

# FULLERTON COLLEGE

2013-2014

## INSTITUTIONAL EFFECTIVENESS REPORT



FALL 2014

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## Executive Summary

Founded in 1913, during the past year Fullerton College celebrated its Centennial and looked 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.

The 2013-2014 year continued the statewide fiscal improvement experienced in 2012-2013 and Fullerton College seized the opportunity to progress the college's Institutional Goals and Objectives, with a focus on improving student completion and reducing the achievement gap among student subpopulations. 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.

The *2013-2014 Institutional Effectiveness Report* highlights Fullerton College's commitment to providing a high quality and affordable education to our ever-growing population of students. Fullerton College has experienced great success in narrowing the achievement gap, increasing the preparedness of our students through high school partnerships, and through our commitment to increase student success and program completions. With the inclusion of the 2014 Fact Book and 2014 Environmental Scan, this document is a central resource for college wide planning that will be used to guide Fullerton College over the next year.



## 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 one presents data compiled by North Orange County Community College District IT Services. The data examines successful course completion and persistence rates of differing student populations and demographic groups, both from a district-wide and individual college (Fullerton College) level.

Fullerton College student demographics and background characteristics are examined in the second chapter. Trends in the characteristics of students enrolling at Fullerton College are exhibited and discussed.

Chapter three focuses on institutional effectiveness measures, including course success rates, Fullerton College Student Success Scorecard indicators, degree and certification completion, and student assessment results 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.

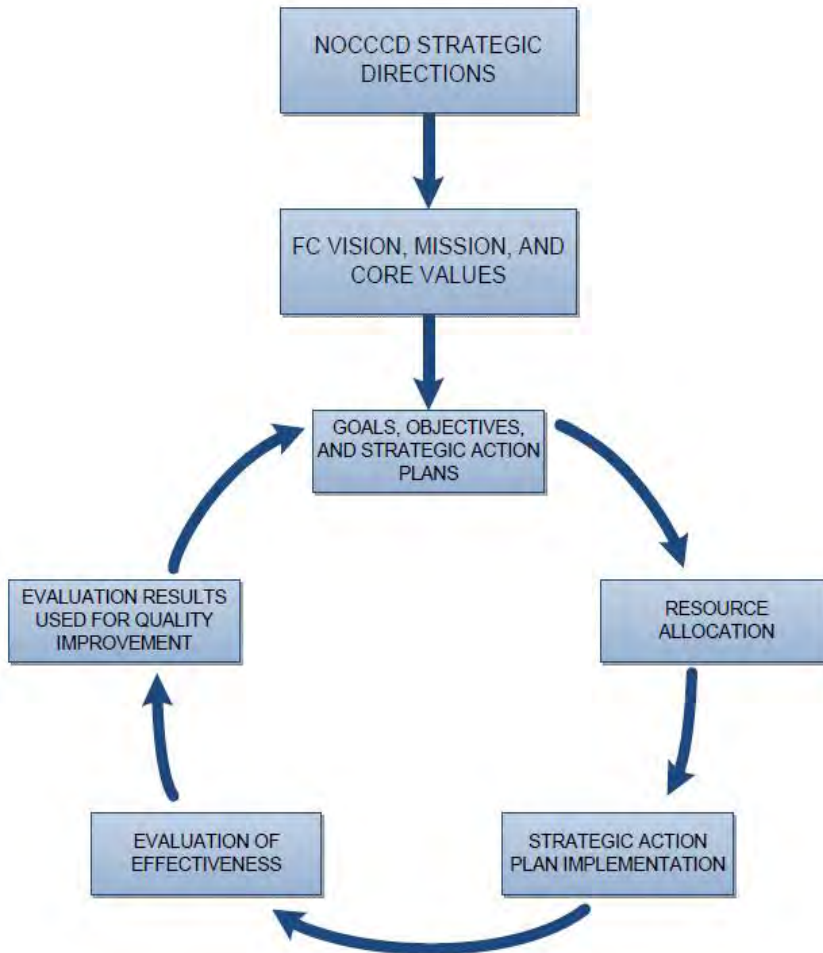
As accompanying pieces to the Fullerton College 2013-2014 Institutional Effectiveness report, the 2014 Fact Book and 2014 Environmental Scan can be found in the appendix of this report.



## 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 2013-2015 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.

Objective 5: Increase the persistence rate of students.

### **Goal 2: Fullerton College will reduce the achievement gap.**

Objective 1: Address the needs of English language learners.

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

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

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

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

Objective 1: Strengthen our contacts with Alumni.

Objective 2: Strengthen partnerships with local feeder high schools.

Objective 3: Strengthen partnerships with local business and industry.

Objective 4: Increase funding capabilities of the college.

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



# 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 One of each campus Institutional Effectiveness Report with the required items rather than to create a new standalone document. Data is presented in graphs and the accompanying data tables are available in the appendix.

## Definitions

### Successful Course Completion

Successful course 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 successful course completions. Successful course completion is displayed as a count (total successful grades in all applicable sections) and percent (percentage of successful student course completions 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, thus we are not including summer terms. New students are not included in the denominator and do not count for or against the persistence rate. 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

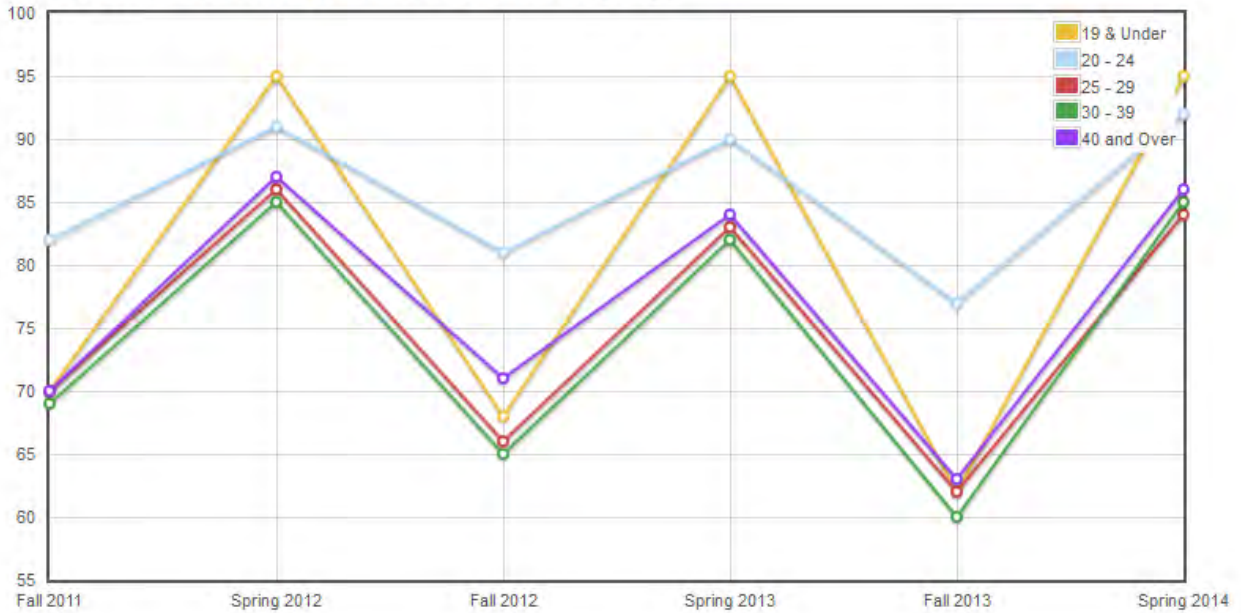




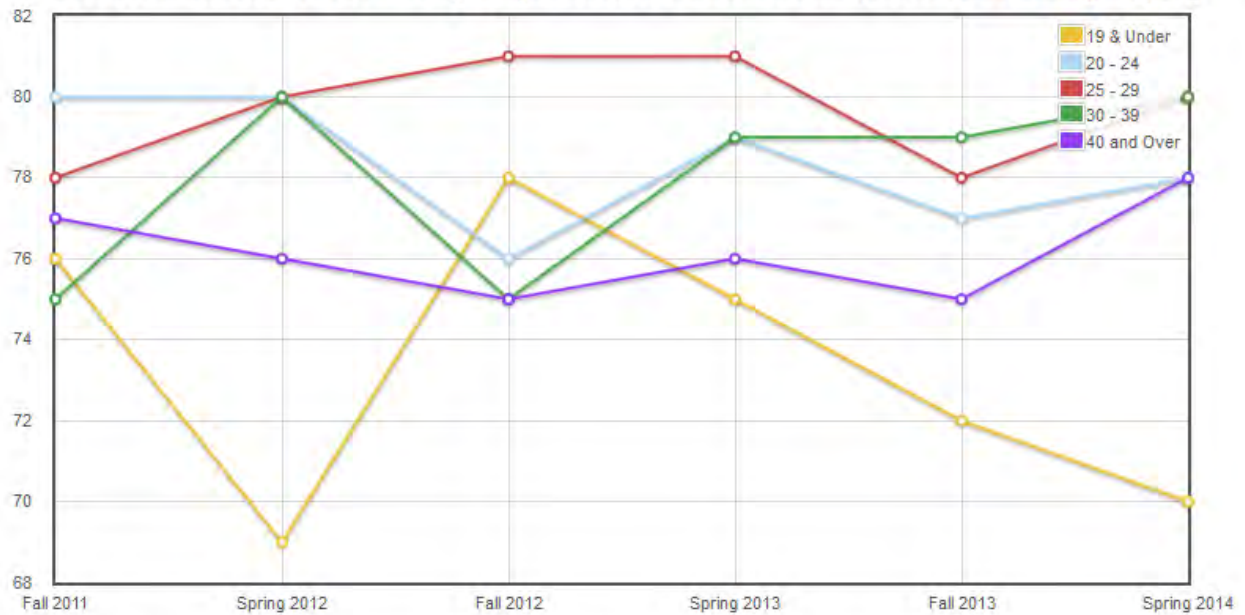
**District Wide Transfer Successful Course Completion Percentage by Age**



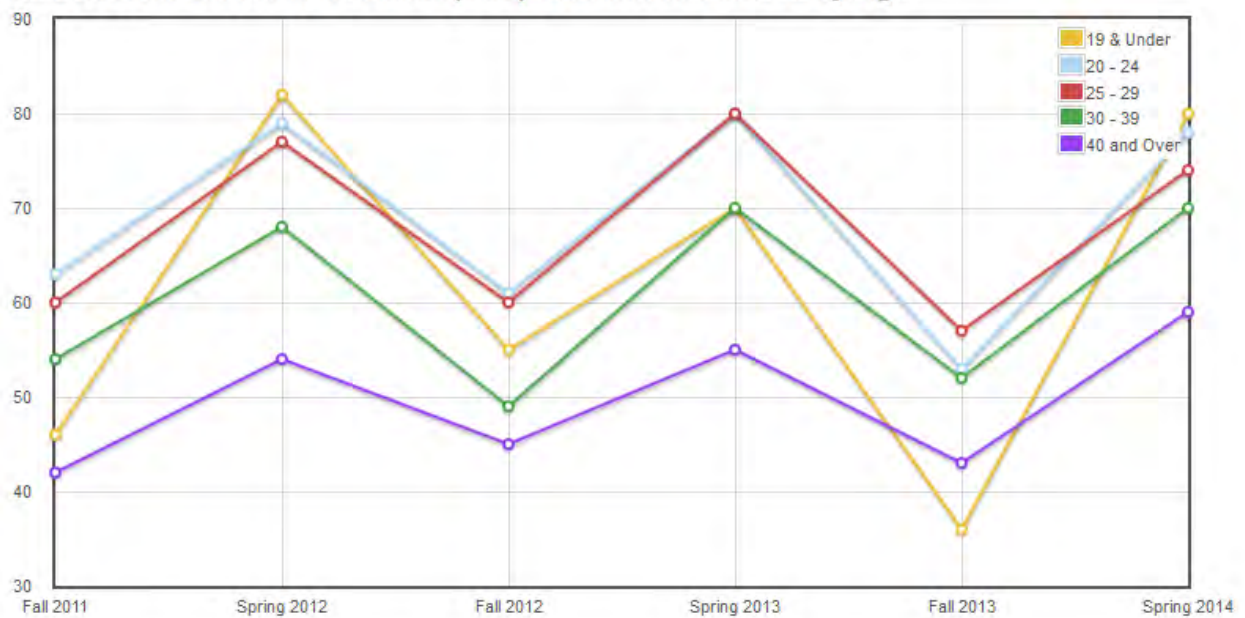
**District Wide Transfer Persistence Percent by Age**



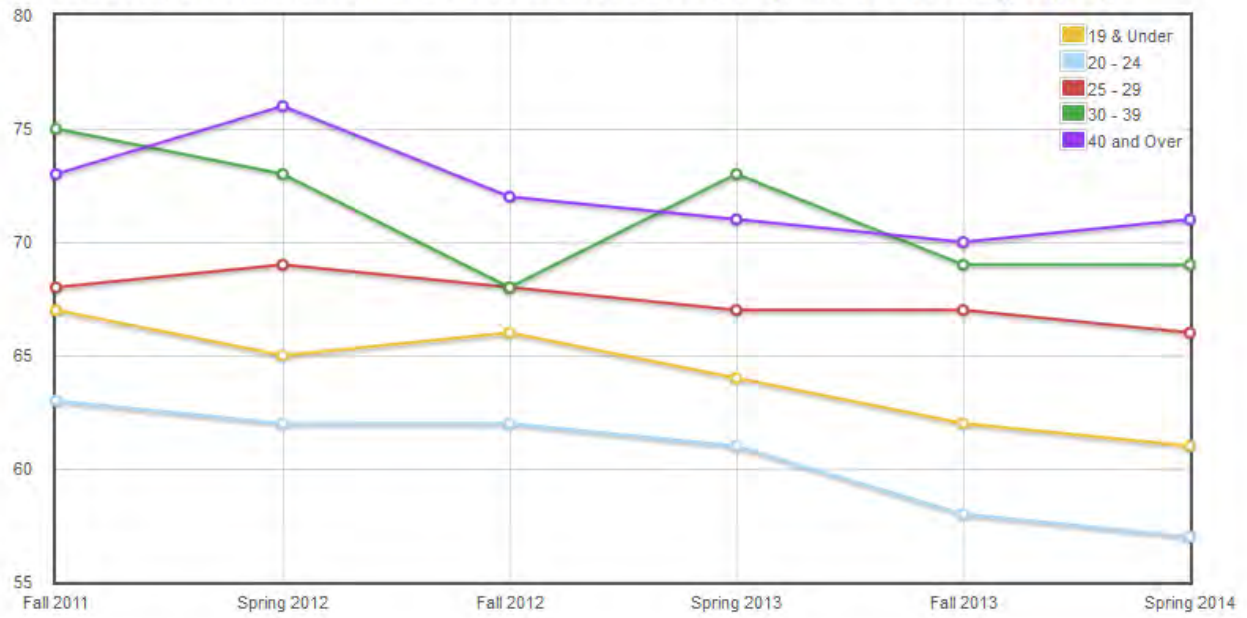
**District Wide Career & Technical (CTE) Successful Course Completion Percentage by Age**



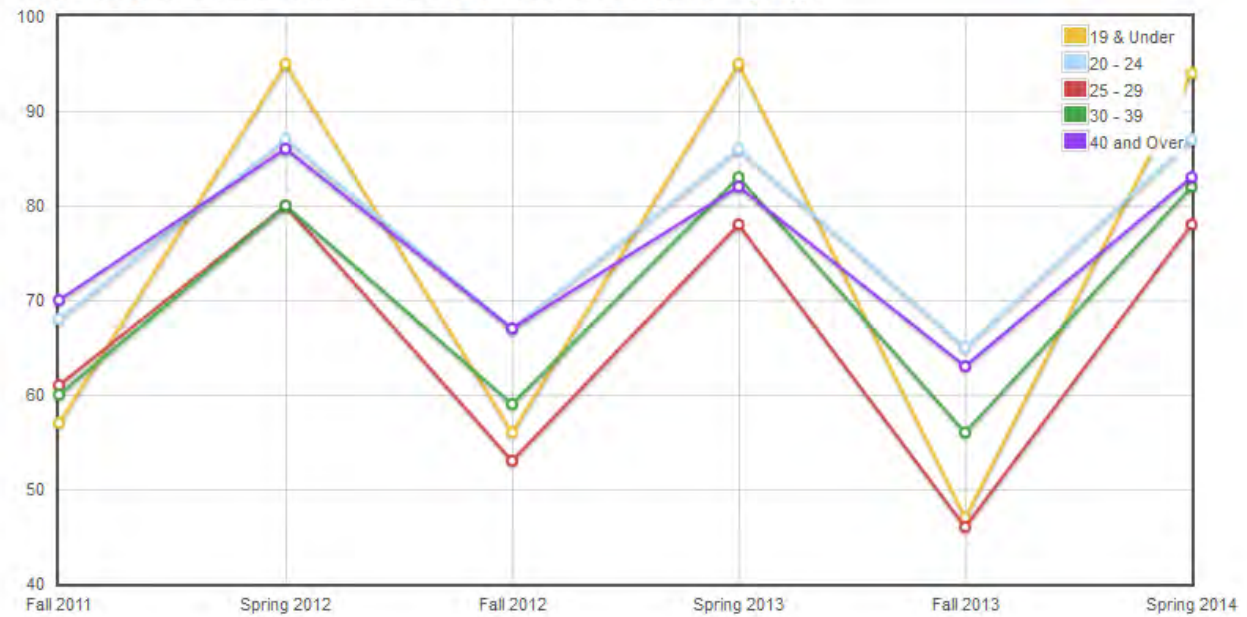
**District Wide Career & Technical (CTE) Persistence Percent by Age**



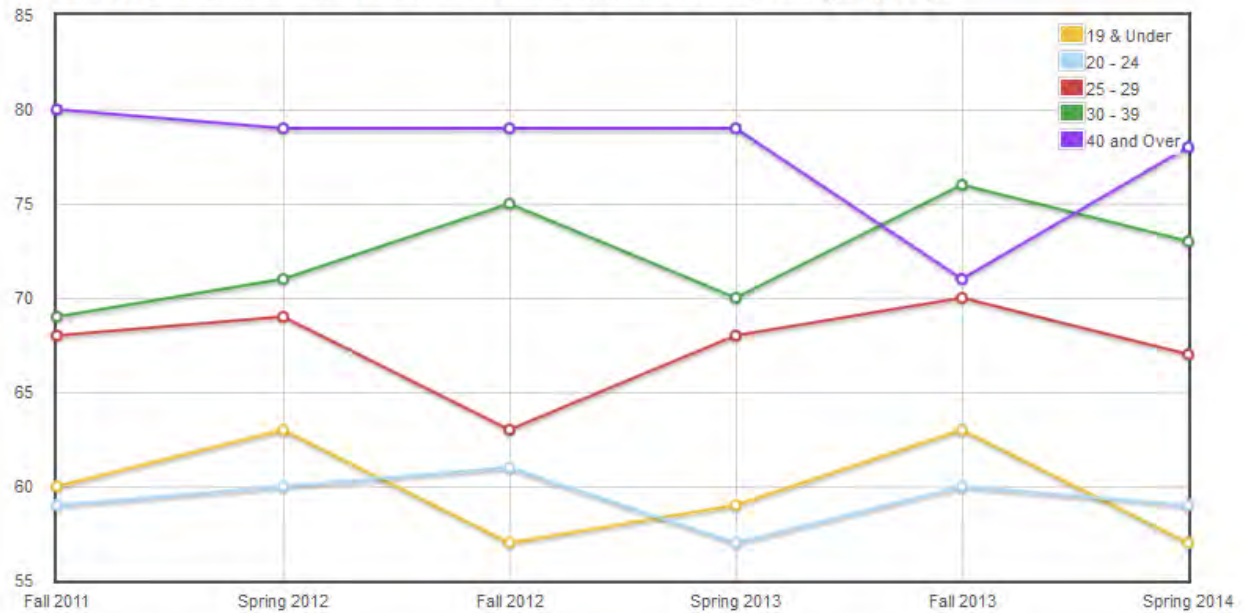
**District Wide Basic Skills & ESL Successful Course Completion Percentage by Age**



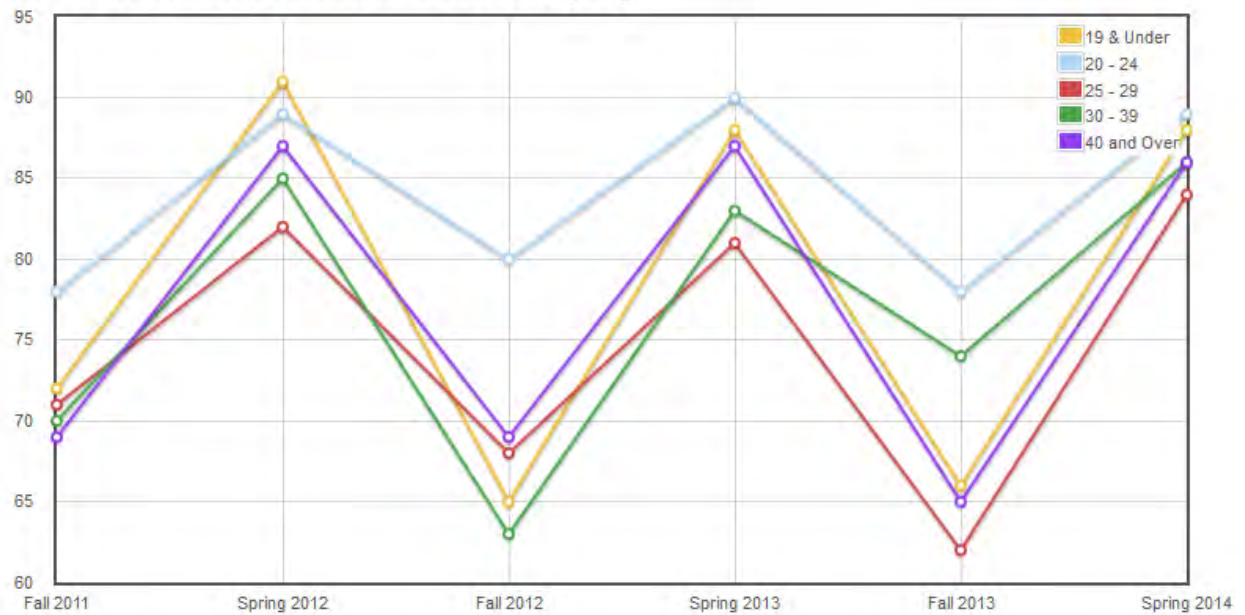
**District Wide Basic Skills & ESL Persistence Percent by Age**



**District Wide Other Successful Course Completion Percentage by Age**



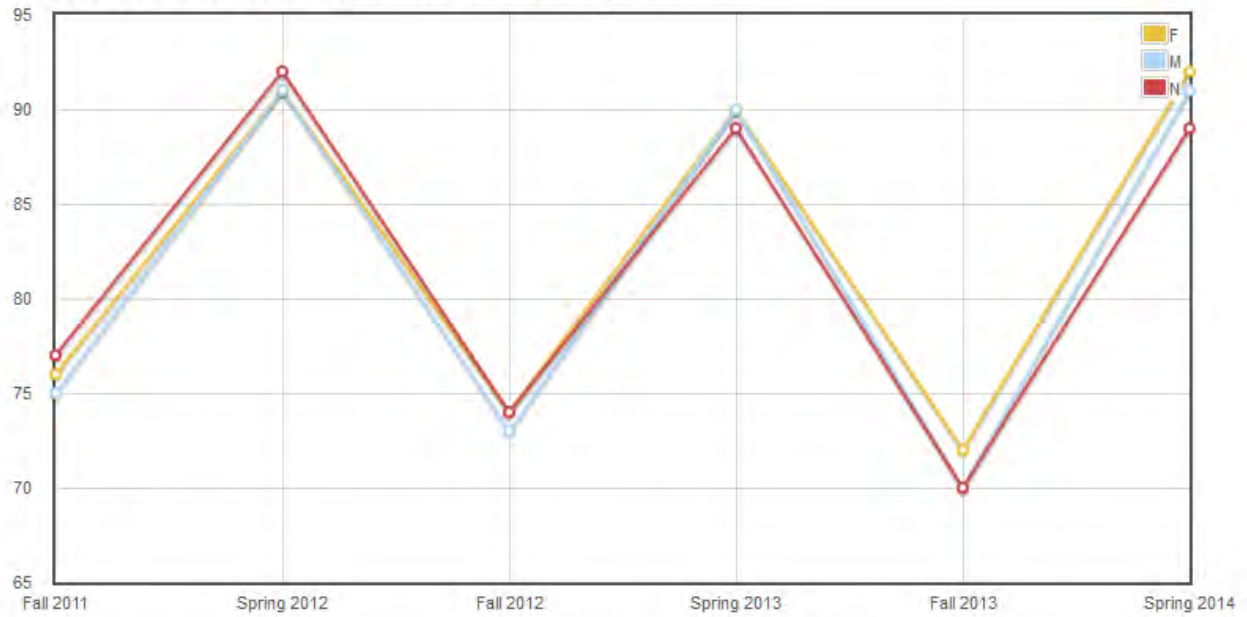
**District Wide Other Persistence Percent by Age**



