90%
White Non-Hispanic	648	67%	680	70%	712	68%	886	85%	443	66%	476	71%	538	73%	621	84%	401	66%	423	69%

Fullerton College Transfer Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Certificate seeking	463	72%	360	56%	483	70%	575	83%	395	73%	359	66%	454	71%	541	84%	392	74%	329	62%
Degree seeking	2789	65%	2799	65%	3012	64%	4207	89%	2695	67%	2915	72%	2857	66%	3806	88%	2526	66%	2768	72%
Other	8989	67%	7804	58%	9191	67%	11666	85%	7723	70%	7170	65%	8499	68%	10433	83%	7566	69%	6755	61%
Transfer seeking	26416	67%	29695	75%	30222	67%	42071	93%	25355	70%	28817	79%	29146	68%	39468	93%	24956	69%	27157	75%



Fullerton College Career & Technical (CTE) Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Certificate seeking	108	84%	68	53%	117	86%	109	80%	116	89%	76	58%	97	85%	104	91%	95	88%	66	61%
Degree seeking	148	80%	136	73%	153	77%	177	89%	140	81%	125	73%	132	79%	143	86%	134	72%	111	60%
Other	527	79%	378	56%	569	78%	589	81%	469	81%	302	52%	391	81%	435	90%	332	78%	221	52%
Transfer seeking	442	74%	415	70%	458	71%	582	91%	392	76%	389	76%	383	71%	508	84%	375	74%	373	73%

Fullerton College Basic Skills & ESL Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Certificate seeking	34	67%	19	37%	32	60%	42	79%	29	67%	25	58%	29	54%	41	76%	28	67%	22	52%
Degree seeking	402	58%	333	48%	416	54%	666	86%	349	62%	358	64%	371	59%	544	87%	315	64%	302	61%
Other	1211	62%	929	48%	1152	58%	1697	85%	1041	66%	828	53%	1199	63%	1581	84%	1041	67%	757	49%
Transfer seeking	2283	60%	2203	57%	2560	55%	4282	92%	1960	63%	1966	64%	2631	61%	3886	90%	2143	63%	2037	60%

Fullerton College Other Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2010				Spring 2011				Fall 2011				Spring 2012				Fall 2012			
	Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence		Completion		Persistence	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Certificate seeking	81	76%	59	56%	76	79%	66	69%	49	67%	40	55%	67	79%	67	79%	63	85%	39	53%
Degree seeking	214	64%	208	63%	243	63%	299	77%	163	61%	176	65%	178	64%	235	84%	144	59%	173	71%
Other	715	68%	605	58%	737	69%	828	78%	437	66%	414	62%	598	67%	673	75%	495	65%	433	57%
Transfer seeking	998	54%	1303	71%	1230	58%	1850	87%	810	56%	1103	77%	1158	63%	1567	85%	908	57%	1136	72%



Appendix C

CTE Employment Outcomes



Career & Technical Education (CTE) Employment Outcomes Survey 2013 Statewide Results, California Community Colleges

Background

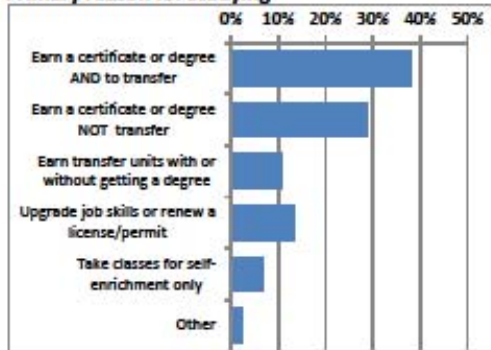
Skills-building students from 35 participating California Community Colleges were surveyed if they met one of the following criteria in 2010-2011, and did not enroll in 2011-2012: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2013 first by e-mail, then by US mail, then by telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career.

The sample consisted of 47,436 unduplicated students, 3,658 of whom responded by e-mail (8%), 3,132 by US mail (7%) and 4,805 by telephone (10%) for a total response rate of 24%.

Results

- Respondents were asked their primary reason for studying at California Community Colleges, and the majority (67%) indicated earning a certificate or degree (with or without transfer). Figure 1 shows the results.