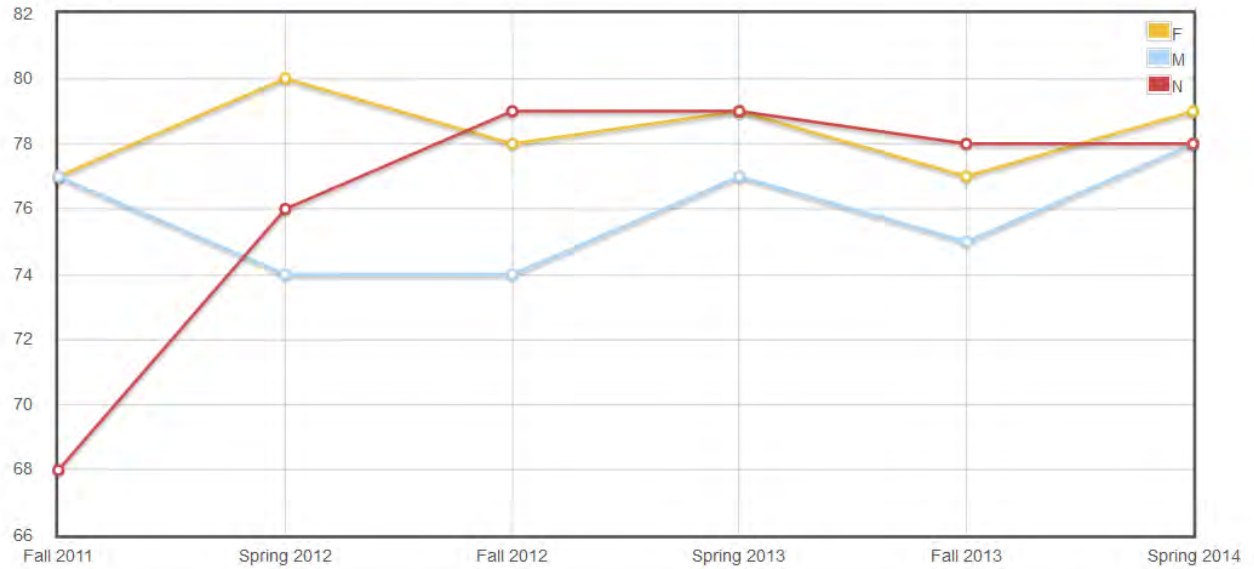
**District Wide Transfer Successful Course Completion Percentage by Gender**



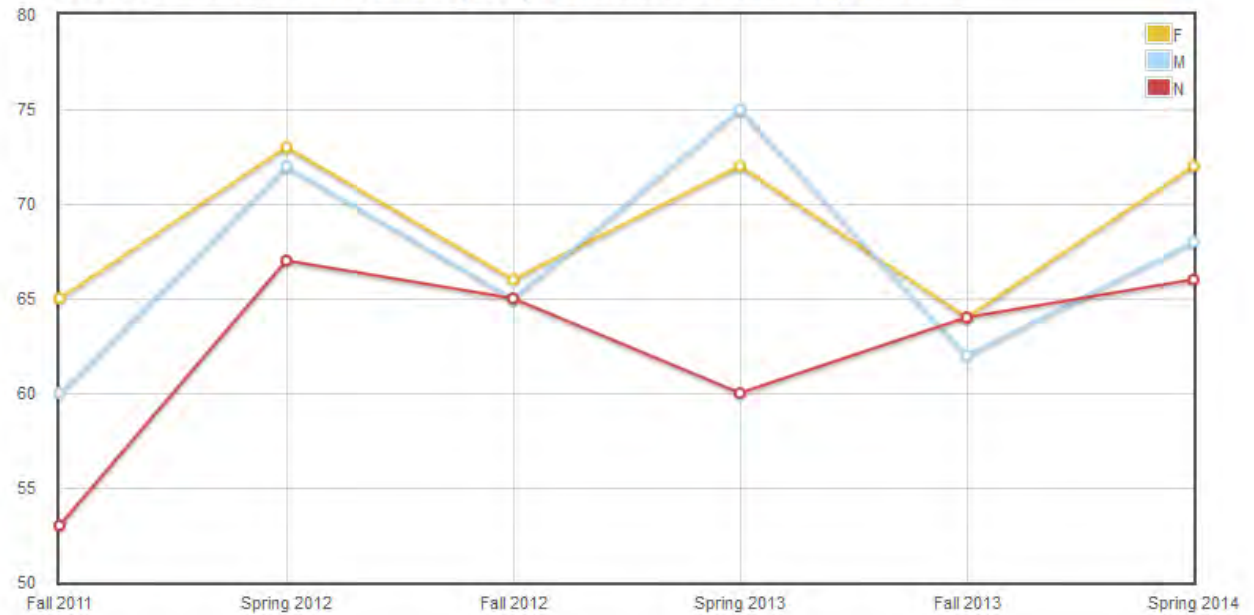
**District Wide Transfer Persistence Percent by Gender**



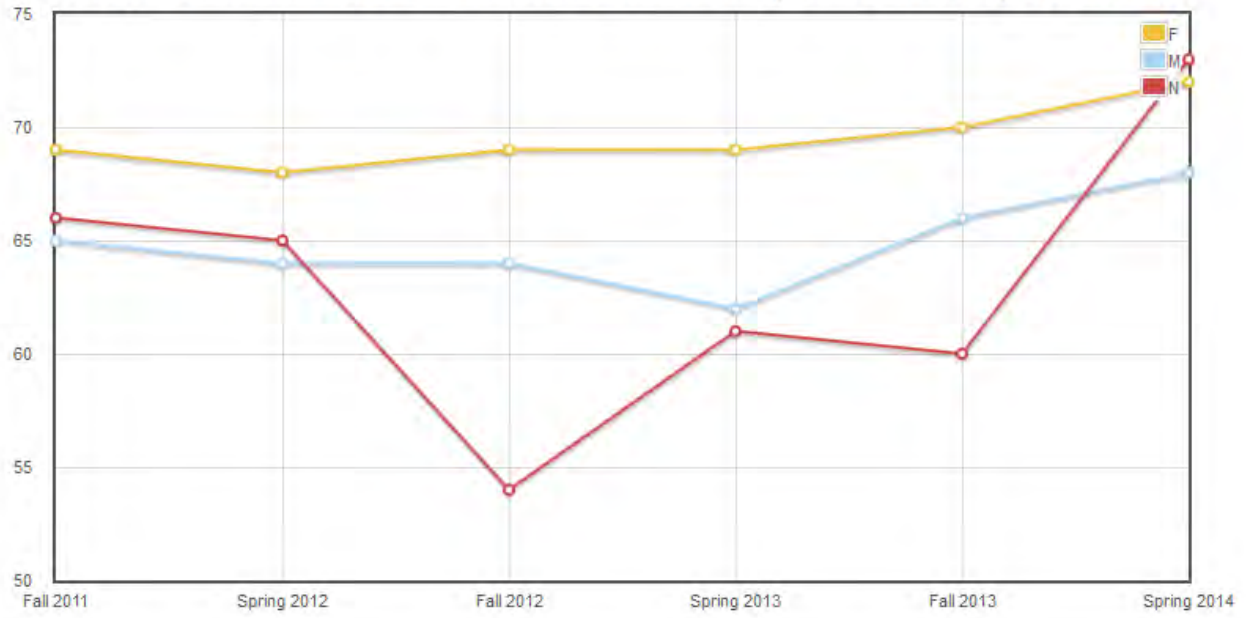
### District Wide Career & Technical (CTE) Successful Course Completion Percentage by Gender



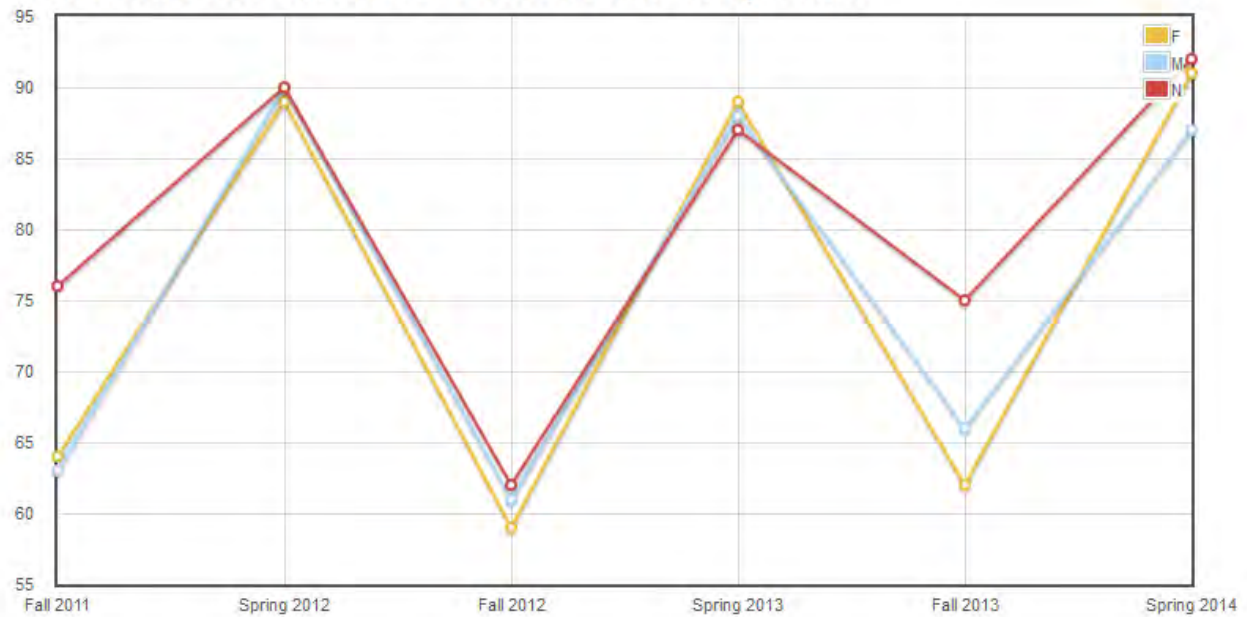
### District Wide Career & Technical (CTE) Persistence Percent by Gender



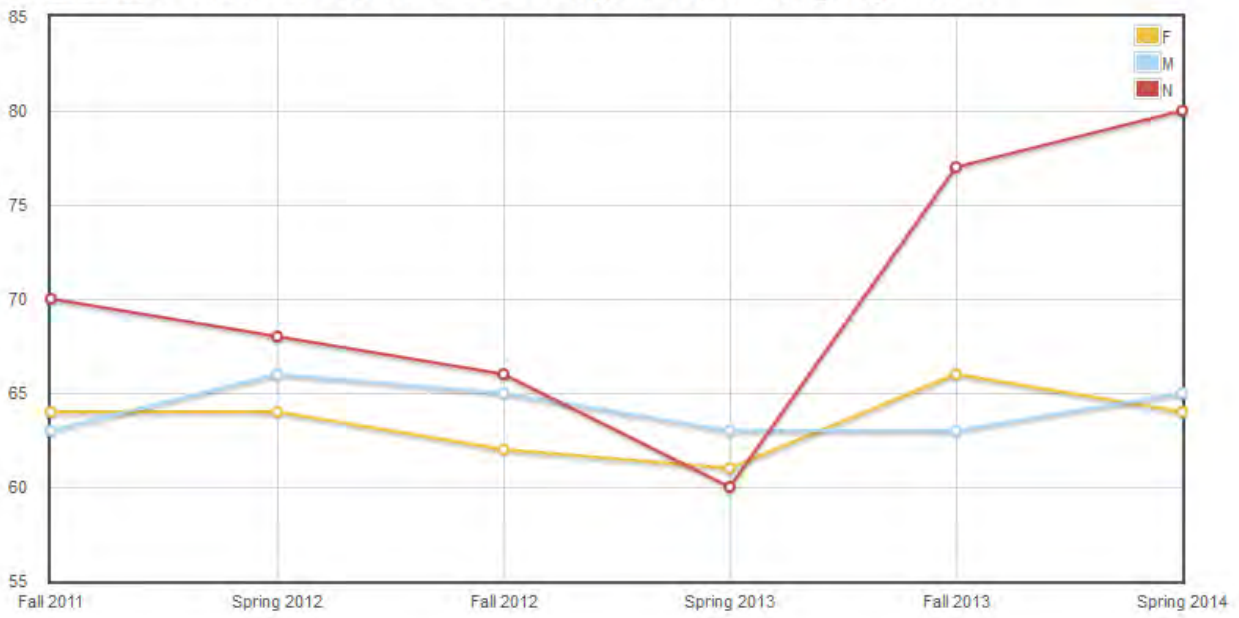
**District Wide Basic Skills & ESL Successful Course Completion Percentage by Gender**



**District Wide Basic Skills & ESL Persistence Percent by Gender**



**District Wide Other Successful Course Completion Percentage by Gender**

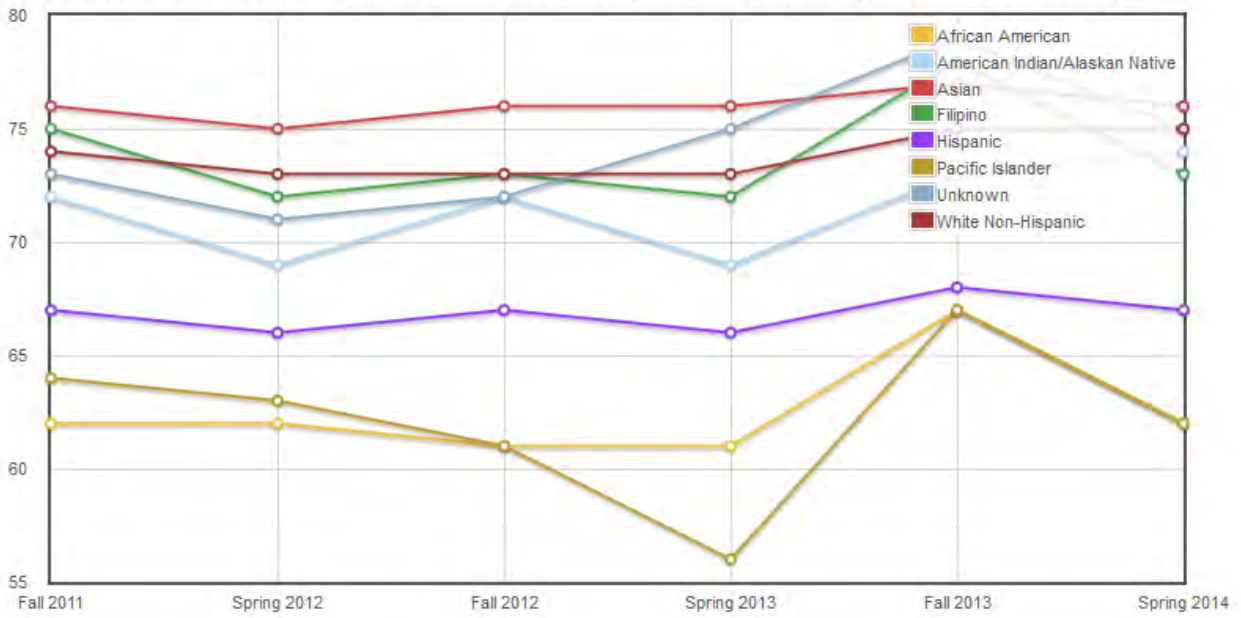


**District Wide Other Persistence Percent by Gender**

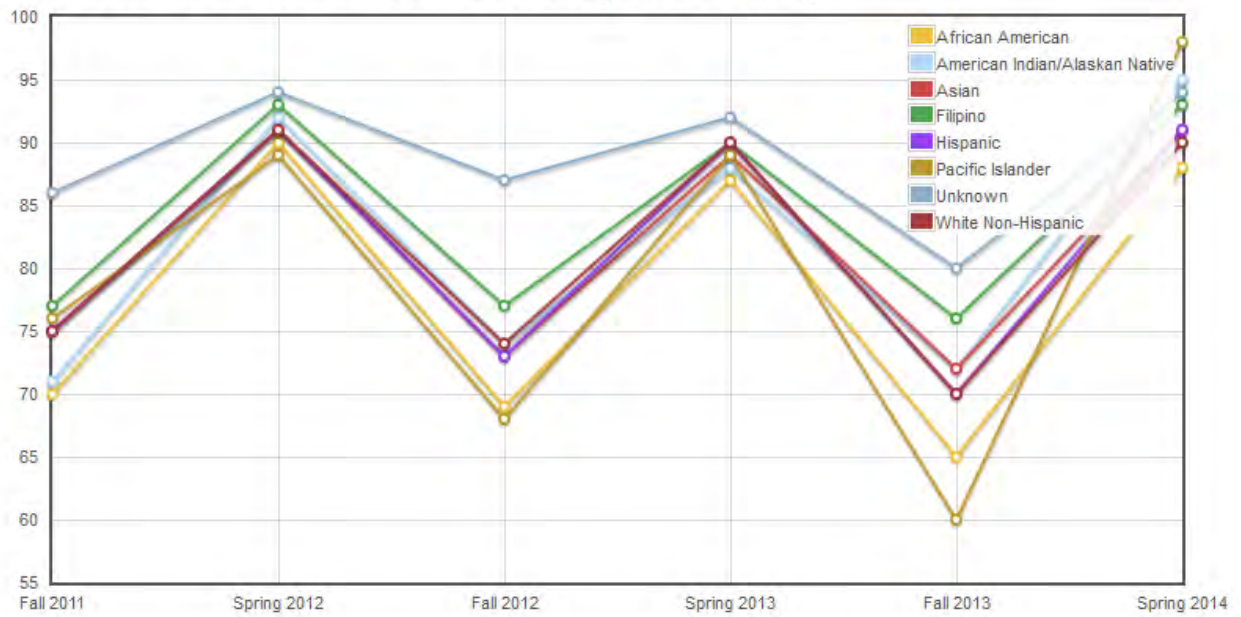




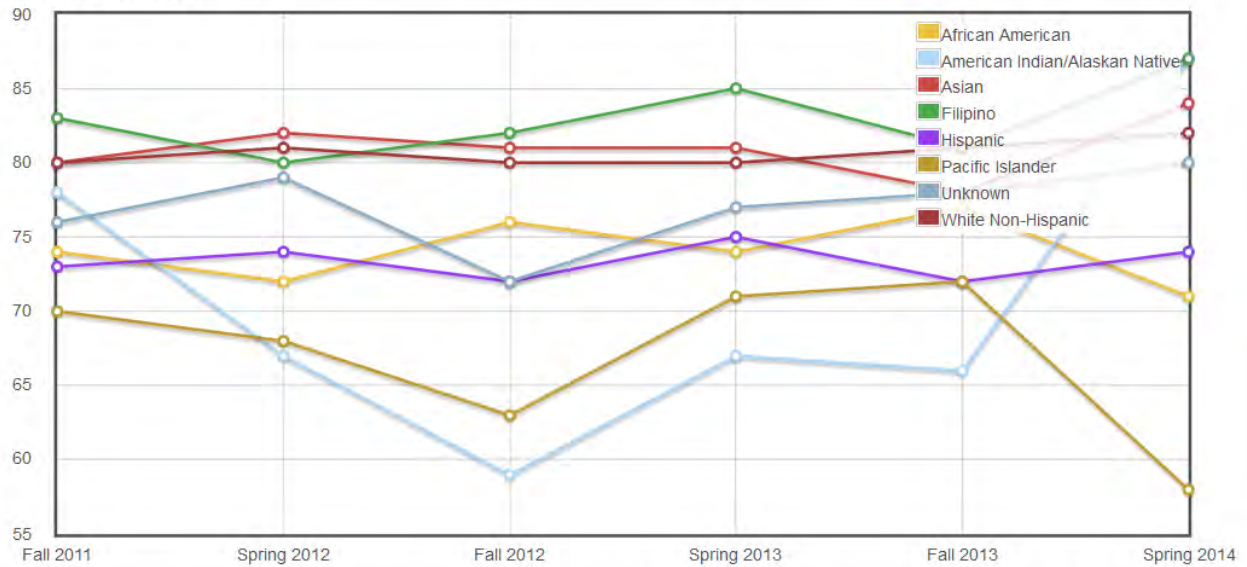
**District Wide Transfer Successful Course Completion Percentage by Race/Ethnicity**



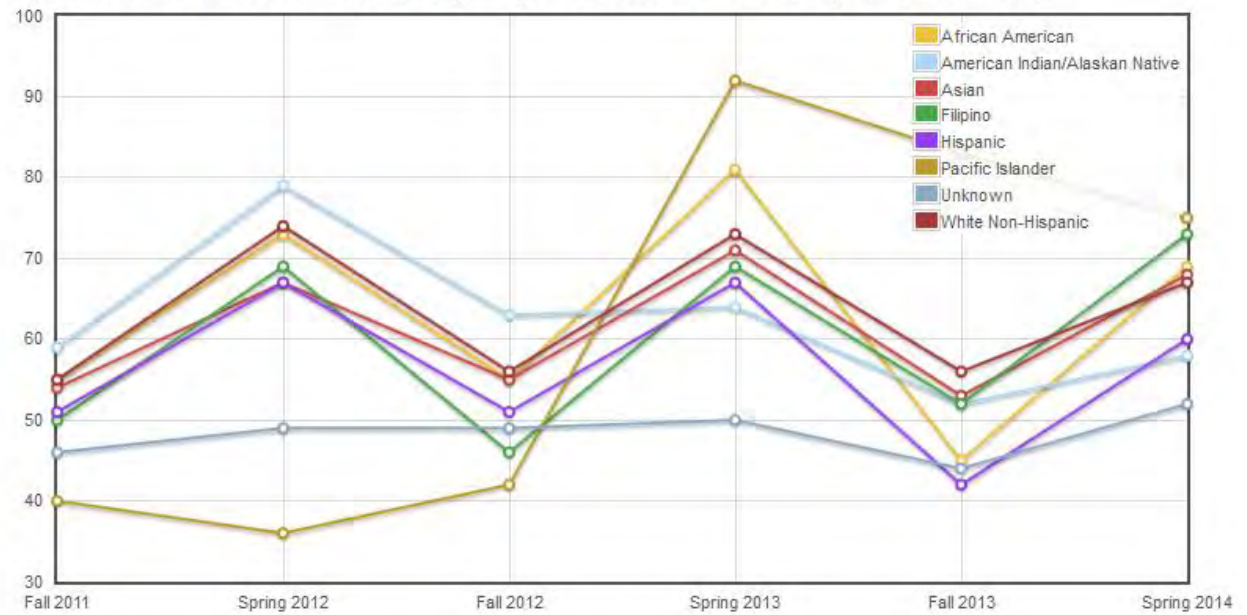
**District Wide Transfer Persistence Percent by Race/Ethnicity**



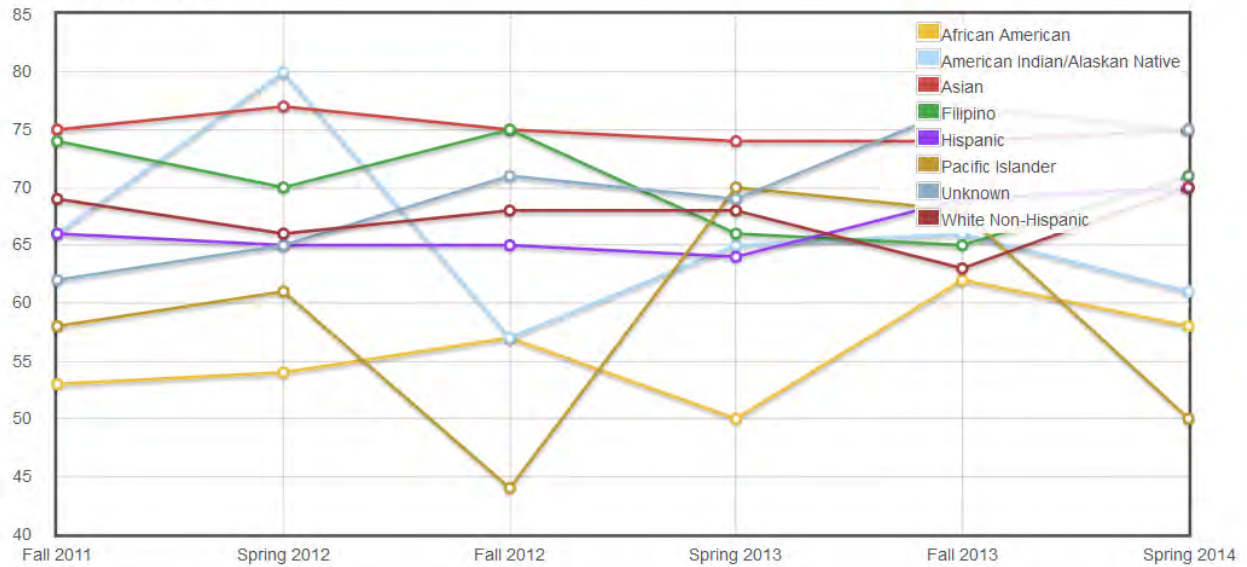
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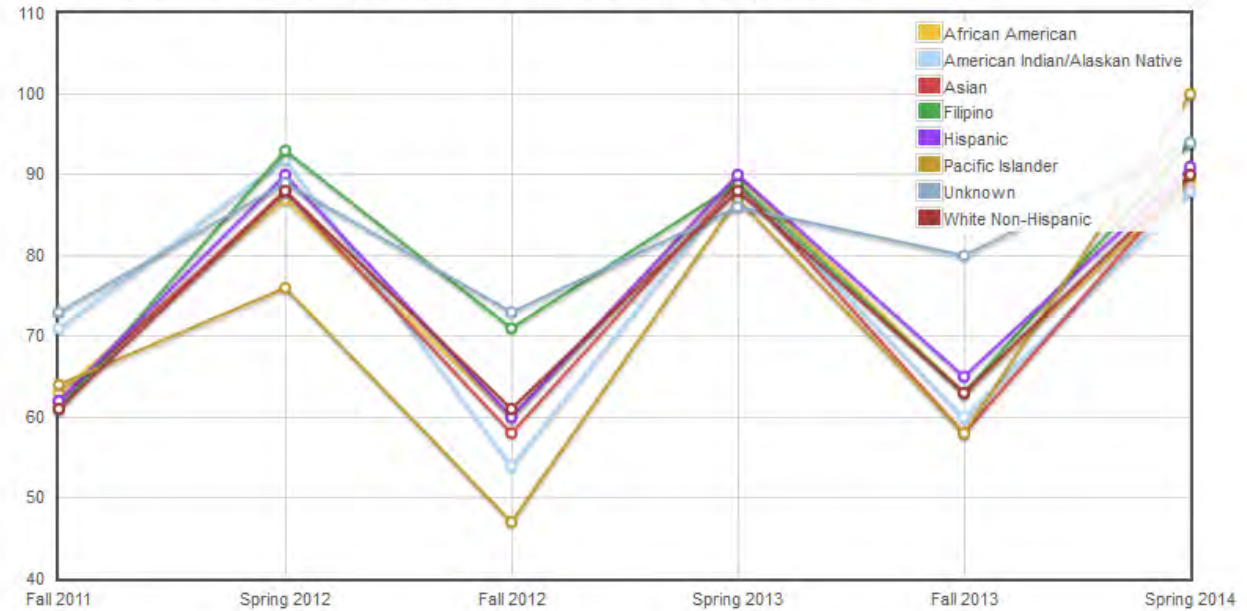
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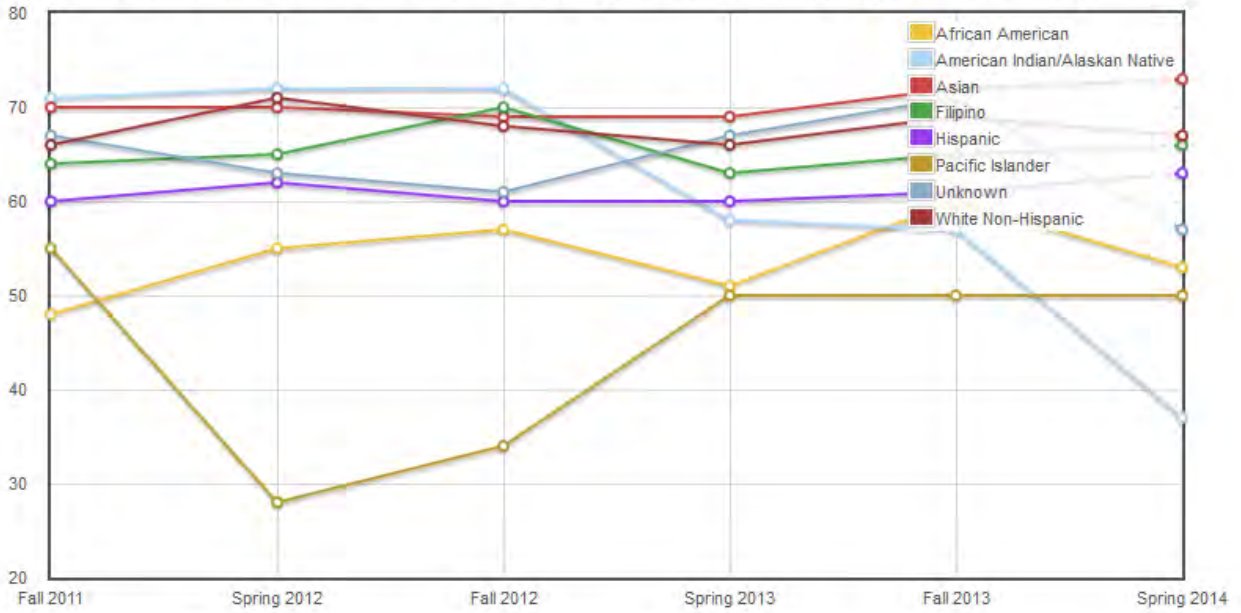
### District Wide Basic Skills & ESL Successful Course Completion Percentage by Race/Ethnicity



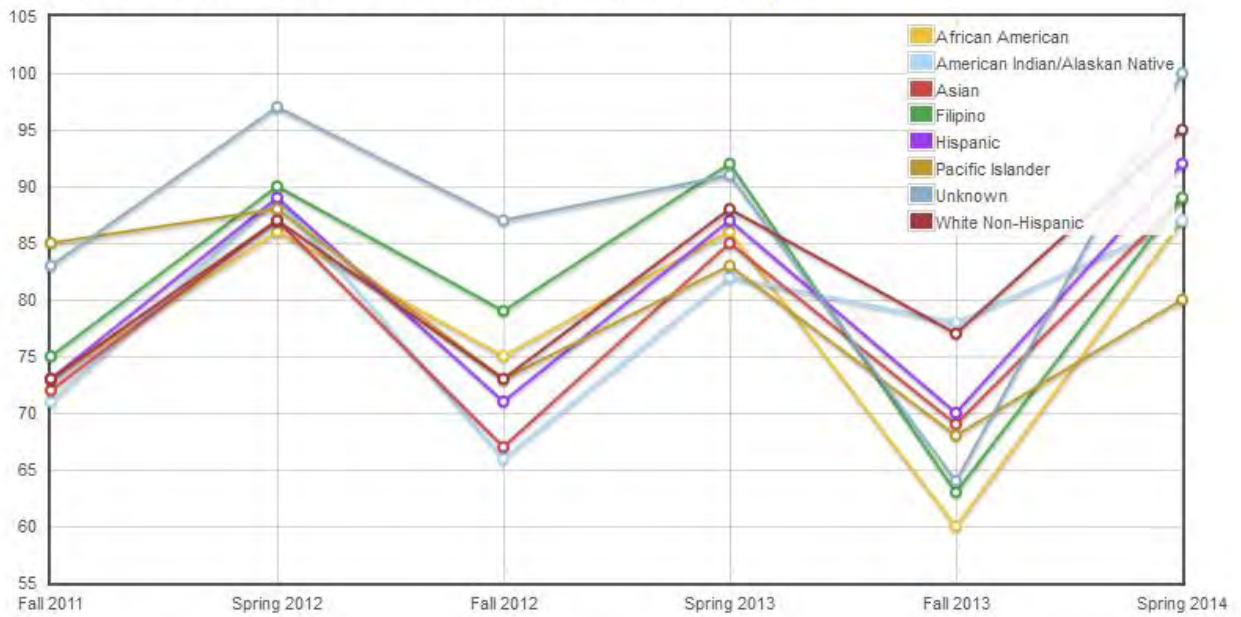
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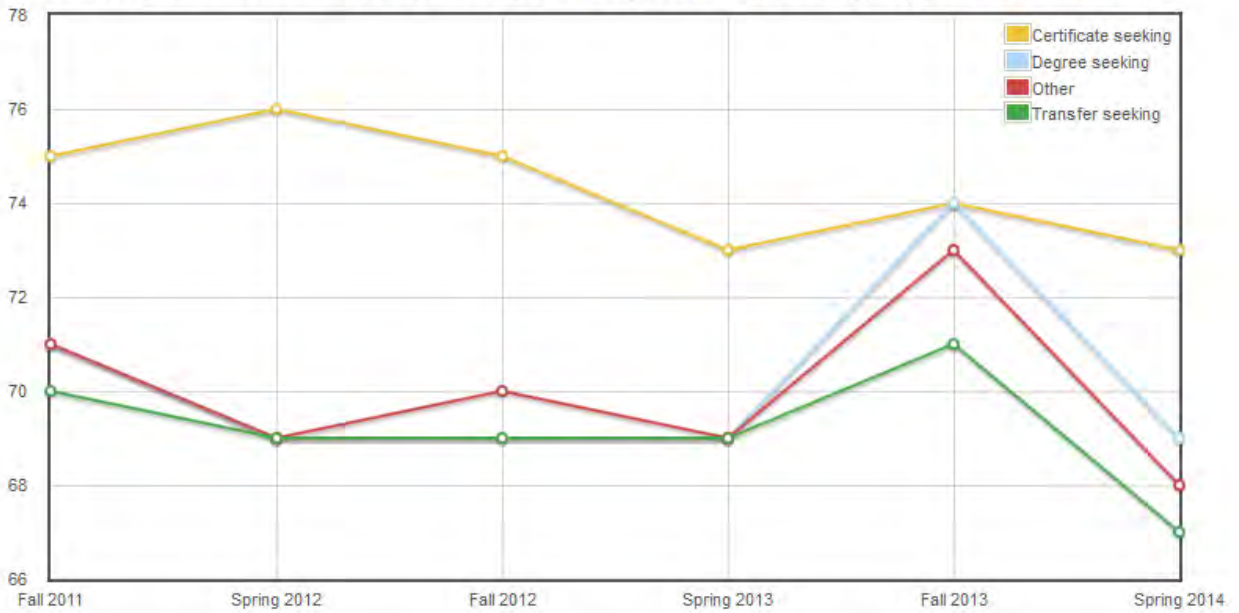
**District Wide Other Successful Course Completion Percentage by Race/Ethnicity**



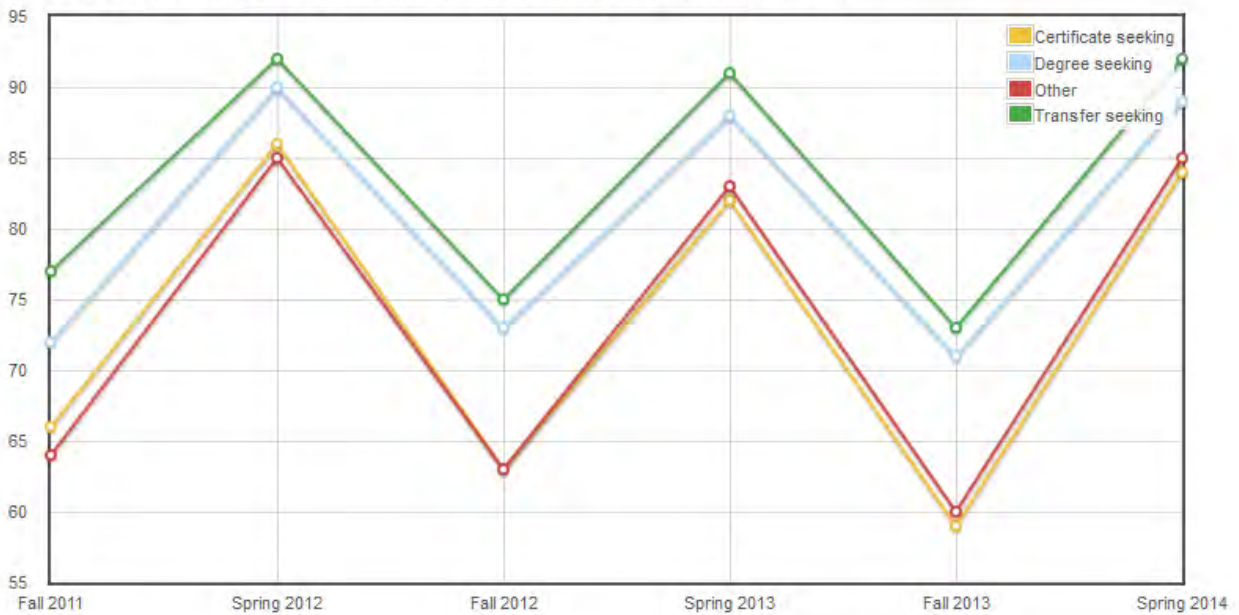
**District Wide Other Persistence Percent by Race/Ethnicity**



**District Wide Transfer Successful Course Completion Percentage by Student Ed Goals**



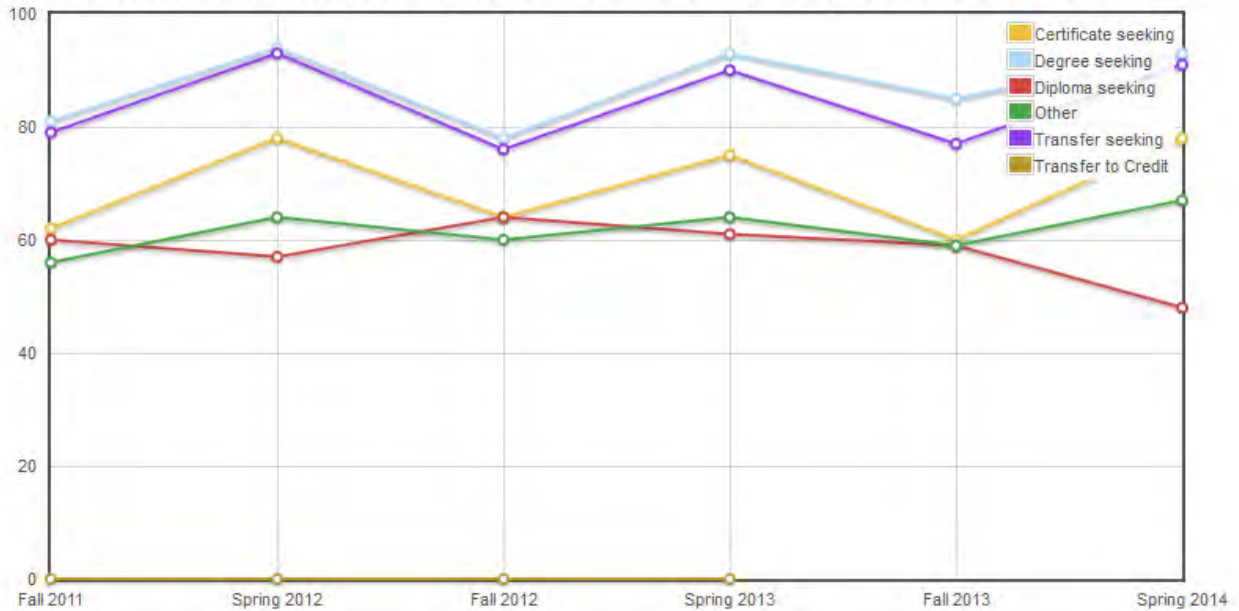
**District Wide Transfer Persistence Percent by Student Ed Goals**



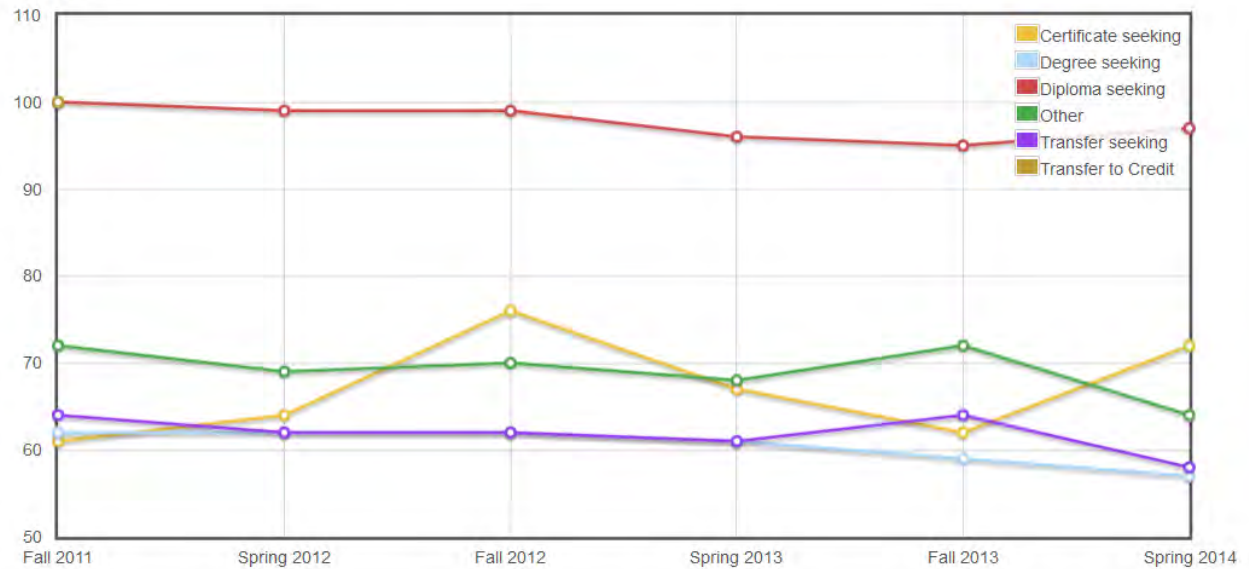
### District Wide Career & Technical (CTE) Successful Course Completion Percentage by Student Ed Goals



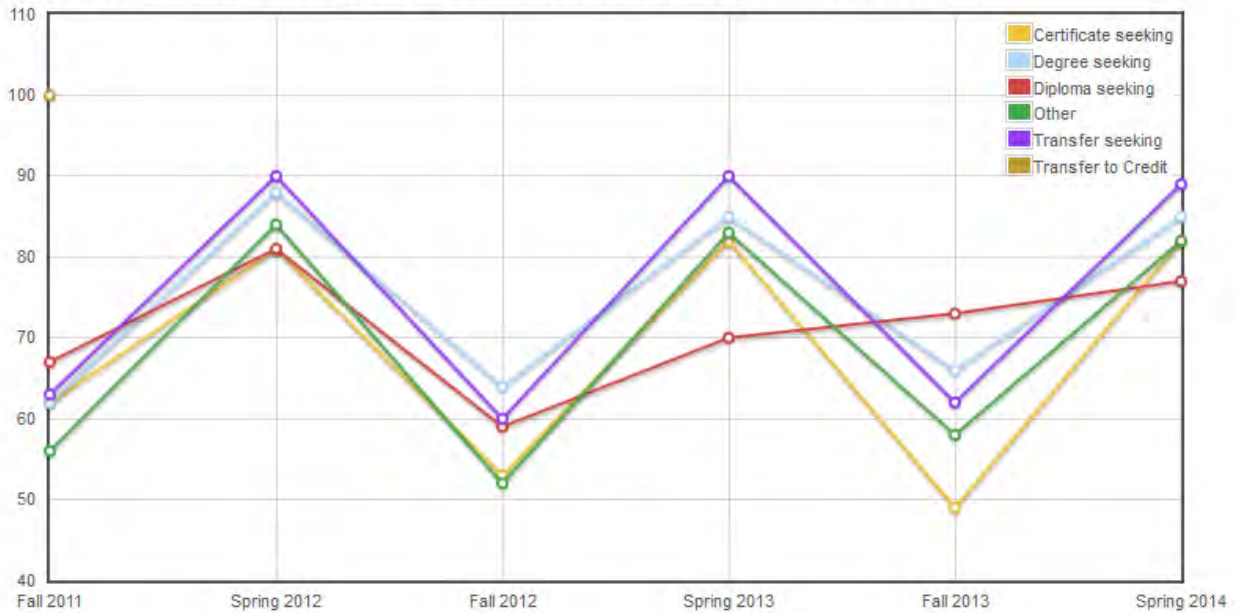
### District Wide Career & Technical (CTE) Persistence Percent by Student Ed Goals



### District Wide Basic Skills & ESL Successful Course Completion Percentage by Student Ed Goals



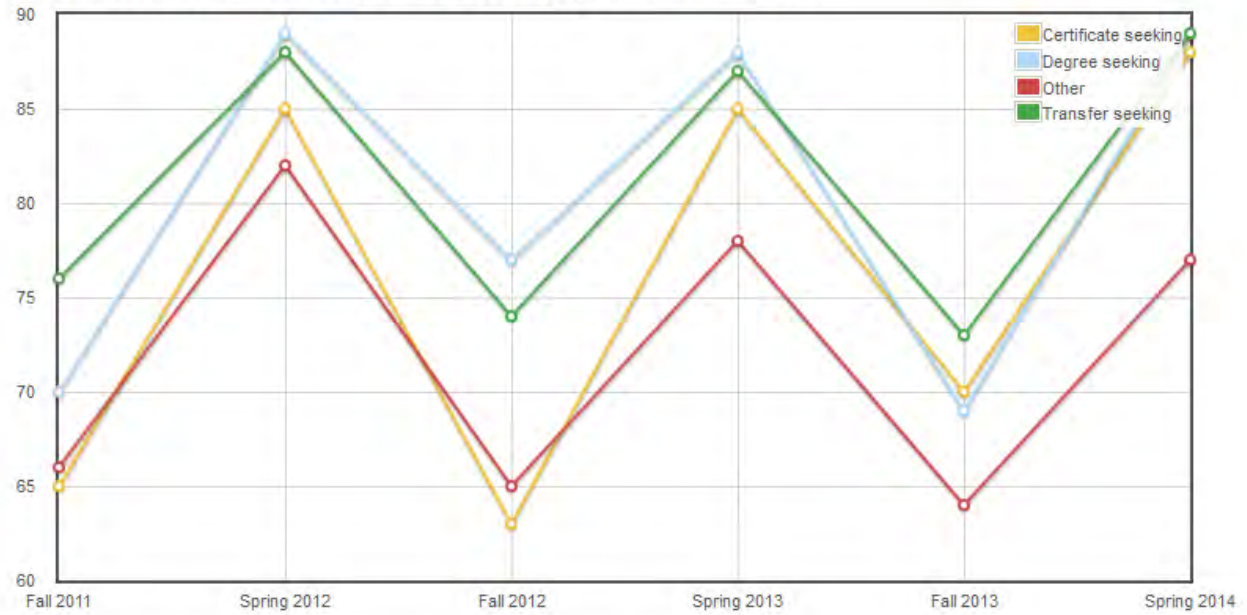
### District Wide Basic Skills & ESL Persistence Percent by Student Ed Goals



**District Wide Other Successful Course Completion Percentage 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

### Gender

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

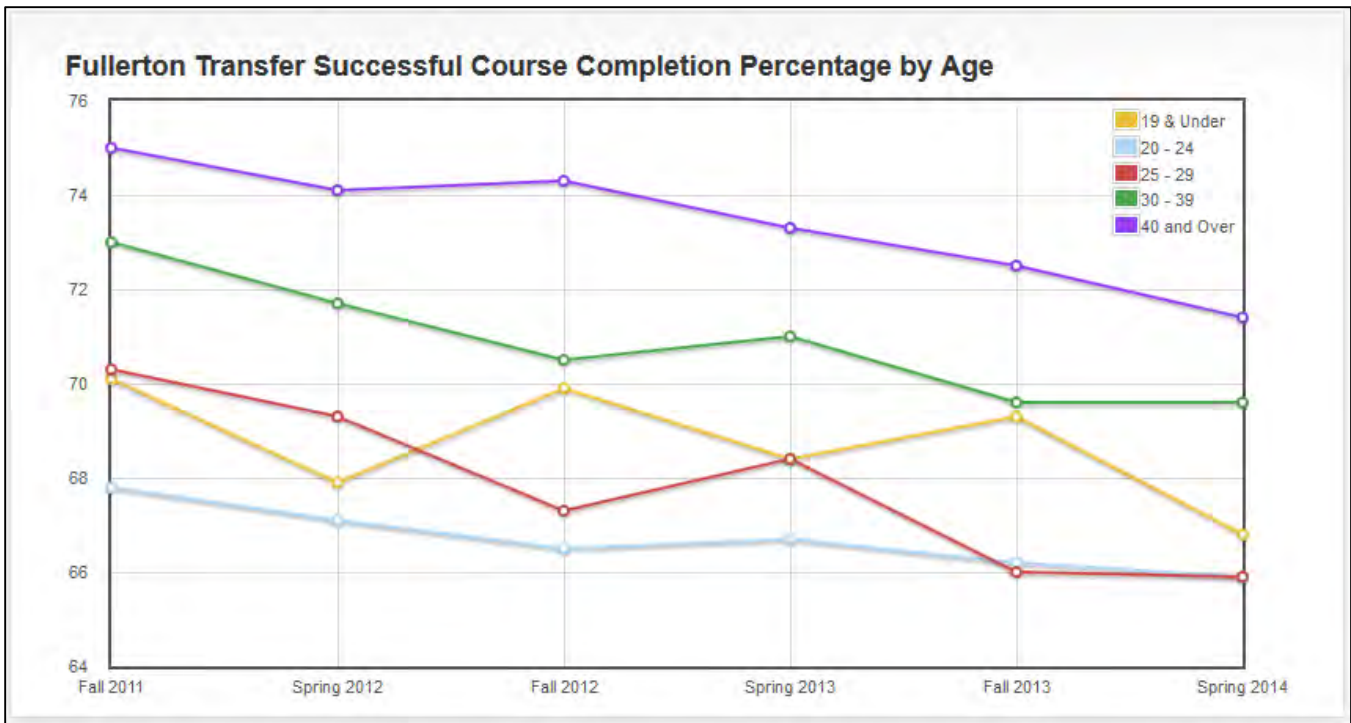
### Race/Ethnicity

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

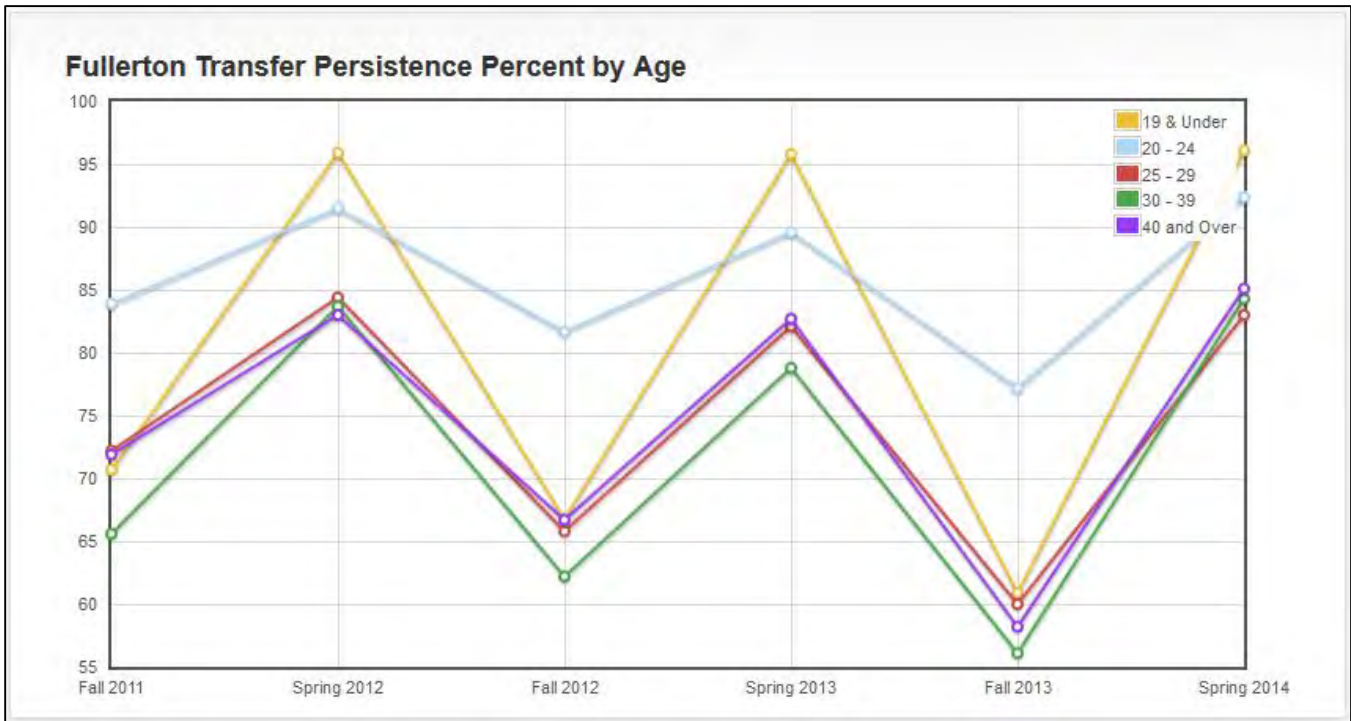
### Student Educational Goal

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



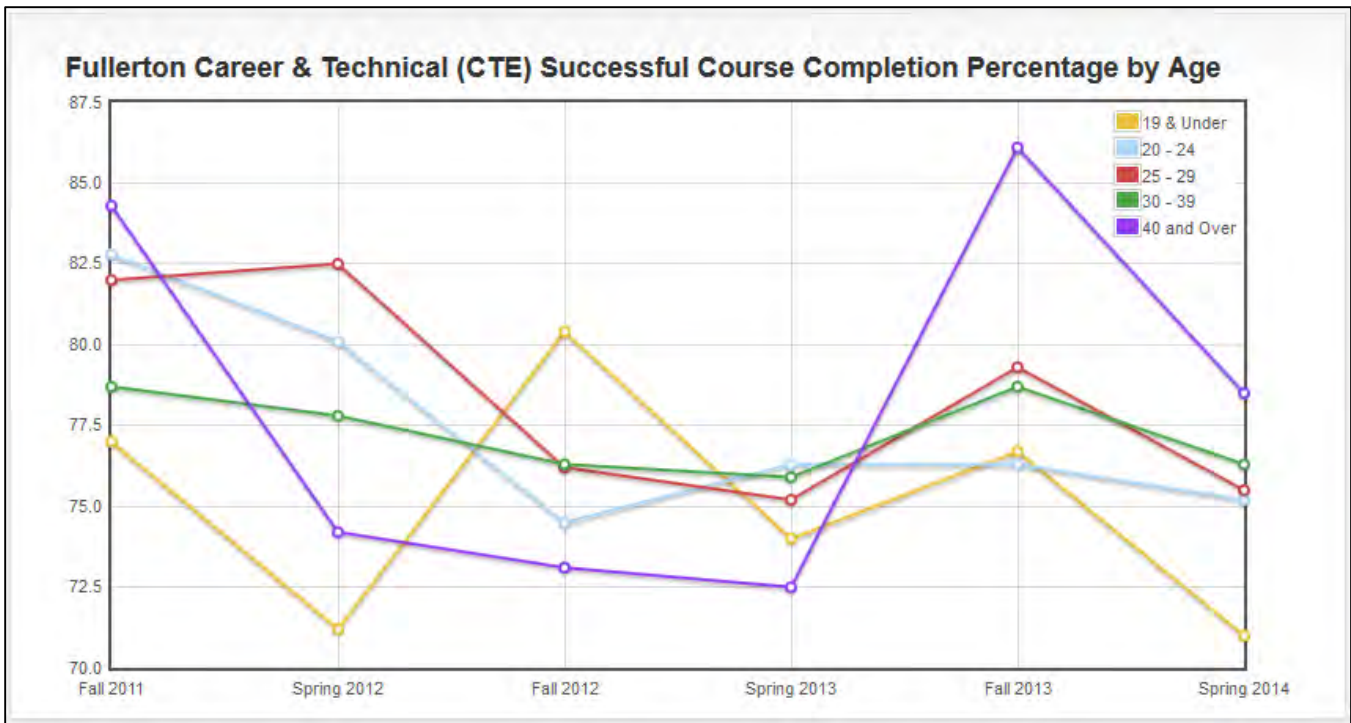


There has been an overall decline, with a smaller decline in fall semesters than spring semesters. Older students (30 and older) show higher success rates.