Figure 1
Primary reason for studying



- Respondents were asked why they stopped taking classes at California Community Colleges. Here are the most frequently cited reasons, in rank order of frequency:

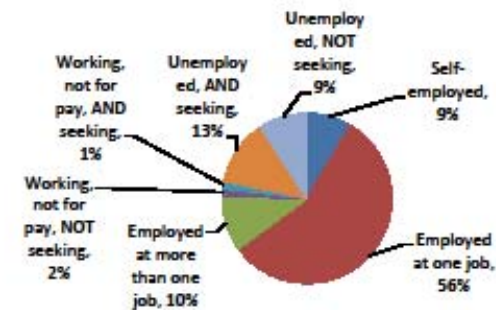
- ✓ I completed the program (4,400)
- ✓ My goals were met (4,205)
- ✓ I transferred to another school (2,622)
- ✓ I got a job (1,867)
- ✓ I didn't have enough time for classes (1,117)
- ✓ Classes I needed were not available (1,081)
- ✓ Family or personal reasons (948)

- 56% of former students were "very satisfied" with the education and training they received and 35% were "satisfied" for an overall satisfaction rate of 92%.

- 35% of respondents indicated they had transferred to a 4-year institution to pursue a Bachelor's Degree.

- 75% of respondents are employed for pay. Figure 2 shows the results.

Figure 2
Current Employment Status



- Overall, statewide, students who transferred have twice the likelihood of being unemployed and not seeking employment, likely because they are enrolled at a four year institution.





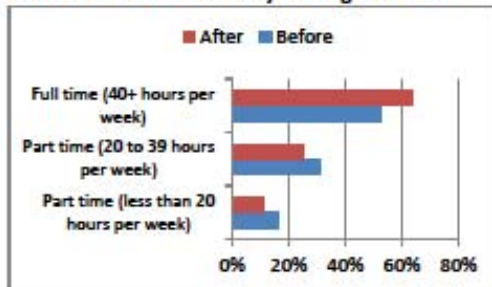
- Respondents were asked, if currently employed, how closely related their job is to their field of study at California Community Colleges. Nearly half (48%) indicated they are working in the same field as their studies and training, followed by more than a fifth (22%) indicating they work in a field that is “close” to their studies and training, and 30% indicated their job is not related to their studies.

- Of those respondents who engaged in a job search after finishing their studies, 32% reported finding a job and 11% were still looking (the remaining respondents were not looking or were already employed). Of those with a successful job search, 78% found a job within six months (61% within three months).

- 3,963 respondents (8%) indicated they obtained an industry certification or licensure and 754 (2%) indicated they obtained journey-level status in the same field of study after finishing their coursework.

- Before their studies, 52% of respondents worked full time. After completing their studies, 64% work full time. Figure 3 shows the results.

Figure 3
Work status before studies/training and after



- The hourly wage of all respondents increased 28% from their hourly wage before their studies (\$18.34) to their hourly wage after completing their studies (\$23.51). Figure 4 shows the results.

Figure 4
Earnings before studies/training and after



- Respondents were asked what impact their coursework had on their employment. Here are the reasons, listed in rank order of frequency:

- ✓ Prepared me for a possible new job (251)
- ✓ Enabled me to learn skills that allowed me to get a job at a new organization (240)
- ✓ No impact on my employment (186)
- ✓ Enabled me to learn skills that allowed me to stay in my current job (115)
- ✓ Enabled me to learn skills that allowed me to get a promotion at my same organization (63)
- ✓ Enabled me to start my own business (58)

Summary and Conclusions

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed, are working in the same field as their studies or training, and are working full time. Respondents overall posted a 28% increase in their hourly wage after completing their studies at California Community Colleges and the vast majority were satisfied with the education and training they received.



Career & Technical Education (CTE) Employment Outcomes Survey 2013 Fullerton College

Background

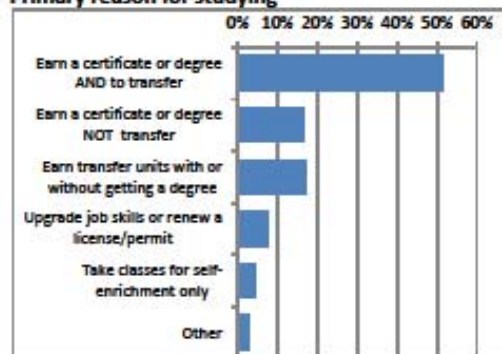
Skills-building students from Fullerton College were surveyed if they met one of the following criteria in 2010-2011, and did not enroll in 2011-2012: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2013 first by e-mail, then by US mail, then by telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career.