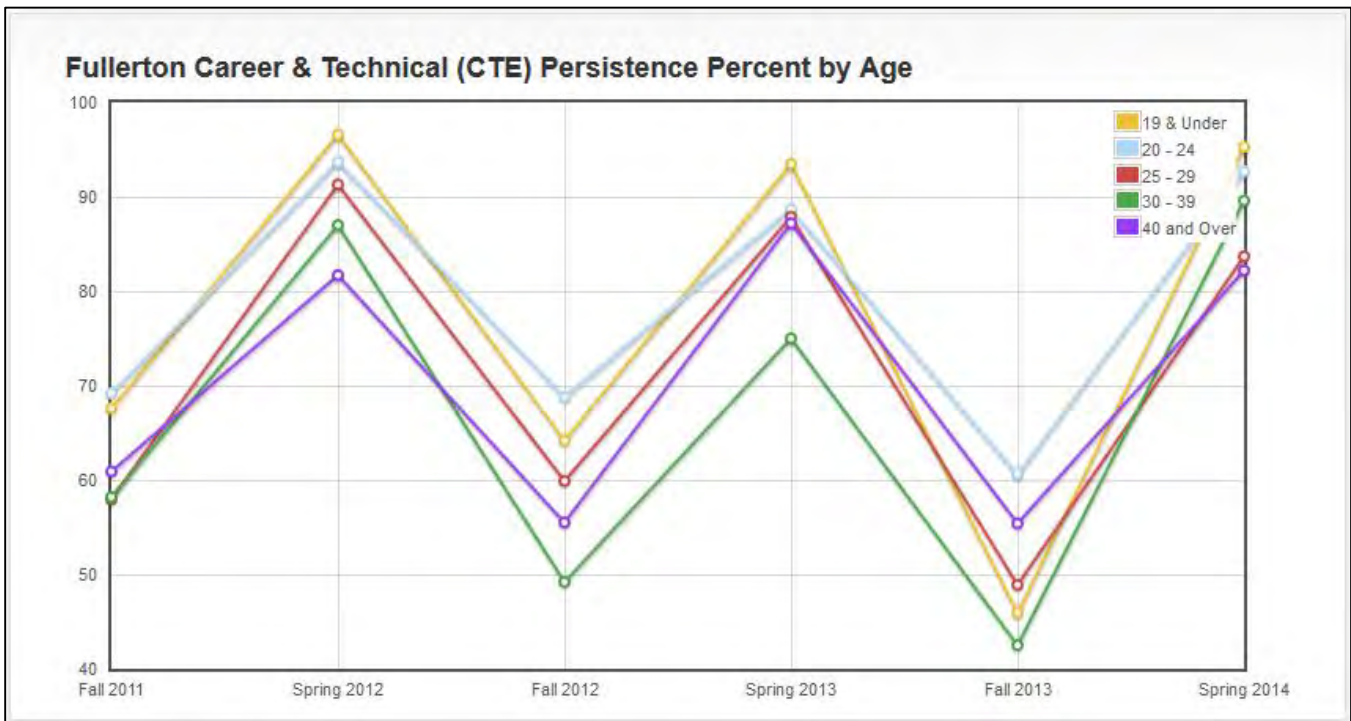


Students with a goal of transfer naturally have higher persistence rates from fall to spring, rather than spring to fall since most transfers occur between the spring and fall semesters. Younger age groups exhibit higher persistence rates.



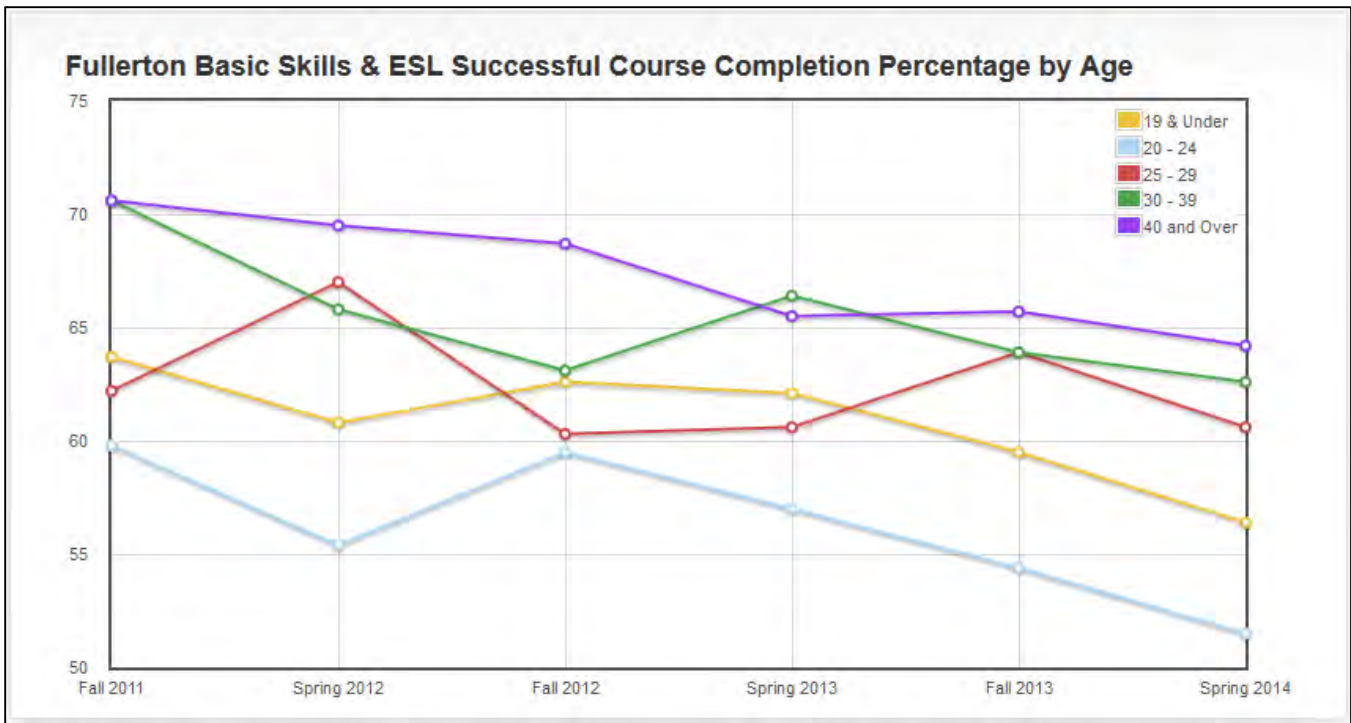


In an academic year, fall success rates are typically higher than spring success rates. This is evident here. There was an overall decrease, possibly due to construction of the new CTE buildings, but success rates are beginning to rebound.

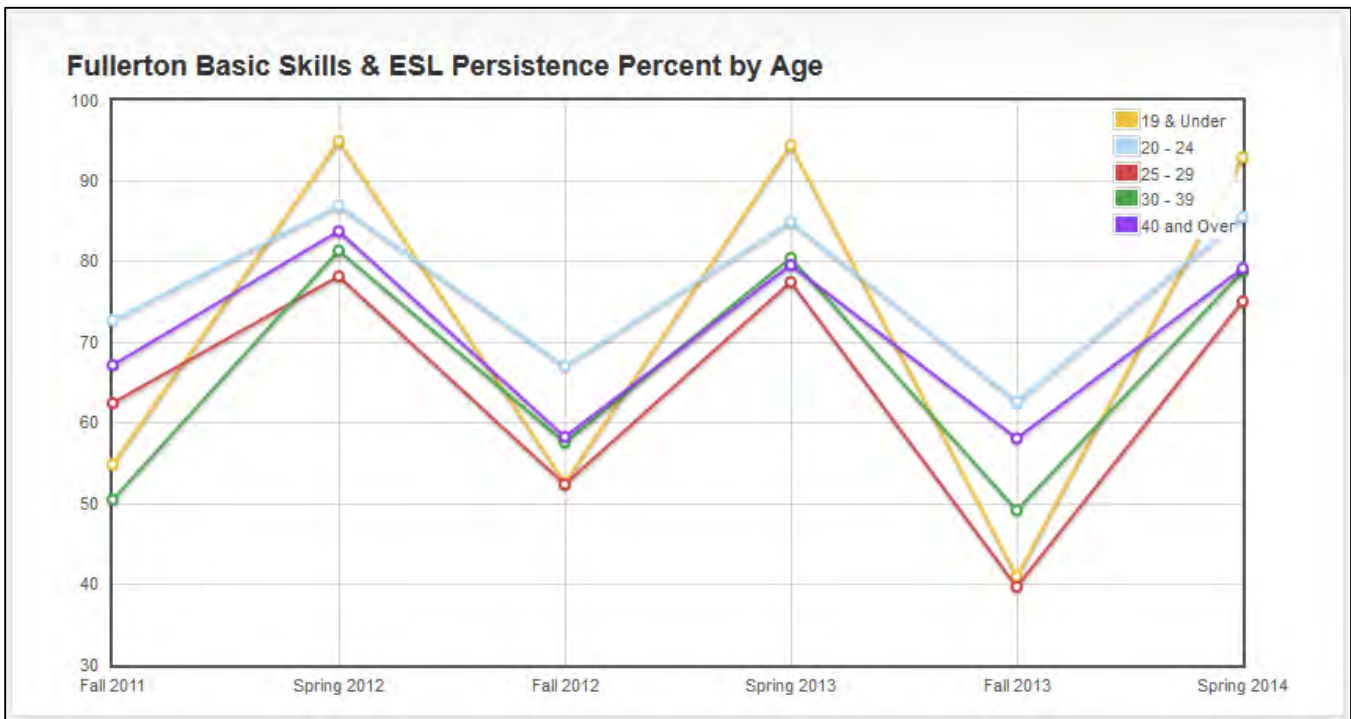


CTE students exhibit higher fall-to-spring persistence than from spring-to-fall. This is a natural outgrowth of 15- to 36-unit certificate programs, in which a student may complete their CTE preparation in one to three semesters. Students are thus able to complete their goal within the cycle of one academic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



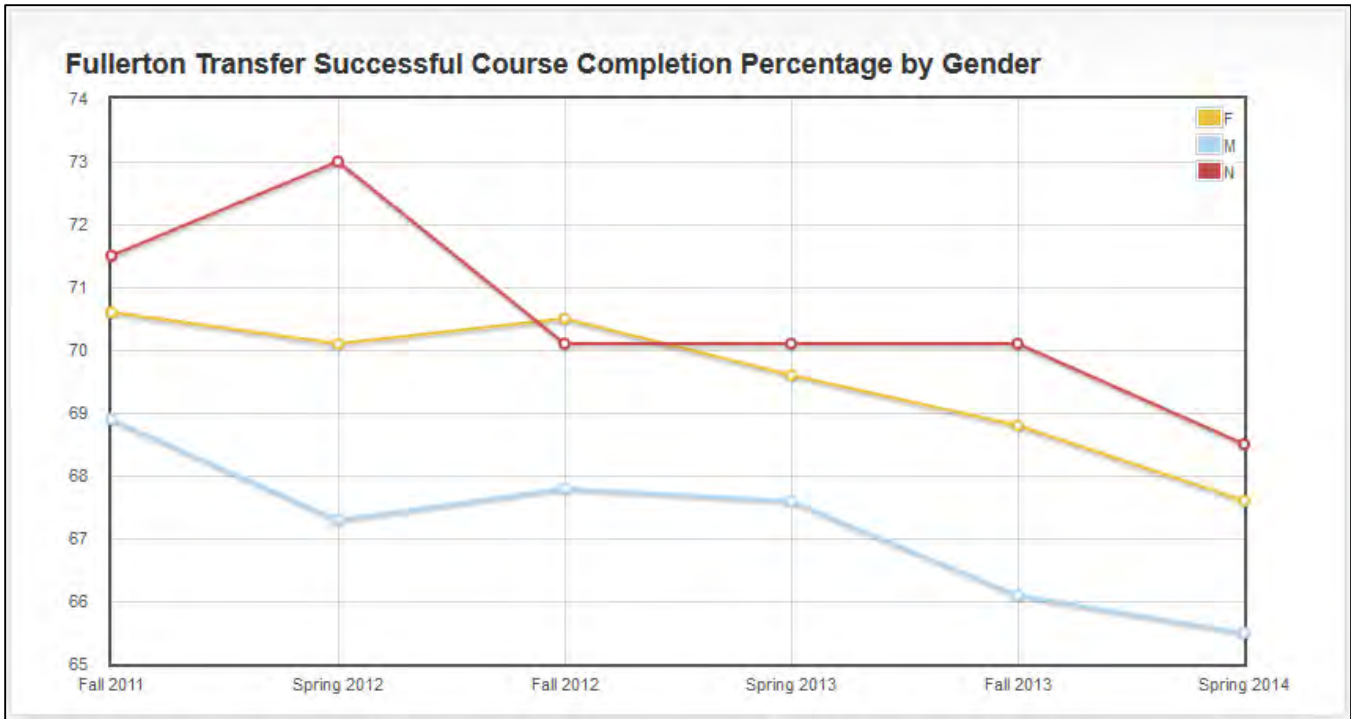


Eighty-three percent of ESL students are in the age groups 24 and below. These two age groups exhibit success rates lower than students in the older age categories.

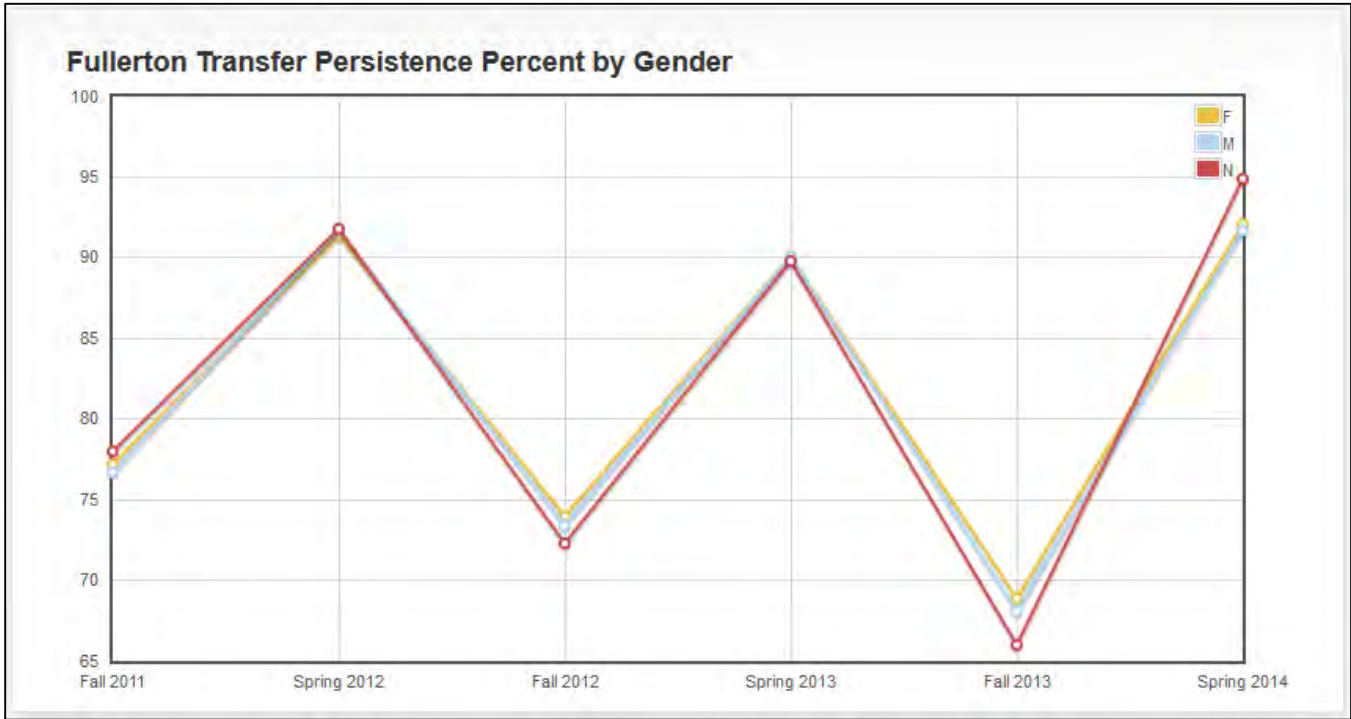


While younger students exhibit lower success rates, they have higher persistence rates. There may be correlation with persistence and the needs of each age group. Older students may be enrolling to refresh language skills or for self-enrichment, and younger students may be pursuing long-term goals.



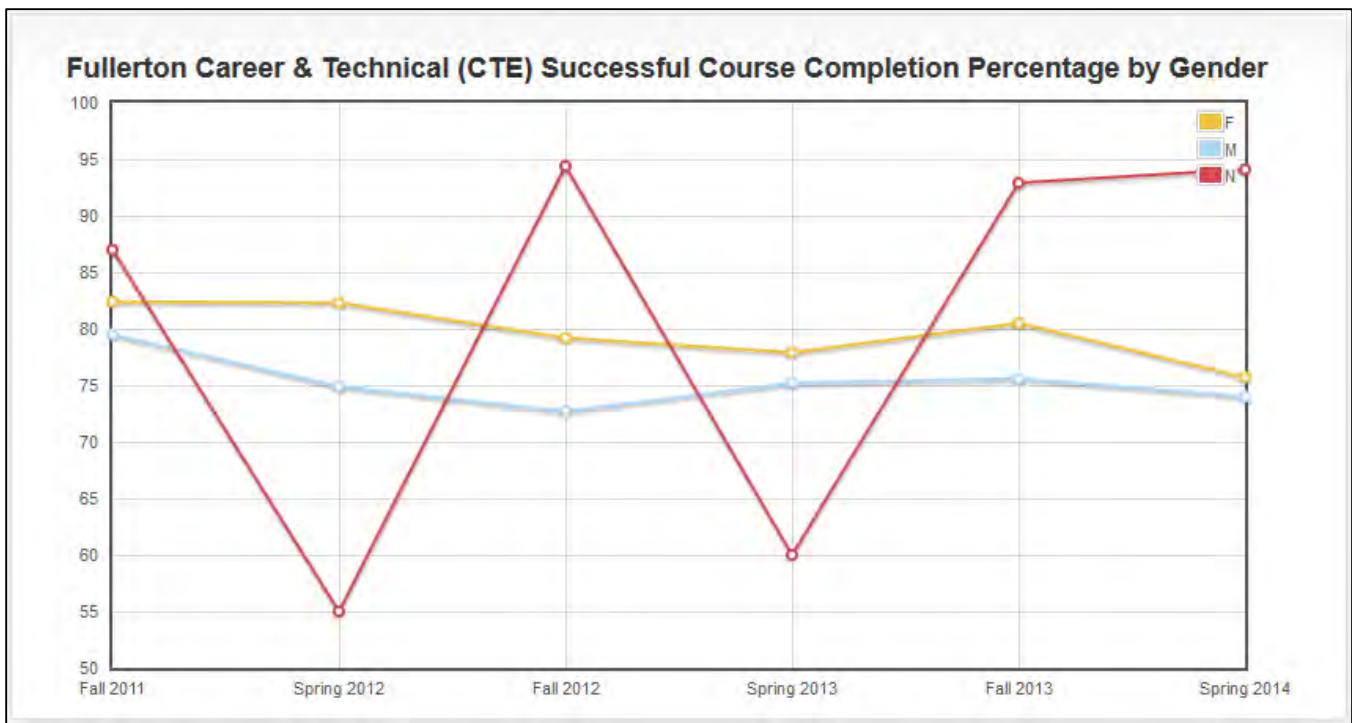


We see a decline in success rates across three academic years. There is a persistent gap in the success rates of female and male students in transfer courses.

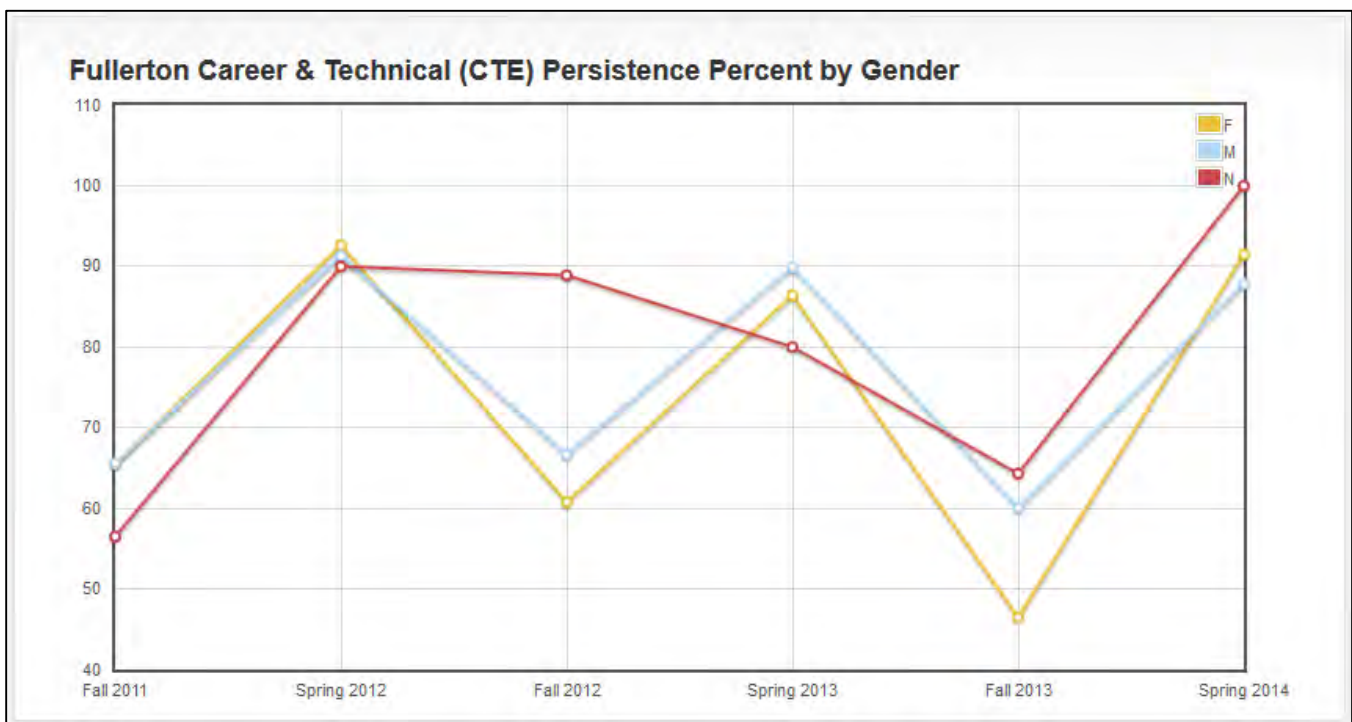


Female and male students with transfer goals have similar persistence rates and patterns. The falloff from spring to fall is typical as students complete the educational cycle most normally at the end of the spring semester. The large decline in fall 2013 may be a product of the increase in degree and transfer completions in the previous academic year.





There is a slight decline in the success rates of each group. The gap in success rates in CTE course completion between female and male students has narrowed.

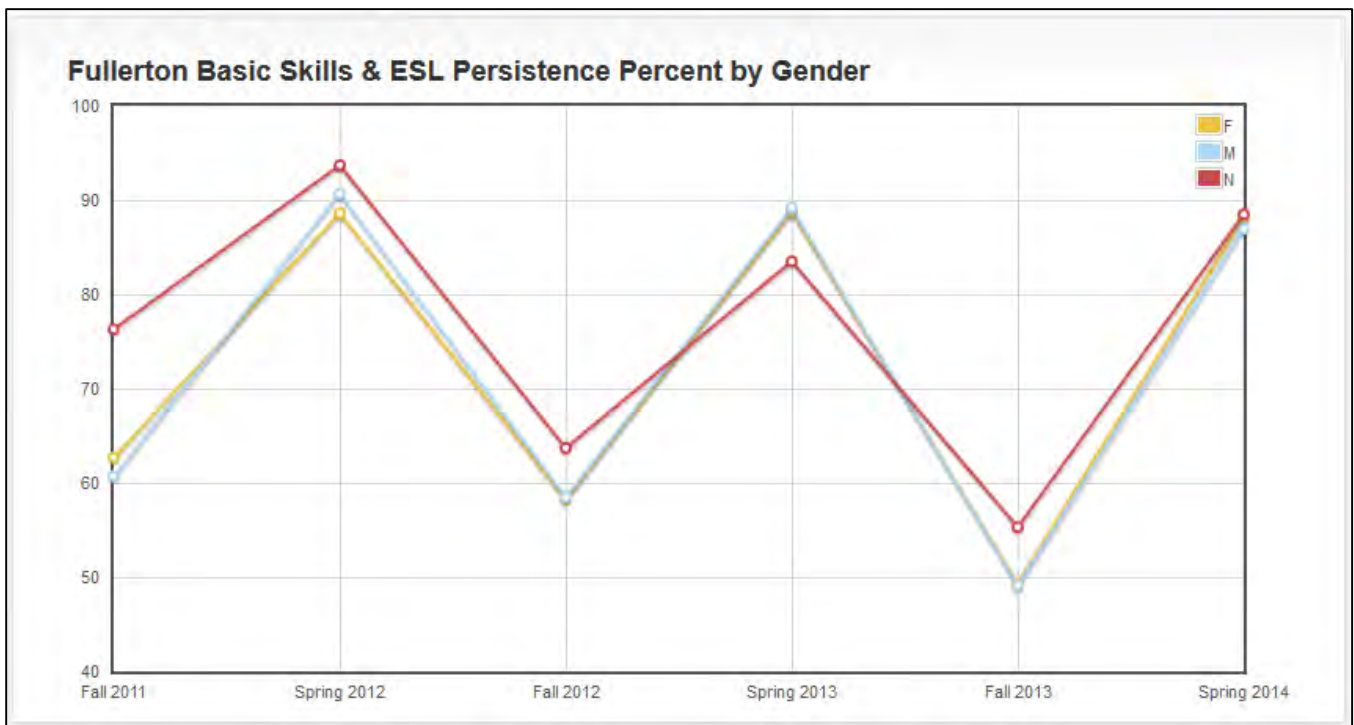


Female and male students with CTE goals have similar persistence rates and patterns. The falloff from spring to fall is typical as students complete the educational cycle most normally at the end of the spring semester.



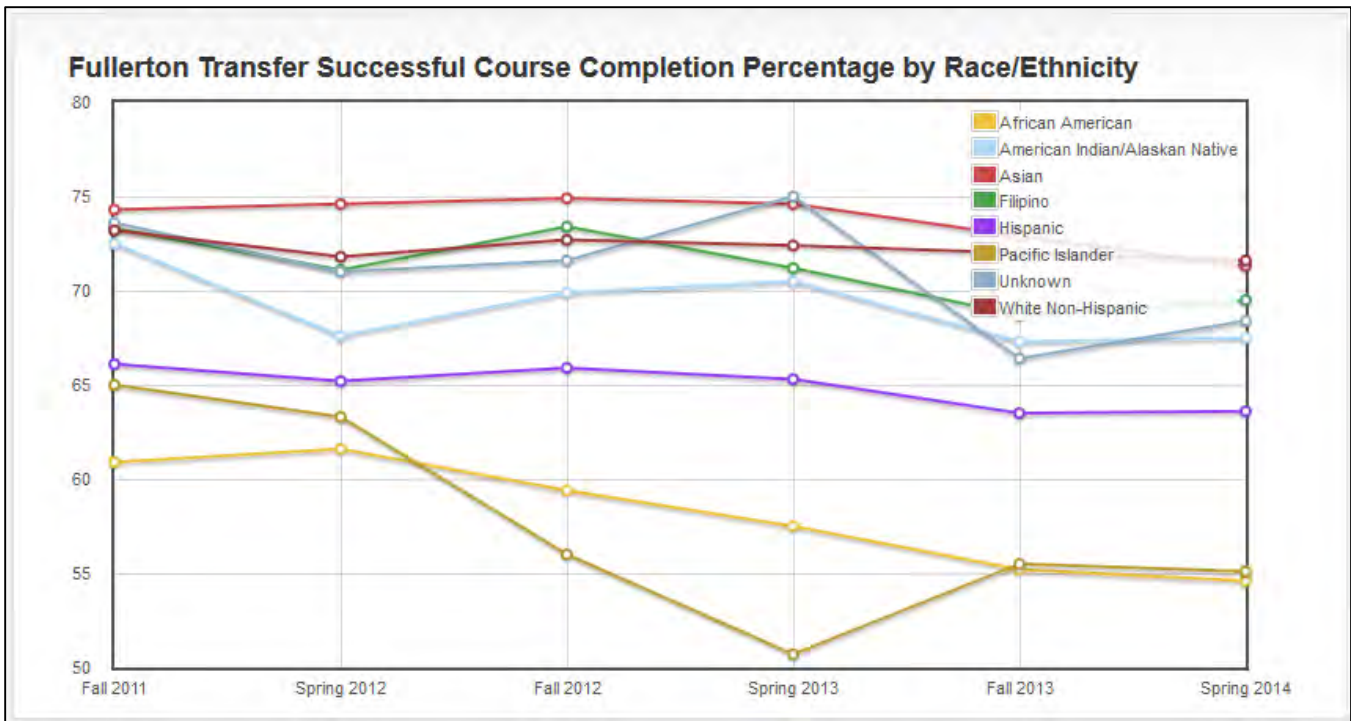


Females consistently make up a higher percentage of the ESL student population than their male counterparts. We see a decline in success rates across three academic years. There is a persistent gap in the success rates of female and male students in transfer courses.

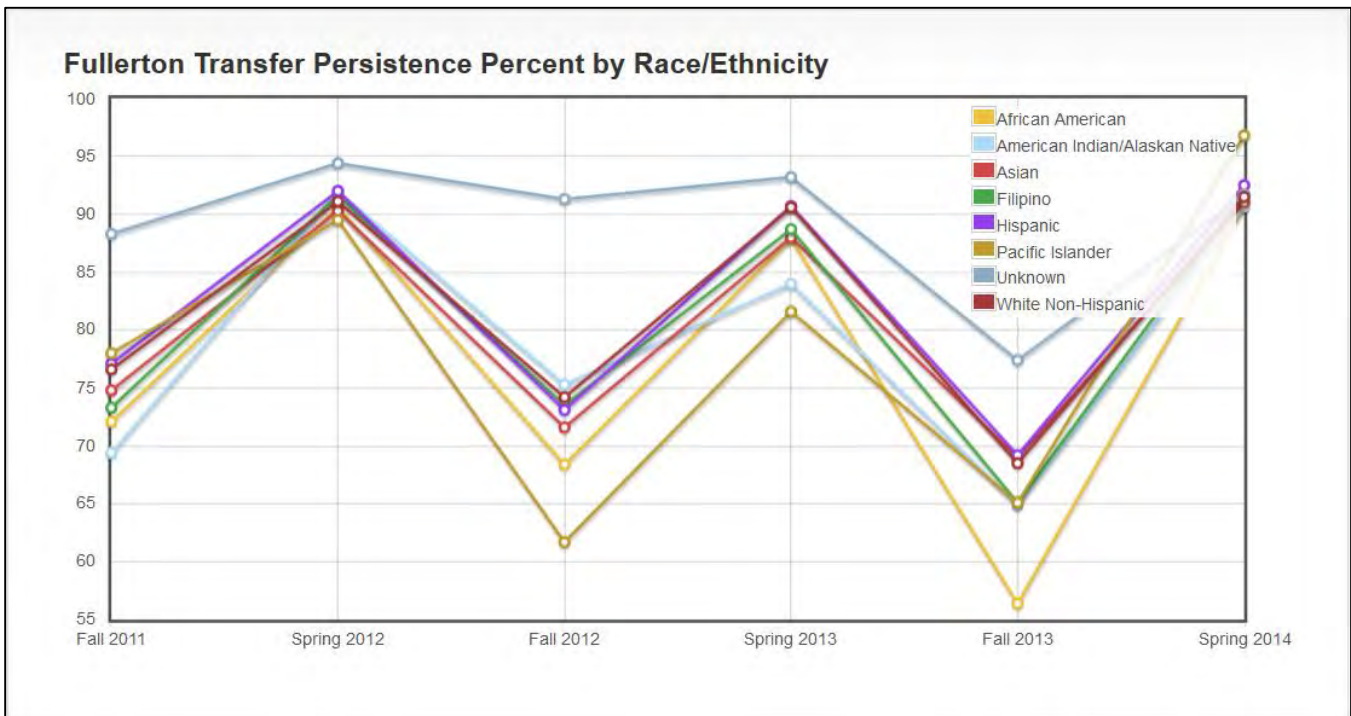


Fall to spring persistence is higher than spring to fall persistence for both groups. Both groups have similar persistence rates and patterns.





The successful course completion rate in transfer courses by race ethnicity highlights the achievement gap facing Hispanic, African American, and Pacific Islander students.

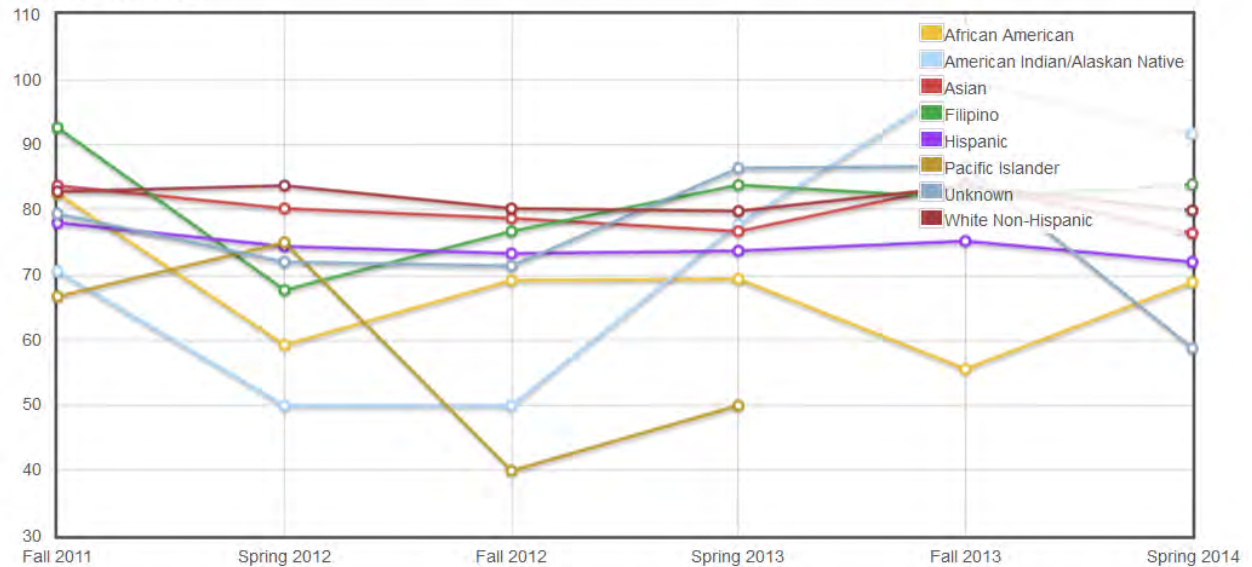


Persistence rates are closely grouped, with the exception of American Indian/Alaskan Native students. Trends provide evidence of an achievement gap, although spring 2014 data have all subpopulations tightly grouped.



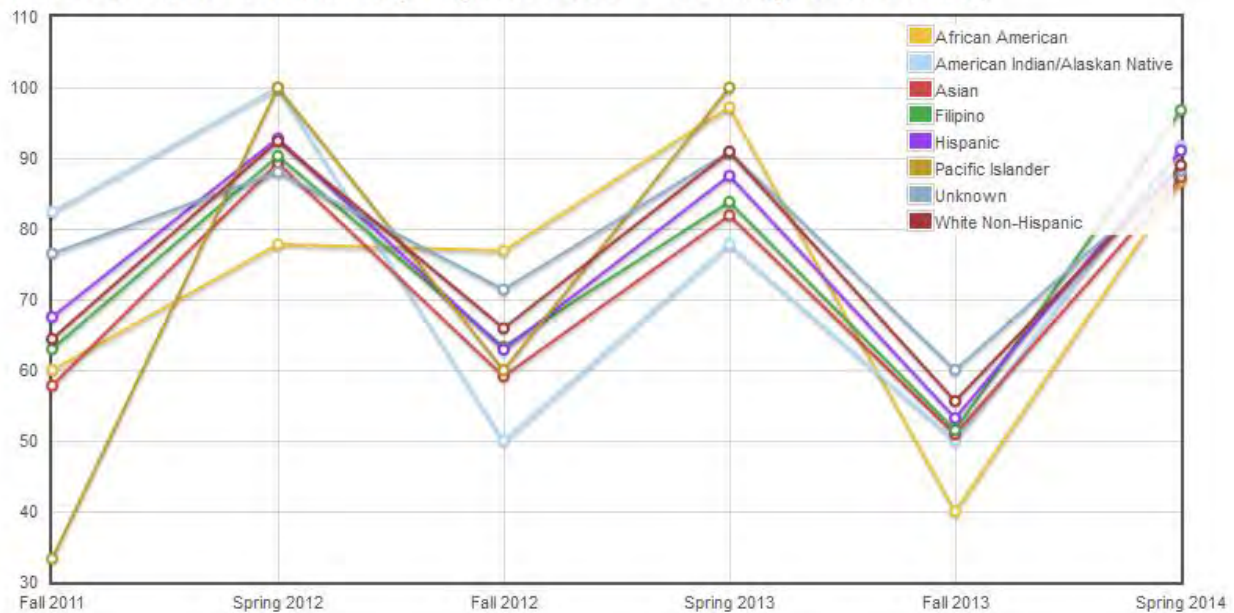


### Fullerton Career & Technical (CTE) Successful Course Completion Percentage by Race/Ethnicity



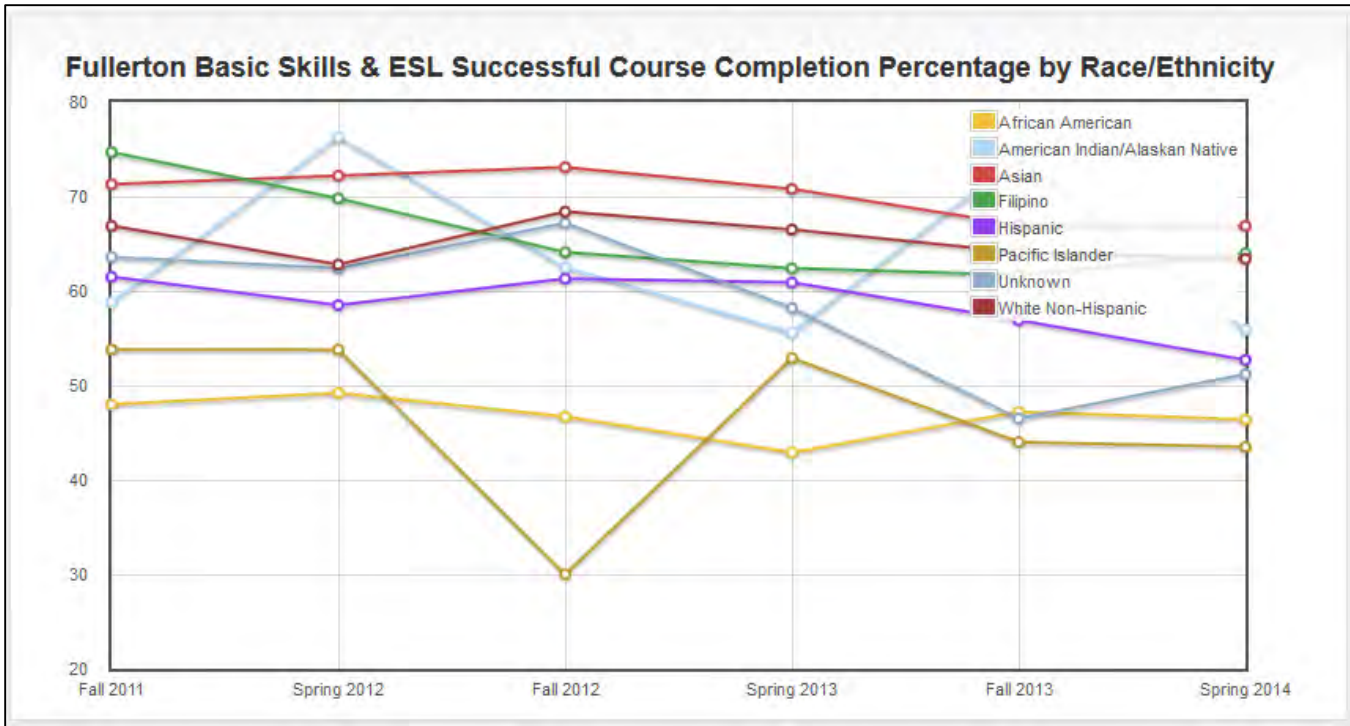
Hispanic and White students account for the overwhelming majority (80%) of enrollments in CTE. A slight achievement gap is evident as rates have remained stable.

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

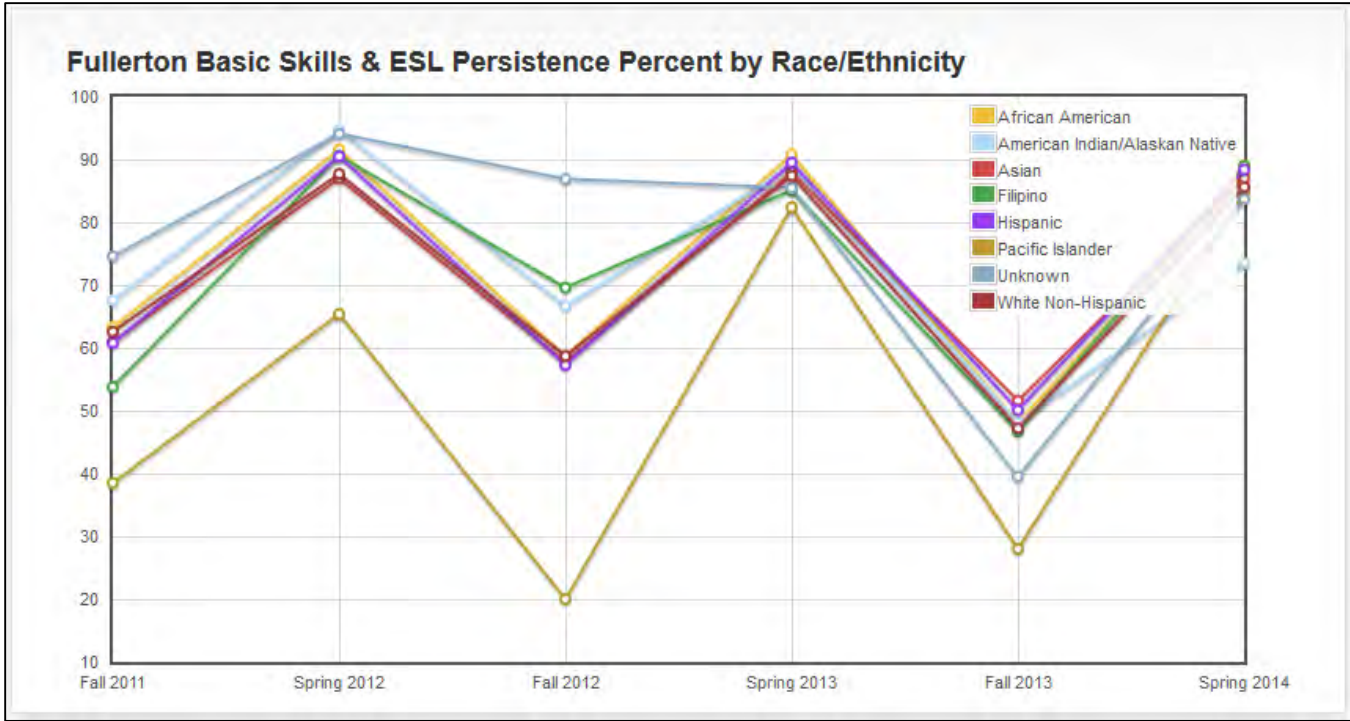


Persistence rates fluctuated, but recently began to group more tightly.



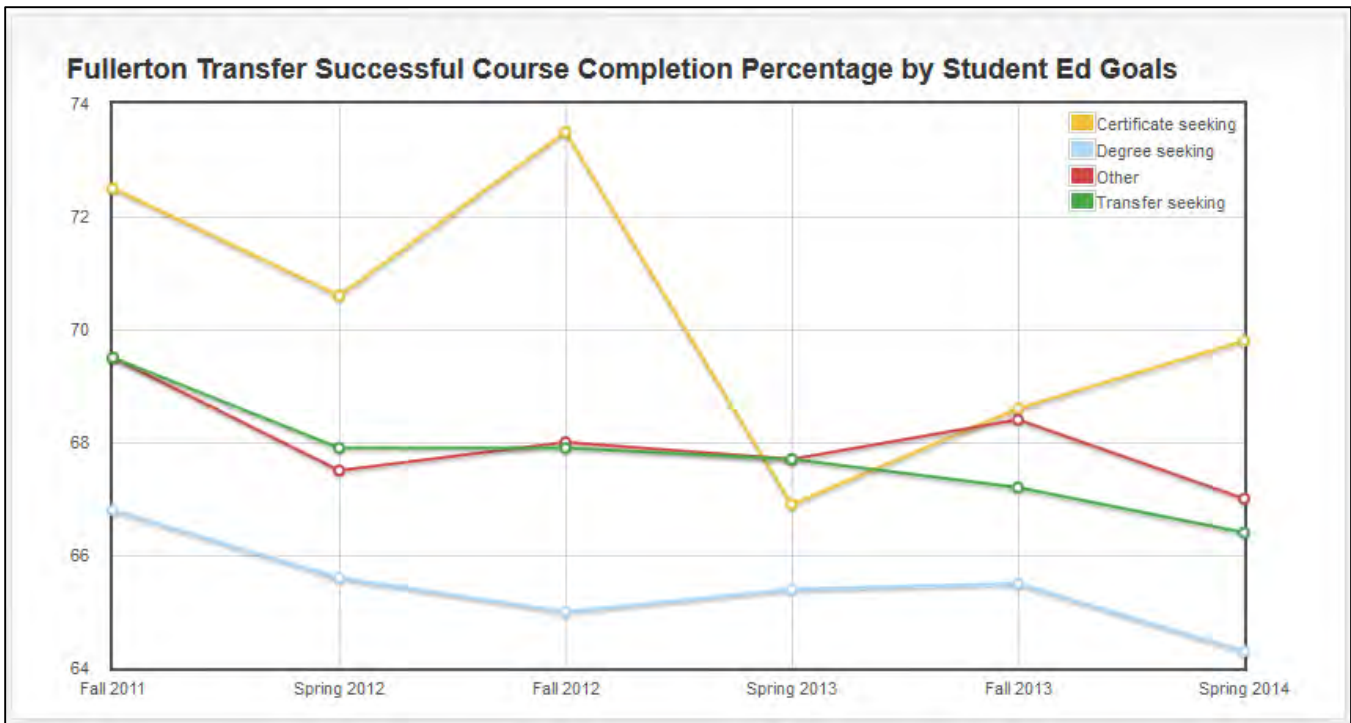


Hispanic students account for 60% of enrollments, with Asian and White non-Hispanic students accounting for 13% and 18%, respectively. Success rates in ESL courses have fluctuated with a notable gap persisting between Asian and Hispanic Students.