The sample consisted of 2,944 unduplicated students, 207 of whom responded by e-mail (7%), 169 by US mail (6%) and 338 by telephone (12%) for a total response rate of 24%.

Results

- Respondents were asked their primary reason for studying at Fullerton College, and the majority (68%) indicated earning a certificate or degree (with or without transfer). Figure 1 shows the results.

Figure 1
Primary reason for studying



- Respondents were asked why they stopped taking classes at Fullerton College. Here are the most frequently cited reasons, in rank order of frequency:

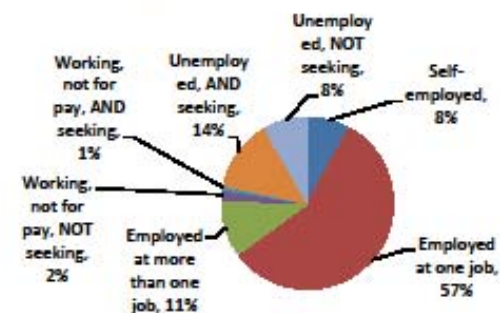
- ✓ I transferred to another school (287)
- ✓ My goals were met (238)
- ✓ I completed the program (217)
- ✓ I got a job (69)
- ✓ Relocation (57)
- ✓ Classes I needed were not available (57)

- 54% of former students were "very satisfied" with the education and training they received at Fullerton College, and 37% were "satisfied" for an overall satisfaction rate of 91%.

- 56% of respondents indicated they had transferred to a 4-year institution to pursue a Bachelor's Degree.

- 76% of respondents are employed for pay. Figure 2 shows the results.

Figure 2
Current Employment Status



- Overall, statewide, students who transferred have twice the likelihood of being unemployed and not seeking employment, likely because they are enrolled at a four year institution.



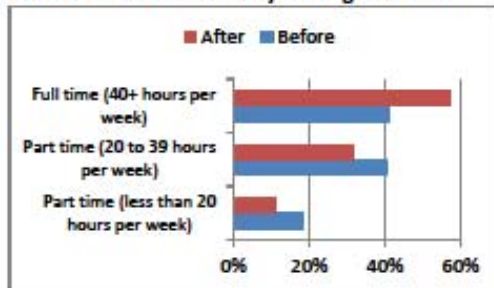
- Respondents were asked, if currently employed, how closely related their job is to their field of study at Fullerton College. Over a third (36%) indicated they are working in the same field as their studies and training, followed by a quarter (24%) indicating they work in a field that is “close” to their studies and training, and 40% indicated their job is not related to their studies.

- Of those respondents who engaged in a job search after finishing their studies, 24% reported finding a job and 10% were still looking (the remaining respondents were not looking or were already employed). Of those with a successful job search, 82% found a job within six months (67% within three months).

- 140 respondents (5%) indicated they obtained an industry certification or licensure and 35 (1%) indicated they obtained journey-level status in the same field of study after finishing their coursework.

- Before their studies, 41% of respondents worked full time. After completing their studies, 57% work full time. Figure 3 shows the results.

Figure 3
Work status before studies/training and after



- The hourly wage of all respondents increased 30% from their hourly wage before their studies (\$14.96) to their hourly wage after completing their studies (\$19.49). Figure 4 shows the results.

Figure 4
Earnings before studies/training and after



- Respondents were asked what impact their coursework had on their employment. Here are the reasons, listed in rank order of frequency:

- ✓ No impact on my employment (296)
- ✓ Prepared me for a possible new job (162)
- ✓ Enabled me to learn skills that allowed me to get a job at a new organization (103)
- ✓ Enabled me to learn skills that allowed me to stay in my current job (74)
- ✓ Enabled me to learn skills that allowed me to get a promotion at my same organization (43)
- ✓ Enabled me to start my own business (37)

Summary and Conclusions

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed, are working in the same field as their studies or training, and are working full time. Respondents overall posted a 30% increase in their hourly wage after completing their studies at Fullerton College and the vast majority were satisfied with the education and training they received.