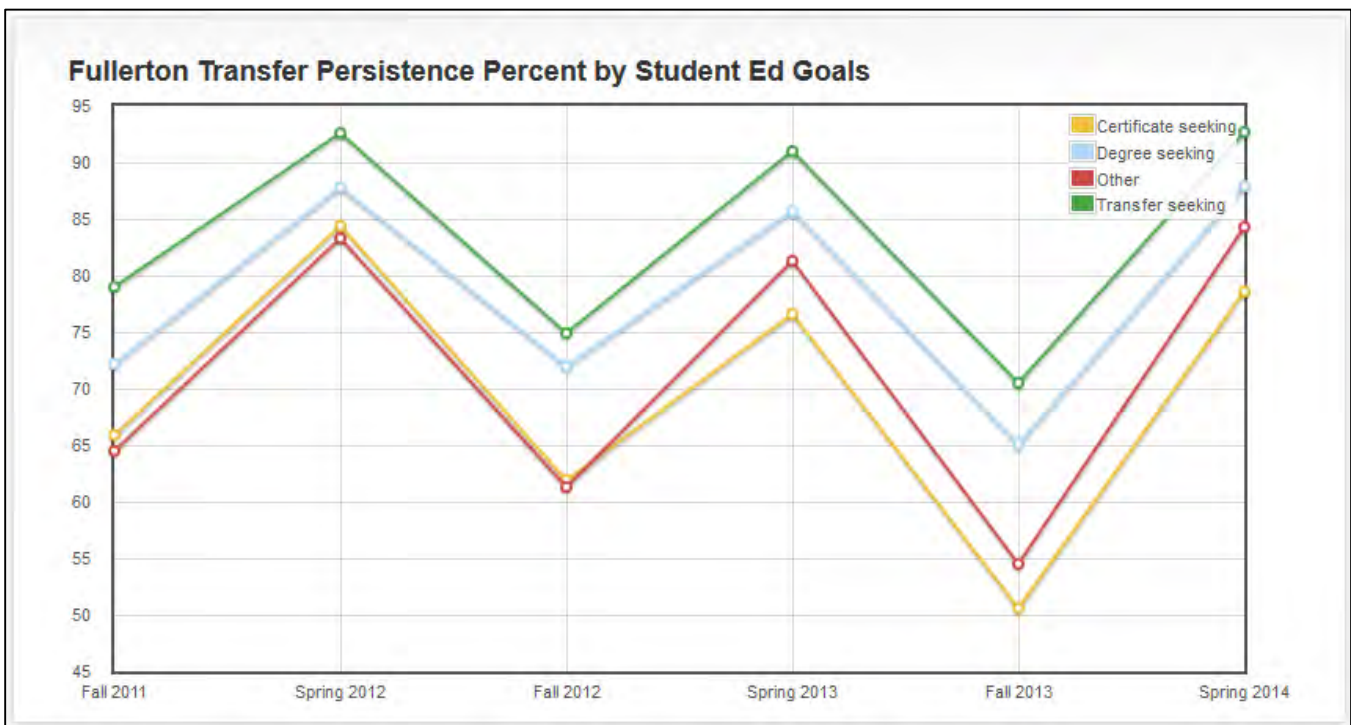


Persistence rates for the three highest enrolling groups have similar rates and patterns.



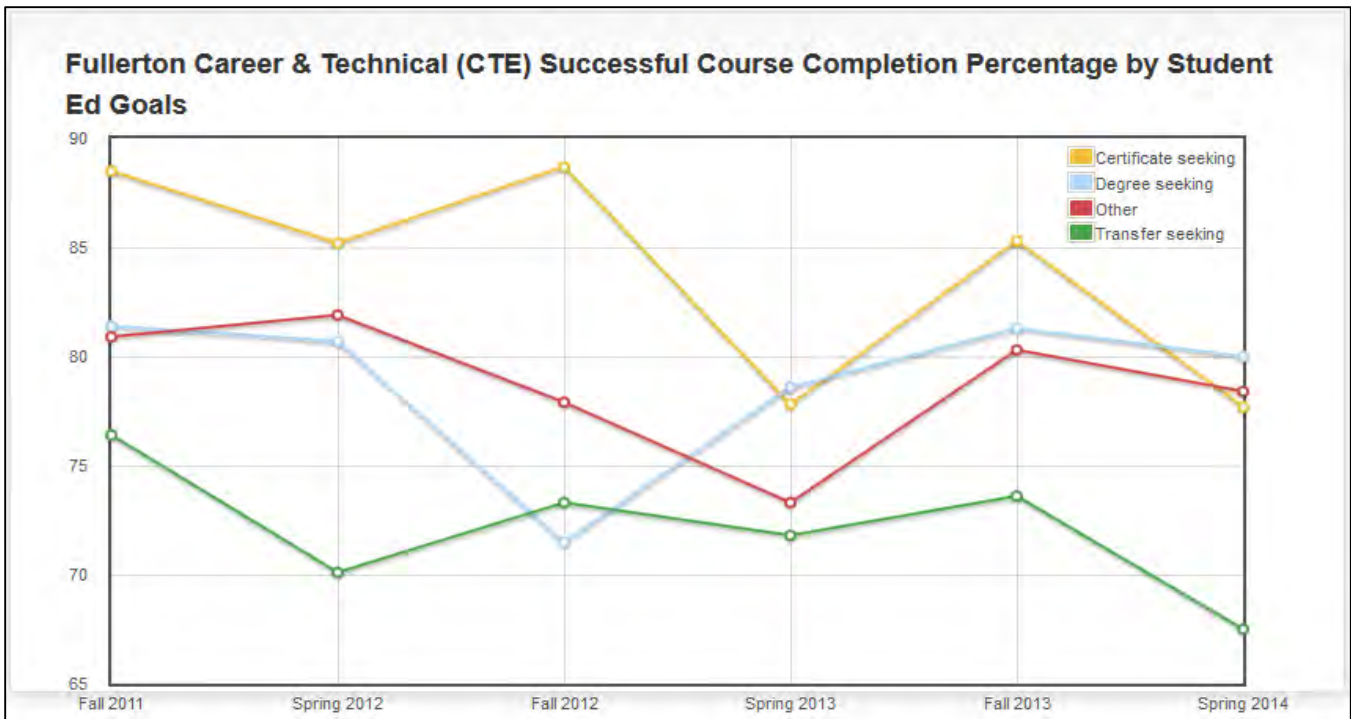


There has been noticeable movement in the successful course completion rate for certificate students and a slight decline for transfer and degree seeking students.

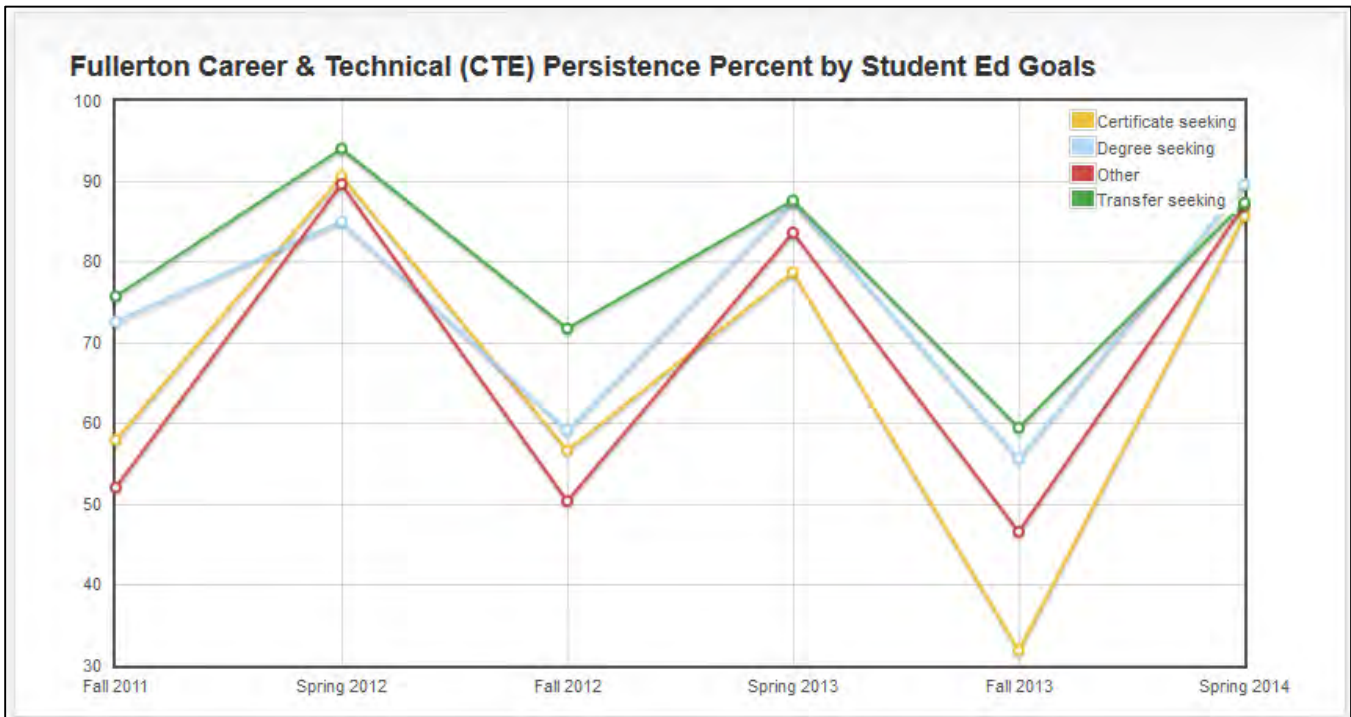


Transfer and degree seeking students have the highest persistence rates, most likely because of program length and time to transfer.



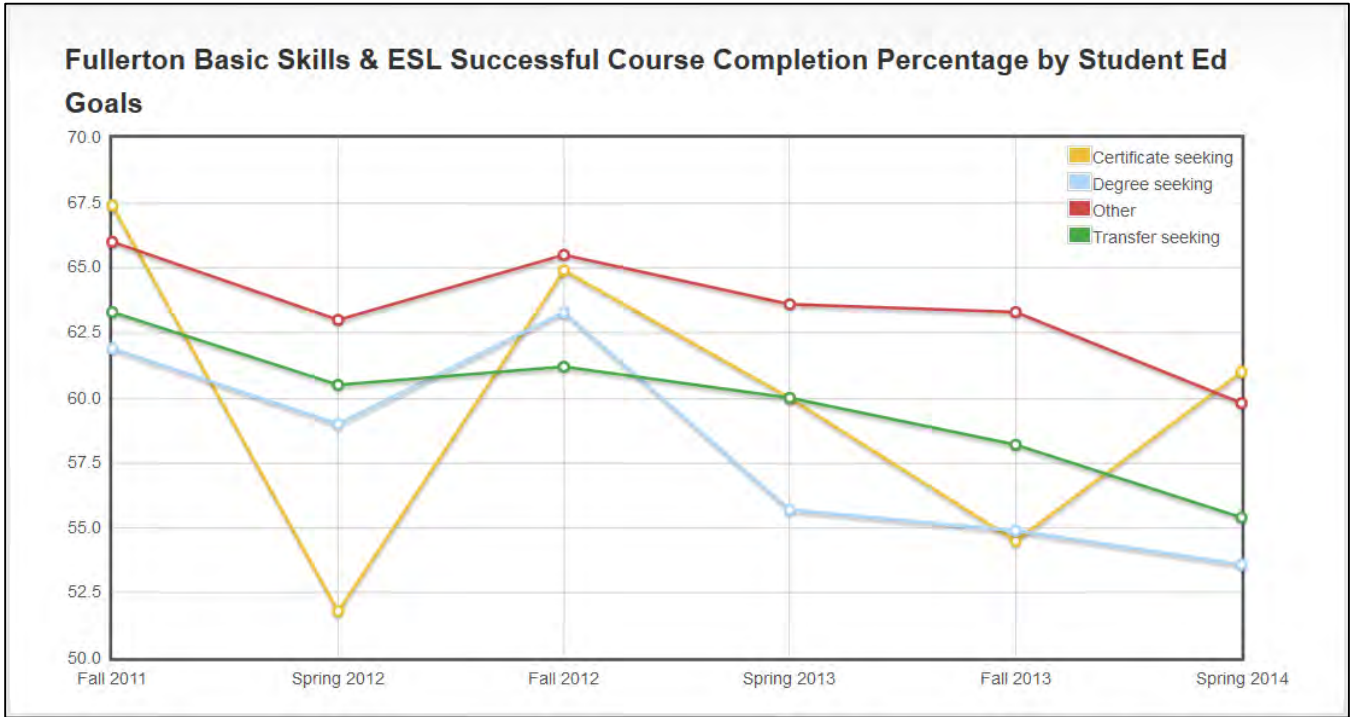


There has been a noticeable decline in successful course completion rates for certificate seeking and transfer seeking students. The other groups have remained fairly stable.

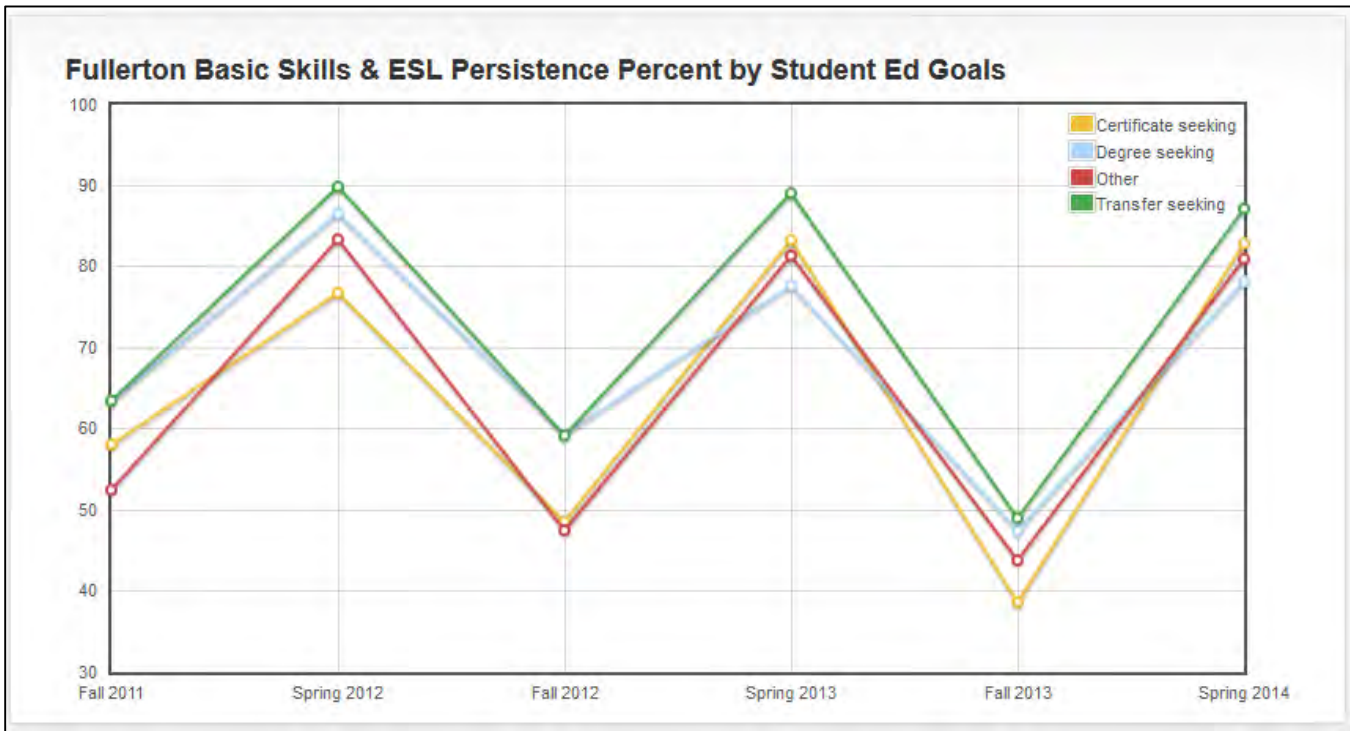


Transfer and degree seeking students have the highest persistence rates, most likely because of program length and time to transfer. Spring 2014 data show the subpopulations have become more tightly grouped.





There is large fluctuation in the success rates for certificate seeking students. There have been slight declines for the other three groups.



Persistence rates have remained fairly consistent across the 3 years.



## Chapter II: Student Demographics

The student demographic information presented in this section is not meant to be an exhaustive construction of the student profile. The characteristics discussed are intended to provide a broad overview of the general characteristics of Fullerton College students. Gender, age, ethnic distribution, Board of Governors fee waiver eligibility, and parent educational attainment 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 his/her 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 the whole student that we can determine how best to support their achievement and promote his/her success.

### Fullerton College Student Gender, Fall Semester 2011 to 2013

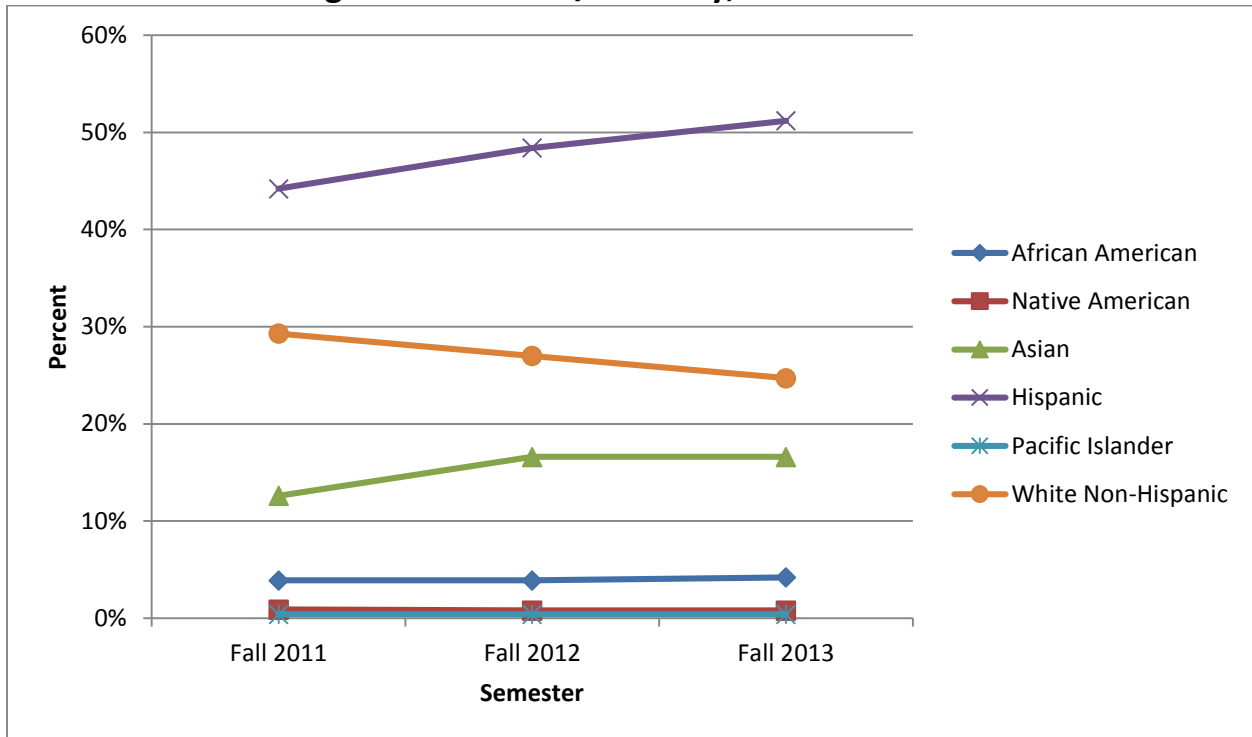
Gender	Fall 2011	Fall 2012	Fall 2013
	Percent	Percent	Percent
Female	50%	50%	50%
Male	49%	48%	48%
Unknown	1%	2%	2%

(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 with either gender has increased slightly.



### Fullerton College Student Race/Ethnicity, Fall Semester 2011 to 2013



(Source: NOCCCD Argos Files)

The largest ethnic representation among Fullerton College students is of Hispanic/Latino origin, with a 51% share of the population. This represents a nearly 6% increase over the previous fall semester. White non-Hispanic and Asian students represent the next largest proportions 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 offered to students.

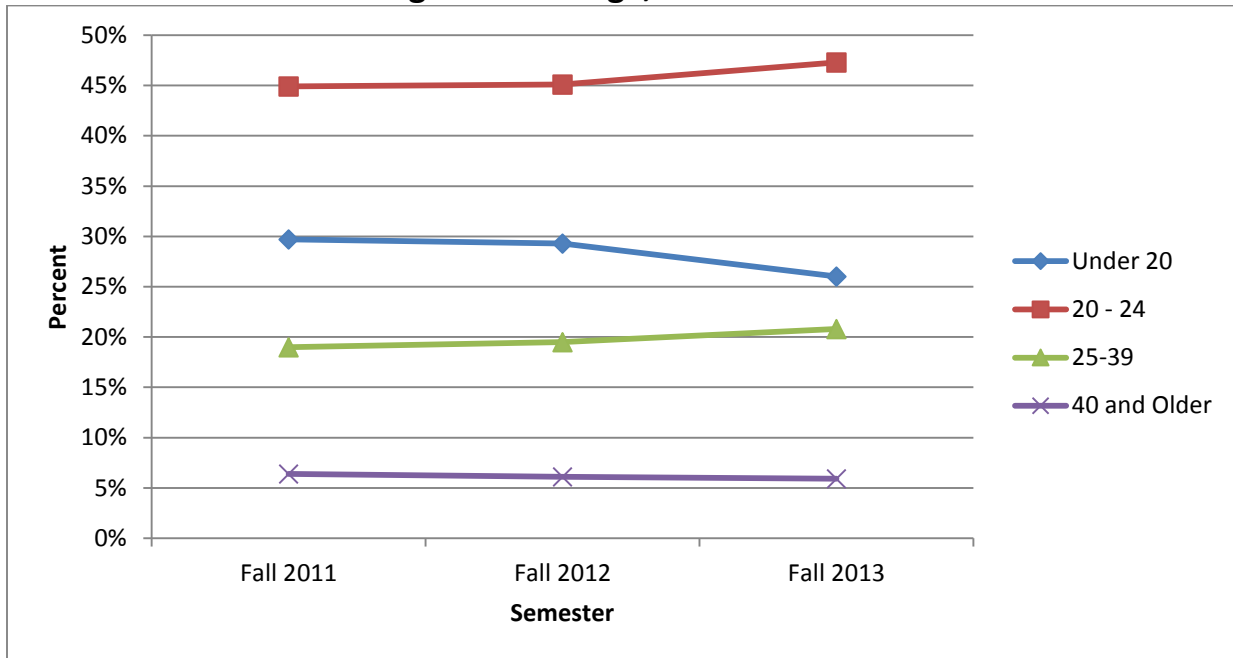
### Fullerton College Student Race/Ethnicity, Fall Semester 2011 to 2013

Race/Ethnicity	Fall 2011		Fall 2012		Fall 2013	
	Total	Percent	Total	Percent	Total	Percent
African American	785	3.9%	825	3.9%	1,032	4.2%
Native American	171	0.9%	162	0.8%	199	0.8%
Asian	3,366	12.6%	3,487	16.6%	4,126	16.6%
Hispanic	8,886	44.2%	10,126	48.4%	12,719	51.2%
Pacific Islander	93	0.4%	93	0.4%	102	0.4%
White Non-Hispanic	5,887	29.3%	5,653	27.0%	6,131	24.7%
Unknown	901	4.5%	588	2.8%	511	2.1%

(Source: NOCCCD Argos Files)



### Fullerton College Student Age, Fall Semester 2011 to 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 five percentage point decline occurring between fall 2011 and fall 2013. 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 past academic years.

### Student Age Distribution, Fall Semester 2011 to 2013

Age Group	Fall 2011		Fall 2012		Fall 2013	
	Total	Percent	Total	Percent	Total	Percent
Under 20	5,958	29.7%	6,130	29.3%	6,442	26.0%
20 - 24	9,029	44.9%	9,447	45.1%	11,736	47.3%
25-39	3,815	19.0%	4,047	19.5%	5,168	20.8%
40 or older	1,282	6.4%	1,282	6.3%	1,474	5.9%

(Source: NOCCCD Argos Files)





## Parent Educational Attainment, Fall Semester 2011 to 2013

Parent Level of Education	Fall 2011		Fall 2012		Fall 2013	
	Count	Percent	Count	Percent	Count	Percent
No High School Diploma	2,901	14.4%	3,326	15.9%	4,077	16.5%
High School Diploma	5,049	25.1%	5,346	25.6%	6,589	26.6%
<b>Total No College</b>	<b>7,950</b>	<b>39.6%</b>	<b>8,672</b>	<b>41.4%</b>	<b>1,0666</b>	<b>43.0%</b>
Some College/No Degree	4,764	23.7%	4,946	23.6%	5,832	23.5%
Associate Degree	1,749	8.7%	1,794	8.6%	2,024	8.2%
Bachelors Degree	3,432	17.1%	3,427	16.4%	3,957	16.0%
Graduate Degree	1,837	9.1%	1,774	8.5%	1,932	7.8%
No Response	347	1.7%	310	1.5%	371	1.5%

(Source: NOCCCD Argos Files)

In fall 2013 43% of Fullerton College students were first generation college students. Moreover, 66.5% of students enrolled in fall 2013 had parents without any sort of college degree. This is an increasing trend over the past three fall semesters. Fullerton College has responded to this by providing jumpstart and early commitment programs in feeder high schools to create a college-going culture and increase preparedness in incoming freshmen.

## Board of Governors (BOG) Fee Waiver Eligibility, Fall Semester 2011 to 2013

BOG Eligibility	Fall 2011		Fall 2012		Fall 2013	
	Count	Percent	Count	Percent	Count	Percent
Yes - BOG eligible	9,588	47.8%	10,545	50.4%	13,106	52.9%
No - Not eligible	9,594	47.8%	9,607	45.9%	10,762	43.4%
No Response	897	4.5%	771	3.7%	914	3.7%

(Source: NOCCCD Argos Files)

In fall 2013 approximately 53% of Fullerton College students were eligible for the California Community Colleges Board of Governors fee waiver, which permits enrollment fees to be waived. Under Title 5 of the California Code of Regulations, the student or student's family must have a total income in the prior year (in this case, 2012) that is equal to or less than 150% of the U.S. Department of Health and Human Services Poverty Guidelines based on family size. For a family of four the income threshold was \$34,575. The increase in proportion of BOG eligible students increases the collective needs of the Fullerton College student body. One of the ways the college addresses these needs is through targeted programs such as EOPS and the Chris Lamm and Toni DuBois-Walker Memorial Food Bank.



## Student Educational Objectives, Fall Semester 2011 to 2013

Educational Goal	Fall 2011	Fall 2012	Fall 2013
	% of Total	% of Total	% of Total
Associate Degree and Transfer	44.0%	48.4%	51.1%
Associate Degree Only	3.7%	4.3%	4.3%
Transfer Only	13.5%	15.4%	15.2%
Vocational Degree/Certificate	1.9%	2.4%	2.4%
Career Advancement/Change	1.7%	5.5%	5.2%
Career Exploration	1.5%	1.6%	1.6%
Ed. Development/Improvement	2.5%	3.2%	2.7%
Non-credit to Credit	.0%	.1%	0.1%
HS Completion	.6%	.7%	0.5%
4 Year Student	3.4%	5.6%	4.5%
Undecided	8.3%	9.4%	9.0%
Missing	18.6%	3.4%	3.3%

(Source: NOCCCD Argos Files)

Half of all Fullerton College students declare the goal of earning an Associates 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. Aggregated, over 70% of Fullerton College students aspire to complete an associate degree and/or transfer to a 4-year institution. This is a testament to the completion and transfer culture of Fullerton College. Students attend Fullerton College because they aspire to complete degrees and/or transfer to 4-year institutions and know there are services and staff available on campus to help them achieve their goals.



## Top Ten Student Majors, Fall Semester 2011-2013

Fall 2011			Fall 2012			Fall 2013		
Top 10 Majors	Total	%	Top 10 Majors	Total	%	Top 10 Majors	Total	%
Liberal Studies	4304	21.4%	Liberal Studies	4104	19.6%	Liberal Studies	1595	6.4%
Business Administration	961	4.8%	Business Administration	1010	4.8%	Business Administration	1474	5.9%
Psychology	900	4.5%	Business Management	899	4.3%	Business Management	1207	4.9%
Business Management	766	3.8%	Psychology	840	4.0%	Biology	1120	4.5%
Pre-Nursing	713	3.5%	Pre-Nursing	816	3.9%	Pre-Nursing	1108	4.5%
Biology	682	3.4%	Biology	813	3.9%	Psychology	945	3.8%
Art	543	2.7%	Engineering	627	3.0%	Engineering	892	3.6%
Engineering	536	2.7%	Art	566	2.7%	Art	724	2.9%
Music	451	2.2%	Music	490	2.3%	Administration of Justice	696	2.8%
Accounting	439	2.2%	Accounting	435	2.1%	Accounting	607	2.4%

(Source: NOCCCD Argos Files)

Business Administration continues to be the largest single declared major among Fullerton College students, excluding Liberal Studies. In the fall 2013 semester career technical fields (Business Management, Engineering, Accounting, and Administration of Justice) and STEM fields (Biology, Pre-Nursing, and Engineering) comprised seven of the top ten declared majors.

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. The data indicate 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, Fall Semester 2011-2013

Fall 2011			Fall 2012			Fall 2013		
Top 10 Cities	Total	% of All	Top 10 Cities	Total	% of All	Top 10 Cities	Total	% of All
Anaheim	4,158	20.7%	Anaheim	4418	21.1%	Anaheim	5282	21.3%
Fullerton	3,532	17.6%	Fullerton	3656	17.5%	Fullerton	4046	16.3%
La Habra	1,344	6.7%	La Habra	1422	6.8%	La Habra	1591	6.4%
Whittier	1,176	5.9%	Whittier	1196	5.7%	Whittier	1451	5.9%
Placentia	1,051	5.2%	Placentia	986	4.7%	Placentia	1126	4.5%
Yorba Linda	1,000	5.0%	Yorba Linda	925	4.4%	Buena Park	1059	4.3%
Brea	887	4.4%	Buena Park	881	4.2%	Yorba Linda	943	3.8%
Buena Park	832	4.1%	Brea	869	4.2%	Brea	924	3.7%
La Mirada	637	3.2%	La Mirada	634	3.0%	La Mirada	746	3.0%
Orange	455	2.3%	Orange	490	2.3%	Orange	565	2.3%
<b>Top Ten</b>	<b>15,072</b>	<b>75.1%</b>	<b>Top Ten</b>	<b>15,477</b>	<b>73.9%</b>	<b>Top Ten</b>	<b>17,733</b>	<b>71.5%</b>

(Source: NOCCCD Argos Files)

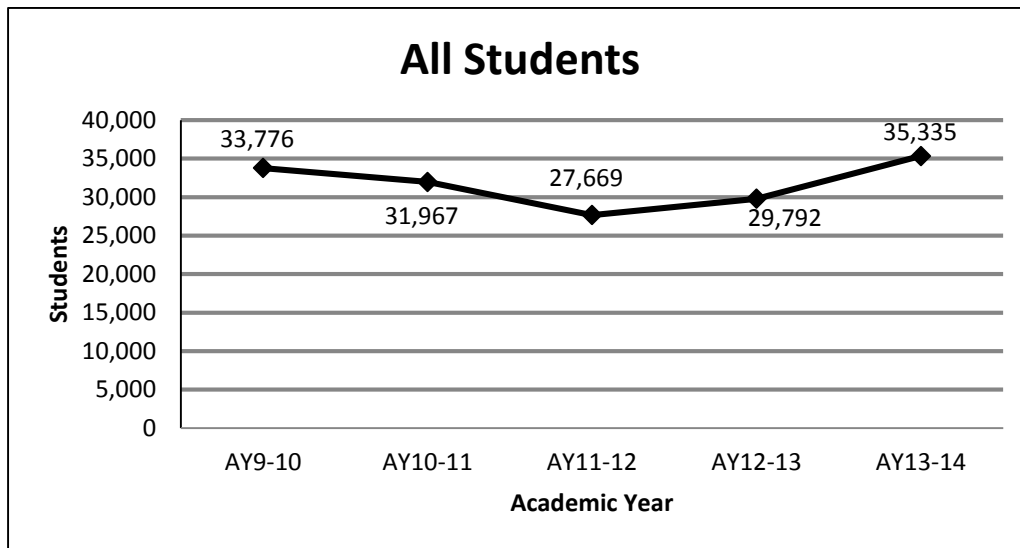
The cities of Anaheim, Fullerton, La Habra, Whittier, and Placentia consistently rank as the top five cities of origin for Fullerton College students. Overall, all ten cities have remained in the top ten the past three fall semesters. Students from these three cities made up a combined 71.5% of the student population in fall 2013. The trend has shown a slight decrease across fall terms in the proportion of students coming from the top ten cities listed. Increased section offerings this past semester have enhanced opportunities for enrollment across a wider geographic area.



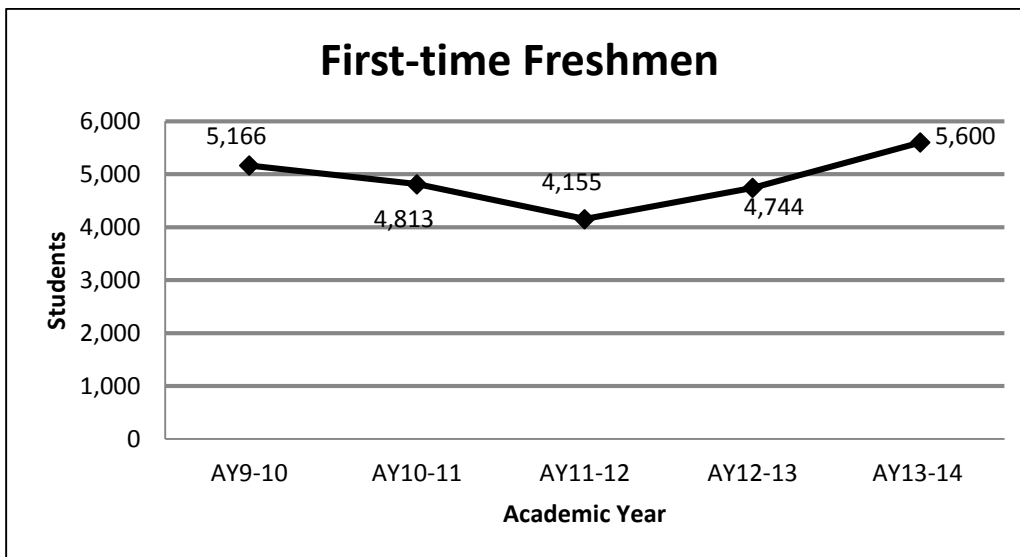
## Chapter III: Measures of Institutional Effectiveness

The measures of institutional effectiveness provided in this chapter align with or are directly from 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.

### Academic Year Enrollment Trends, 2009-2010 to 2013-2014



(Source: NOCCCD Argos Files)

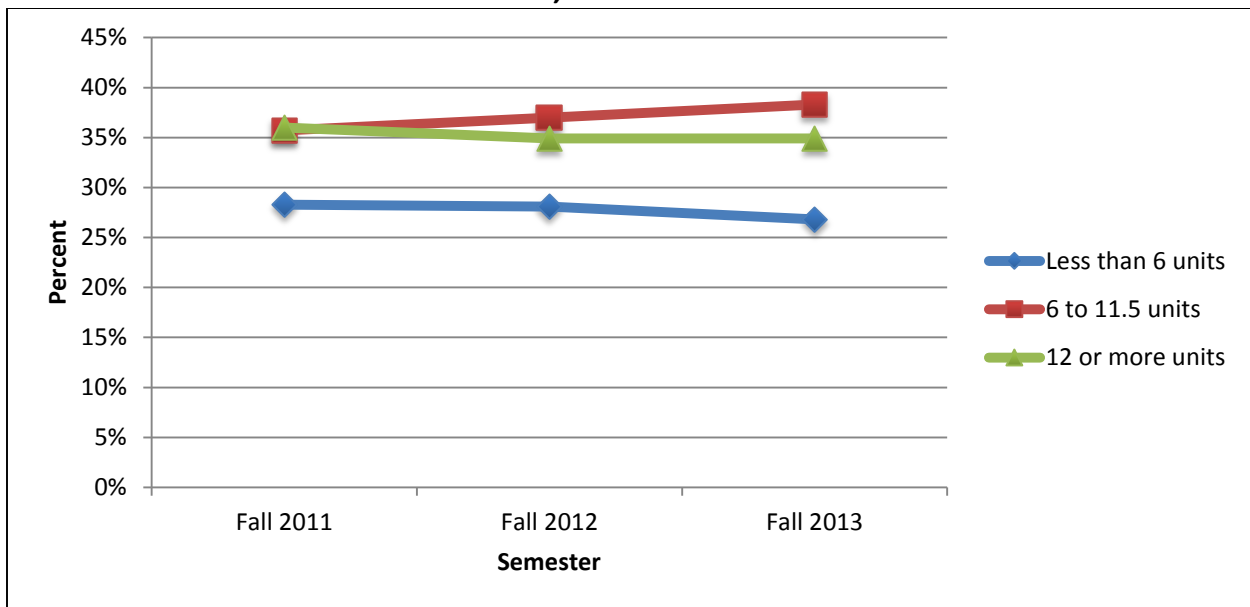


(Source: NOCCCD Argos Files)



Total student enrollment at Fullerton College has seen tremendous growth during the most recent fall semester after the past 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 previous years. But with the influx of state revenues and current growth funding, enrollments are expected to continue to rise. From AY2012-13 to AY2013-14 there was an increase of over 18% in first-time freshmen and overall students that enrolled at Fullerton College.

**Student Unit Load, Fall Semester 2011 to 2013**

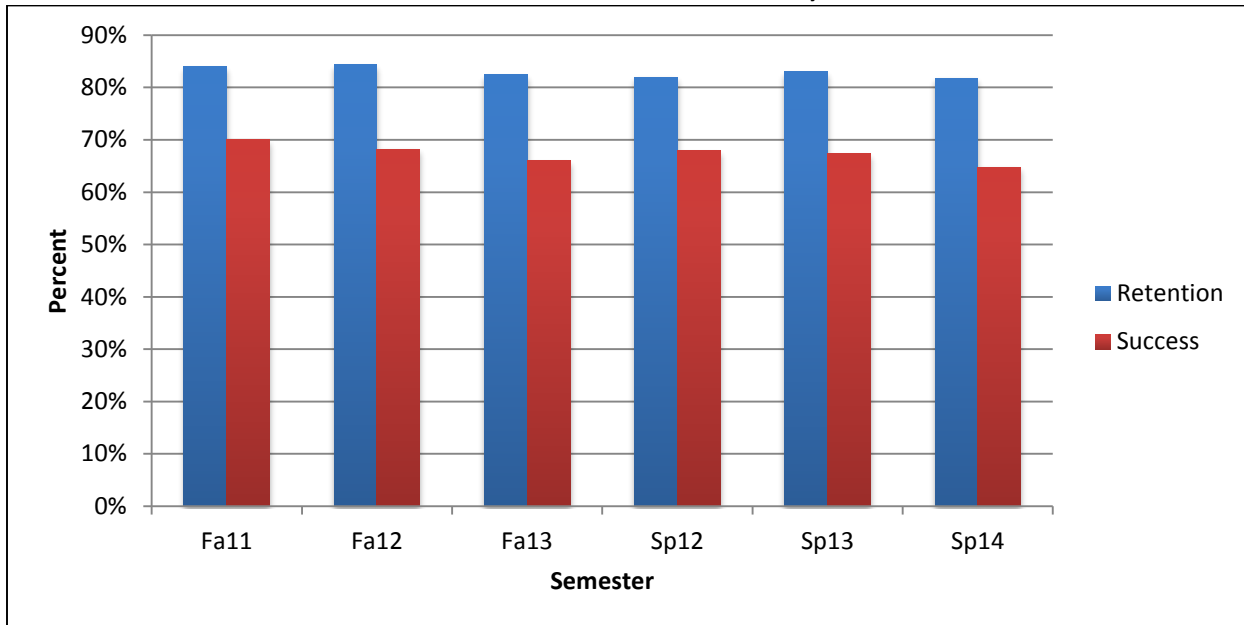


(Source: NOCCCD Argos Files.)

Approximately 35% of Fullerton College students enrolled at full-time status during the fall 2013 semester. The rate for full-timers has remained fairly constant, with a drop in students enrolling less than 6 units, and increase in those enrolling in 6 to 11.5 units. This may be the product of increased section offerings, thereby boosting the ability of students to enroll in more units.



## Overall Course Retention and Success Rates, 2011-12 to 2013-14



(Source: NOCCCD Argos Files)

## Course Success Rates by Course Type and Race/Ethnicity, Fall Semester 2013

Race/Ethnicity	Overall	Basic Skills	Transfer	Vocational
African-American	54.5%	44.9%	55.6%	52.2%
American Indian	67.6%	88.9%	66.5%	77.5%
Asian	72.9%	69.6%	73.1%	73.7%
Hispanic	63.6%	59.2%	64.3%	64.7%
Multi-Ethnicity	64.9%	60.8%	65.2%	65.7%
Pacific Islander	53.5%	44.7%	55.0%	53.1%
White	71.1%	66.5%	71.3%	72.5%
Unknown	60.2%	68.3%	59.0%	56.9%
Total	66.3%	61.3%	66.8%	67.0%

Retention rates across all semesters have remained stable. A slight decline is visible across some semesters. As Fullerton College has increased its section offerings, it has experienced slight declines in success rates. This may be the product of increased overall enrollments and higher enrollments of at-risk populations, as the proportions of first generation, BOG eligible, and minority students has increased. Equity analysis on course success rates by student race/ethnicity shows no disparate outcomes for Hispanic students in any course type. African American and Pacific Islander student group data exhibit inequitable outcomes across all course types. The college is expanding programs with proven track records of improving course success, and specifically those that target at-risk populations, to address the needs of the growing student population.



## Scorecard

The California Community Colleges Student Success Scorecard was created on the recommendation from the Student Success Task Force. It was recommended that a new accountability framework be implemented, whose purpose would be to provide stakeholders with clear and concise information on key student progress and success metrics. The ARCC Advisory Workgroup was convened to guide the development and it recommended a four tiered accountability framework, where each level targets a different audience (this report provides the first two levels):

- The first level provides a report of the state of the system, a high level overview for legislators and policy makers that summarizes a number of system level aggregations of data and annual performance.
- The scorecard itself is the second level and measures progress and completion at each college for various groups of student demographics, including those with different levels of college preparation. This will be the core of the framework and part of the report that focuses on the performance of each college and incorporates many of the recommendations from the SSTF, such as providing metrics pertaining to momentum points, the disaggregation of metrics by racial and ethnic groups and the inclusion of students taking less than 12 units.
- The third level is the ability to drill down further into the scorecard metrics through the existing online query tool, CCCCCO Datamart.
- The fourth or most detailed level is the ability for researchers to download the datasets (Data-on-Demand) pertaining to each metric for their particular college.

In this section of the Institutional Effectiveness Report, the first and second levels of Student Success Scorecard data will be detailed and discussed.





## Persistence Rate

The persistence rate is defined as the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or momentum point):

- Enroll in the first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system.

In the following chart we see the Fullerton College overall cohort rate, and those of prepared and unprepared students are higher than the statewide figures. Female and male students have similar rates. Persistence rates by race/ethnicity show some variation across groups. Prepared students generally have higher persistence, except for Asian and Filipino students. This is likely because the students from those subpopulations may have not needed to enroll for a third semester to attain their educational goals.

CCCCO Scorecard 2007-2008 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	79.4%	70.5%	81.2%	71.9%	78.8%	70.1%
Female	79.4%	71.0%	81.2%	72.3%	78.8%	70.5%
Male	79.6%	70.1%	81.6%	71.6%	78.9%	69.6%
Under 20 years old	80.9%	71.4%	81.8%	72.3%	80.6%	71.1%
20 to 24 years old	66.4%	63.6%	75.8%	69.3%	62.9%	62.2%
25 to 49 years old	70.1%	67.5%	78.3%	68.2%	67.6%	67.4%
50 or more years old	71.9%	73.1%	66.7%	69.6%	72.4%	73.7%
African American	77.6%	64.5%	78.3%	66.8%	77.3%	64.1%
Am. Ind./ Al. Nat.	57.1%	65.0%	NA	68.5%	57.1%	64.1%
Asian	81.2%	74.4%	76.2%	70.1%	85.7%	76.8%
Filipino	78.5%	72.4%	71.4%	73.8%	82.8%	71.9%
Hispanic	79.5%	69.3%	83.2%	71.2%	78.8%	69.0%
Pacific Islander	100.0%	68.6%	100.0%	70.6%	100.0%	68.1%
White	78.7%	71.7%	82.8%	73.1%	77.2%	70.9%



### 30-Unit Attainment Rate

The 30-unit rate is defined as the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or milestone) within six years of entry:

- Earned at least 30 units in the CCC system.

At Least 30 Units Rate is reported for the overall cohort, as well as by lowest level of attempted Math or English.

The data below show the Fullerton College cohort has higher rates overall and by preparedness than statewide data. There are slight variations in the rates between female and male students. As with the persistence data, prepared student rates are higher than unprepared students with Asians as the exception. This anomaly could be a factor of “over preparedness” in the subpopulation leading to quicker educational goal attainment.

CCCCO Scorecard 2007-2008 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	70.1%	66.5%	73.6%	70.1%	68.9%	65.3%
Female	70.7%	67.1%	72.9%	69.9%	70.0%	66.2%
Male	69.2%	65.9%	74.0%	70.2%	67.5%	64.3%
Under 20 years old	71.6%	68.2%	74.1%	71.2%	70.7%	67.0%
20 to 24 years old	56.8%	58.0%	71.2%	63.4%	51.4%	56.7%
25 to 49 years old	59.8%	60.1%	69.6%	62.2%	56.8%	59.8%
50 or more years old	68.8%	60.1%	33.3%	53.6%	72.4%	61.2%
African American	66.3%	56.1%	69.6%	59.7%	65.3%	55.6%
Am. Ind./ Al. Nat.	57.1%	61.9%	NA	68.5%	57.1%	60.3%
Asian	71.2%	73.2%	64.8%	68.4%	77.0%	75.9%
Filipino	72.0%	69.2%	74.3%	71.2%	70.7%	68.6%
Hispanic	67.6%	63.2%	76.0%	67.6%	66.0%	62.4%
Pacific Islander	81.3%	62.3%	60.0%	66.0%	90.9%	61.3%
White	71.7%	69.0%	75.8%	72.2%	70.1%	67.3%



## Degree/Transfer Completion (SPAR) Rate

The degree/transfer completion rate is defined as the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA  $\geq$  2.0)

The data below show the Fullerton College cohort has higher rates overall and by preparedness than statewide data. Female students have higher completion rates when compared to males, but did not qualify as an inequitable outcome in equity analysis. Hispanic students were the only group to show inequitable outcomes by race/ethnicity in equity analysis. This is an interesting finding given the Hispanic subpopulation was not identified in student equity successful course completion data analysis. Unprepared Hispanic students have the lowest completion rate by race/ethnicity group. These findings have informed actions outlined in the Fullerton College student equity plan to address the disparate outcomes.

CCCCO Scorecard 2007-2008 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	49.8%	48.1%	73.4%	70.2%	41.7%	40.5%
Female	52.6%	49.2%	76.8%	73.2%	44.1%	41.7%
Male	47.3%	46.9%	69.6%	67.3%	39.5%	39.2%
Under 20 years old	51.4%	50.9%	74.0%	72.3%	43.5%	42.7%
20 to 24 years old	37.8%	37.2%	72.7%	60.1%	24.6%	31.6%
25 to 49 years old	39.2%	35.2%	56.5%	52.2%	33.8%	32.2%
50 or more years old	31.3%	33.9%	66.7%	44.3%	27.6%	32.2%
African American	55.1%	37.5%	73.9%	65.0%	49.3%	33.5%
Am. Ind./ Al. Nat.	33.3%	37.6%	NA	61.3%	33.3%	31.7%
Asian	68.8%	65.7%	82.9%	80.8%	56.2%	57.2%
Filipino	59.1%	51.1%	74.3%	70.9%	50.0%	44.1%
Hispanic	38.7%	39.1%	64.4%	63.5%	33.8%	34.7%
Pacific Islander	68.8%	42.7%	80.0%	64.1%	63.6%	37.2%
White	53.4%	52.5%	71.0%	69.8%	46.7%	43.6%



## Career Technical Education Completion Rate

The Career Technical Education completion rate is defined as the percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within six years of entry:

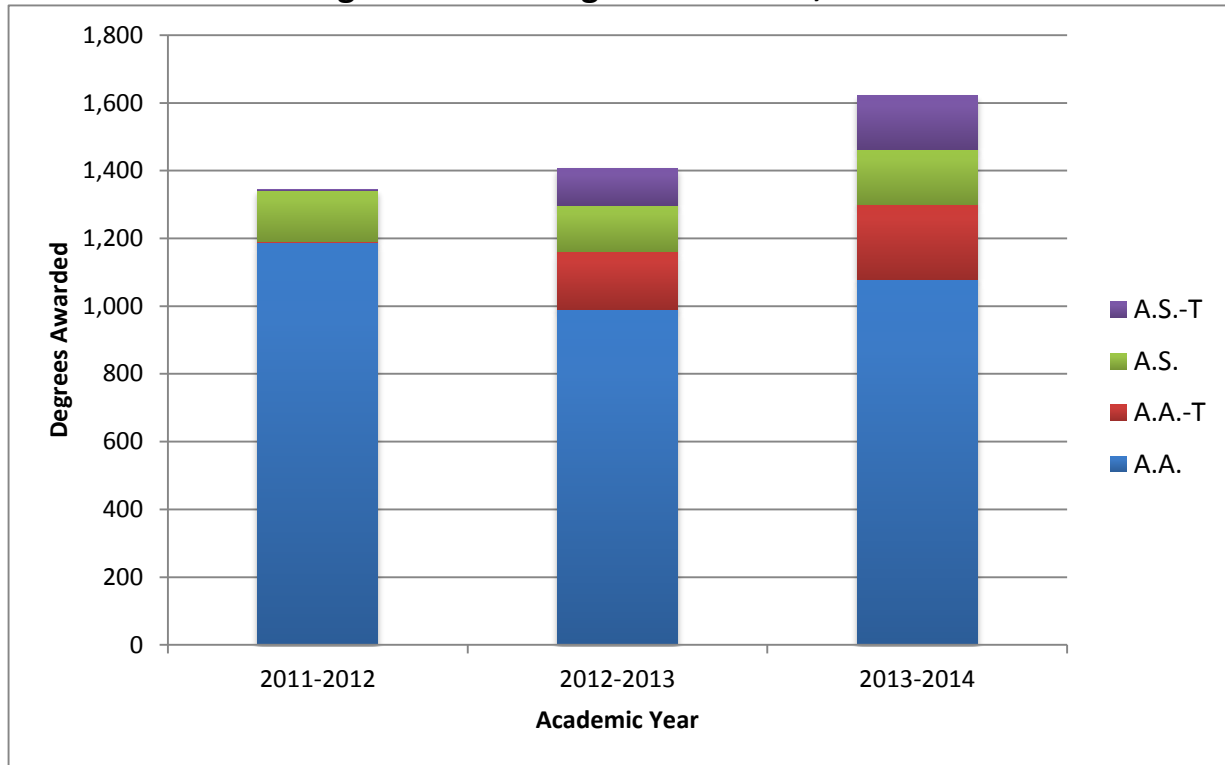
- Earned any AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA  $\geq$  2.0)

The chart below shows the Fullerton College cohort has higher rates overall than statewide data. Female students have higher rates of CTE completion than male students. By race/ethnicity group Filipino students are the highest, with Hispanic and Asian student following closely behind.

CCCCO Scorecard 2007-2008 Cohort	Overall	
	Fullerton College	Statewide
Cohort	59.1%	53.9%
Female	61.3%	57.2%
Male	57.2%	50.7%
Under 20 years old	67.8%	63.8%
20 to 24 years old	56.8%	57.9%
25 to 49 years old	47.4%	45.4%
50 or more years old	42.2%	45.9%
African American	53.7%	47.7%
Am. Ind./ Al. Nat.	41.7%	51.4%
Asian	60.9%	60.7%
Filipino	66.7%	63.9%
Hispanic	61.3%	52.3%
Pacific Islander	40.0%	54.9%
White	57.5%	53.7%



### Fullerton College Associate Degrees Awarded, 2011-12 to 2013-14



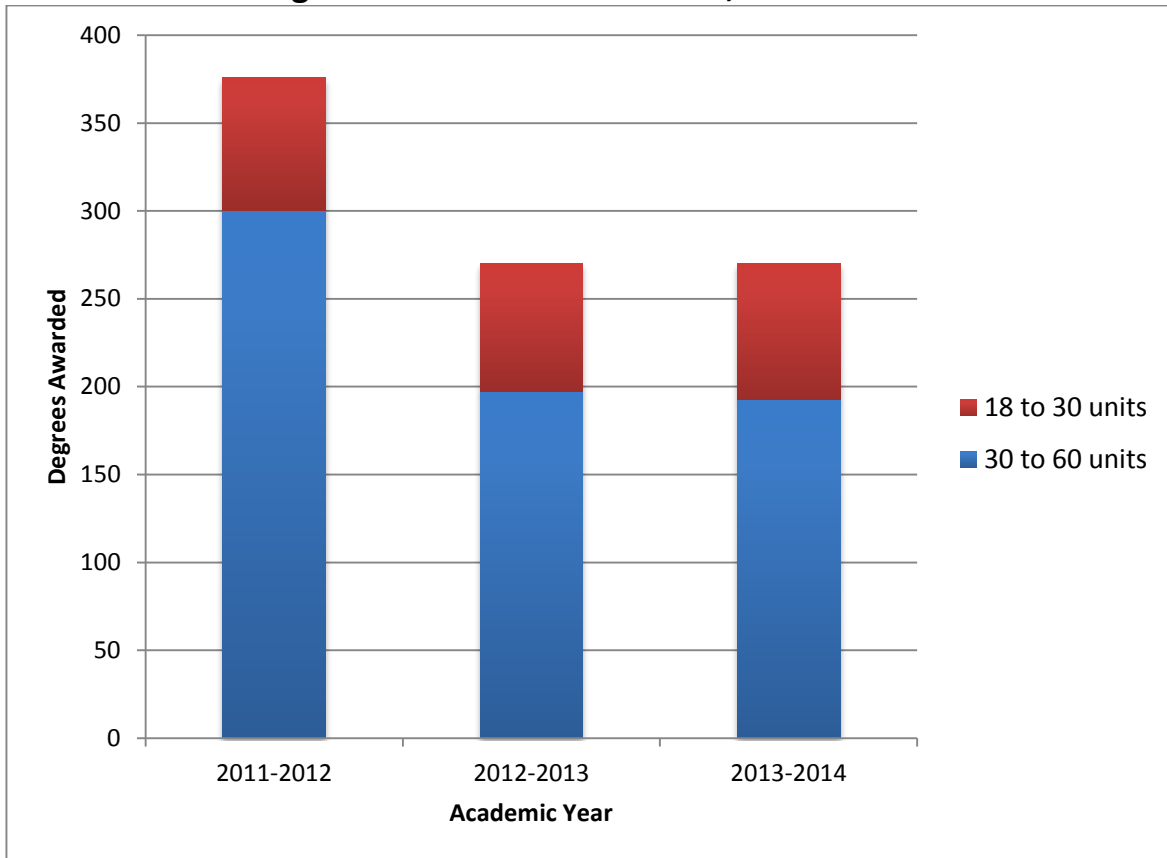
(Source: NOCCCD Argos Files)

The chart above reports the total number of associate degrees awarded by academic year. The total number of degrees awarded by Fullerton College increased 16.5% between 2012-13 and 2013-14. 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 associate degrees for transfer. Data from the current year now show an increase in each of the four associate degrees offered by Fullerton College. The transfer degrees represent an increasingly desirable option for students, as exhibited in the rise of the number of these degrees awarded.

Associate degrees for transfer provide students guaranteed admission to one of the California State University campuses within a similar major. While students completing transfer degrees may not actually transfer to a California State University campus, the degree gives students added flexibility and choices when compared to the traditional Associate's degrees.



### Fullerton College CTE Certificates Awarded, 2011-2012 to 2013-2014



(Source: NOCCCD Argos Files)

Total number of certificates awarded declined from 444 in 2010-11 to 270 in 2012-13, and remained at 270 in 2013-2014. 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. 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. During this first year of use in the new CTE buildings we see the number of certificates awarded has stabilized and Fullerton College expects increases in these numbers moving forward.

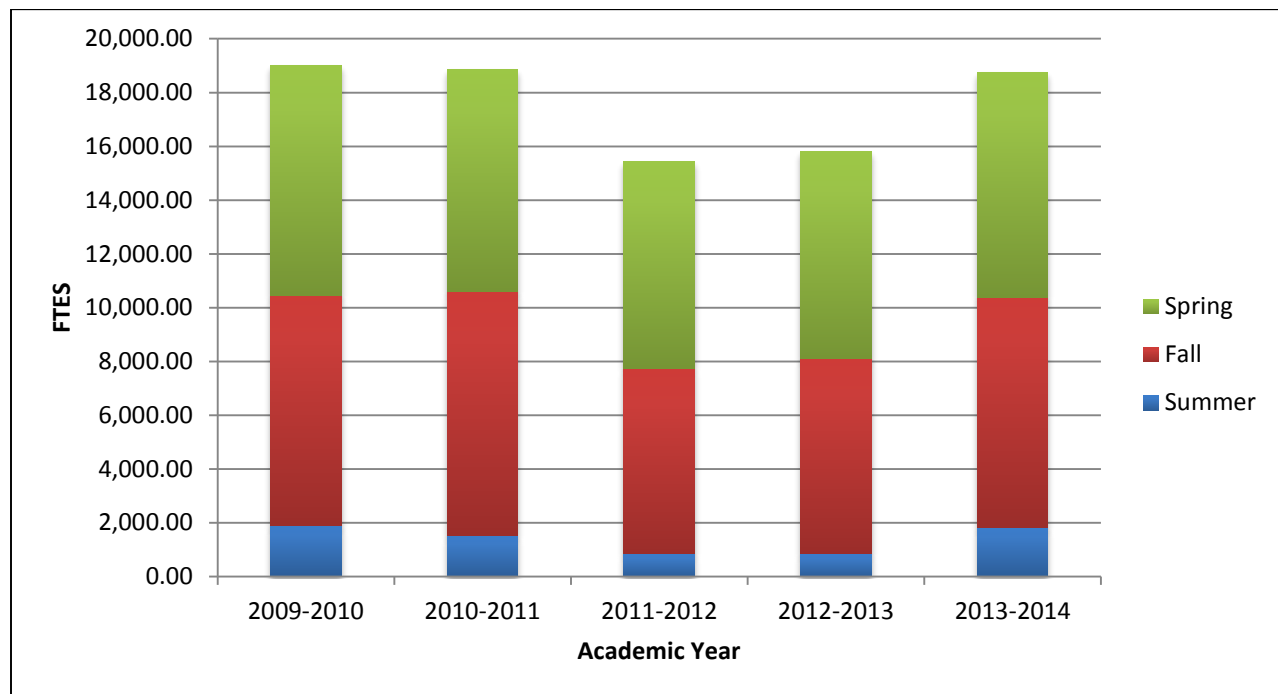


## Degrees and Certificates Awarded, 2011-2012 to 2013-2014

Degree/Certificate	2011-2012	2012-2013	2013-2014
Associate of Arts (A.A) degree	1,189	991	1,077
Associate in Arts for Transfer (A.A.-T) degree	1	171	244
Associate of Science (A.S) degree	153	136	163
Associate in Science for Transfer (A.S.-T) degree	1	110	157
Associate degree total	1,344	1,408	1,641
Certificate requiring 18 to 30 units	76	73	77
Certificate requiring 30 to 60 units	300	197	193
Certificate total	376	270	270

(Source: NOCCCD Argos Files)

## Resident Full Time Equivalent Students (FTES) Generation

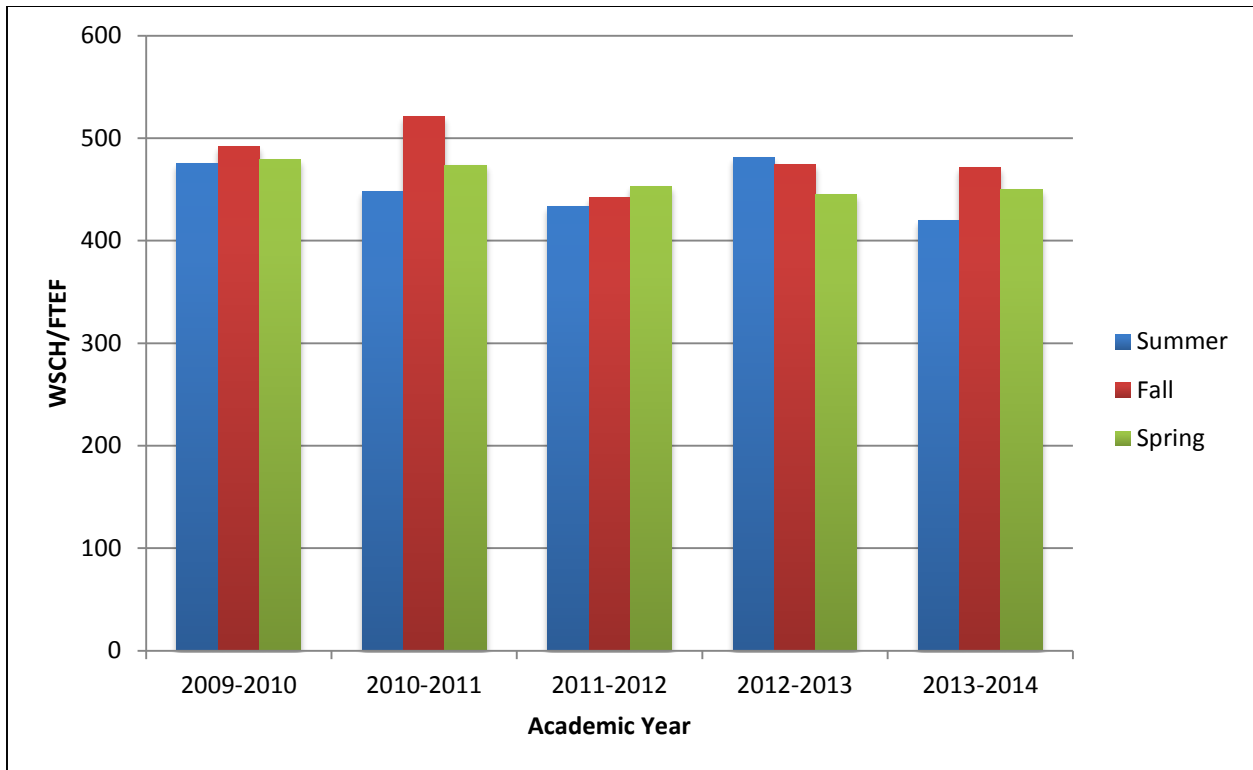


(Source: NOCCCD 5-year Comparison Table)

An important measure of productivity is annual generation of FTES. Community colleges are funded through the state primarily based on FTES generation. The past academic year the annual resident FTES nearly equaled the 5-year high in 2009-2010. The 2011-2012 budget cuts are evident here and we see the recovery of FTES as state revenues and funding has been restored.



## WSCH/FTEF



(Source: NOCCCD 5-year Comparison Table)

The weekly student contact hours per full-time equivalent faculty (WSCH/FTEF) ratio is a measure of efficiency that represents the number of weekly student contact hours one full time equivalent faculty unit generates. A target of 438 WSCH/FTEF, based on a 29 to 1 student/faculty ratio, has been the longstanding benchmark in the NOCCCD. Fullerton College has consistently performed above that measure of efficiency.

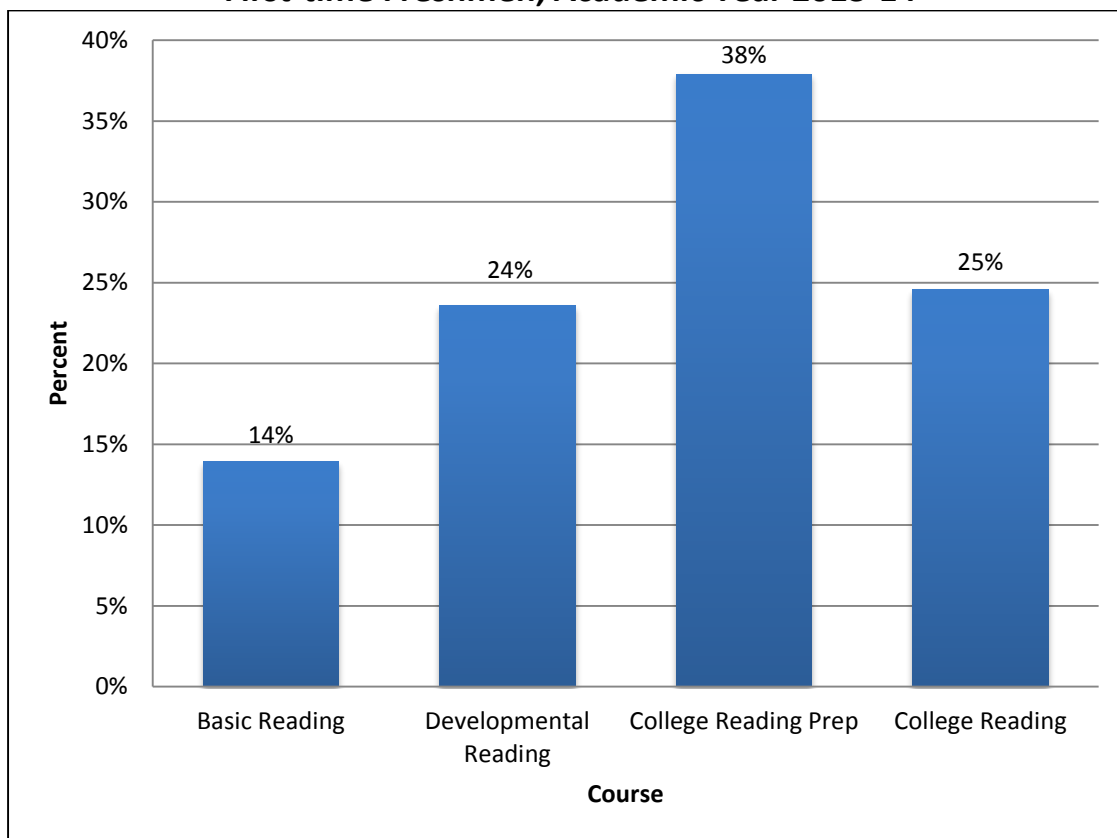




## Assessment and Remedial Progress Rate

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. Fullerton College is in the process of implementing accelerated courses that will provide an expedited pathway to college level courses. Data on these efforts will be provided in future institutional effectiveness reports.

**Reading Assessment Test Placements,  
First-time Freshmen, Academic Year 2013-14**



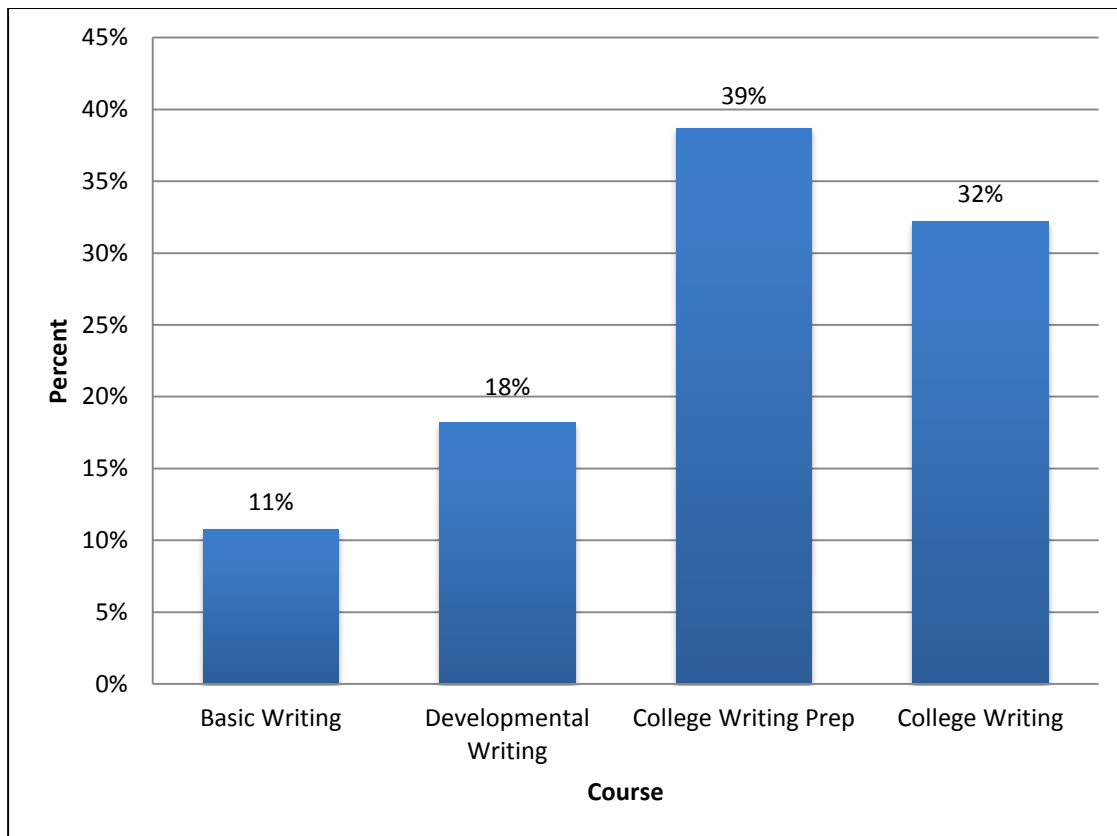
(Source: NOCCCD Argos Files)

College reading (READ 142) is the only college level reading course offered at Fullerton College. Students placing into this course, based on their score on the Compass Reading



Assessment or other multiple measures, have been assessed as college-ready in reading skills. During the academic year 2012-13, 25% of students taking the reading assessment over the course of the year were evaluated as prepared to enroll in college reading. Thirty-eight percent of students taking the assessment placed into college reading prep (READ 096), meaning this group of students had to successfully complete one Basic Skills level reading course before continuing to college reading. However, nearly 40% of incoming students were assessed as needing two or more courses before being prepared for college level studies in reading alone.

### Writing Assessment Test Placements, First-time Freshmen, Academic Year 2013-14



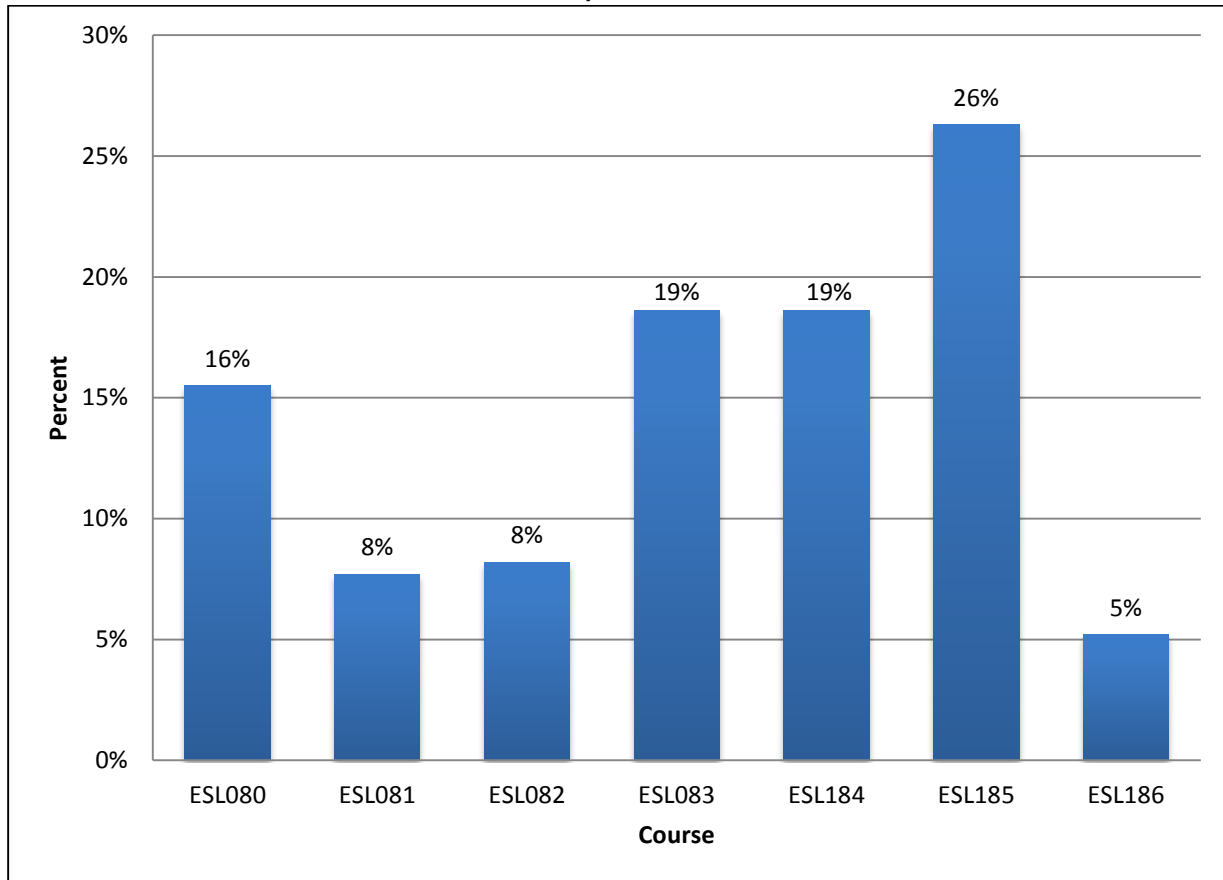
(Source: NOCCCD Argos Files)

While 25% of first-time freshmen that were administered the assessment during the academic year 2013-14 placed into a college level Reading course, approximately 32% percent placed into college writing (ENGL 100). Thirty-nine percent of students assessed needed to complete college writing prep (ENGL 060), one level below college writing, before attempting college writing. However, nearly 30% of students assessed at a level where they needed to successfully complete at least two developmental courses before attempting college level work in this area. Assuming these students are able to enroll in and successfully complete these two



or more courses in sequence, this means these students will need at least two semesters of remedial studies before attempting college level work in English.

### English-as-a-Second Language (ESL) Assessment Test Placements First-time Freshmen, Academic Year 2013-14

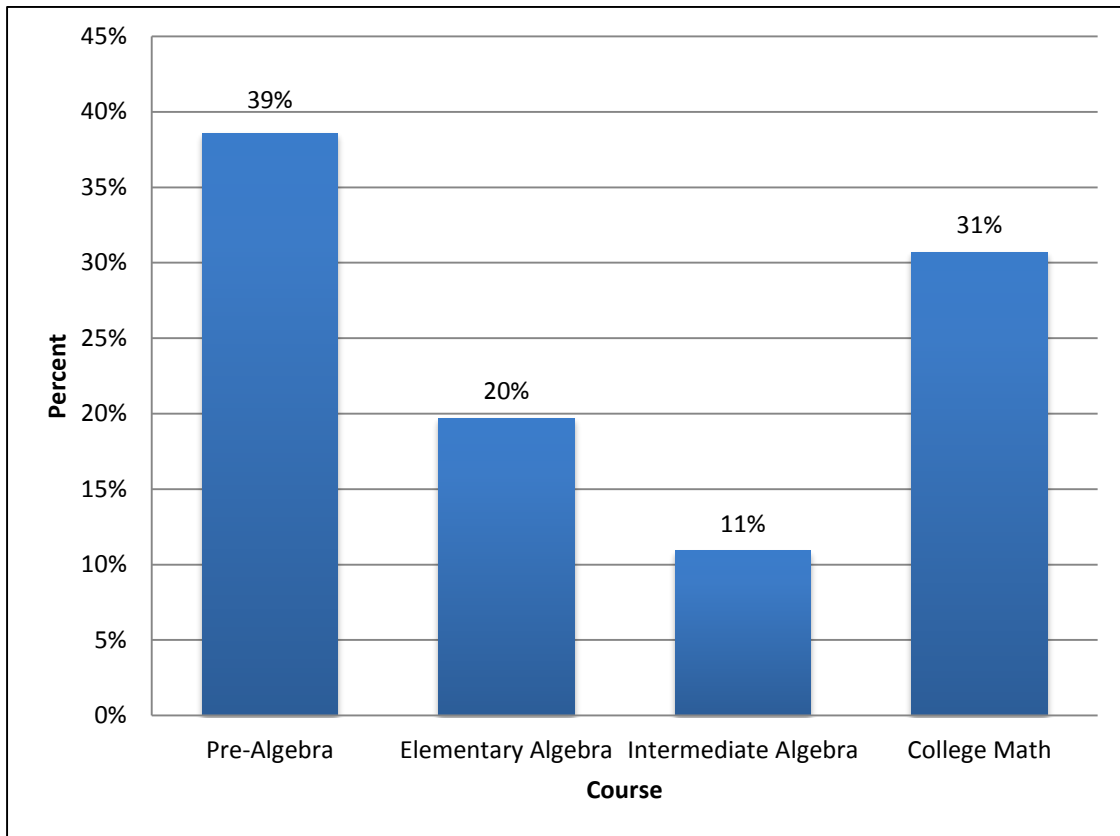


(Source: NOCCCD Argos Files)

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 50% of first-time freshmen 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.



## Math Assessment Test Placements First-time Freshmen, Academic Year 2013-14



(Source: NOCCCD Argos Files)

Approximately the same percentage of students placed into college level Math studies as placed into college level writing courses (32%). However 59% of first-time freshmen students taking the Compass Math Assessment in 2013-14 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.



## Remedial Progress Rates

The remedial progress rate is defined as the percentage of credit students who attempted a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in Math within six years.
- English and successfully completed a college-level course in English within six years.
- ESL and successfully completed a college-level ESL course or a college-level English course within six years.

The cohort is defined as the year the student attempts a course at “levels below transfer” in Math, English and/or ESL at that college.

In the chart below Fullerton College overall has higher remedial progress rates in all three disciplines when compared to statewide figures. Women have higher progress rates than men in Math and English. Equity analysis shows there are inequitable outcomes for African American and Pacific Islander students in all basic skills disciplines, and for Hispanics in basic skills Math and English. Actions have been incorporated into the student equity plan to address these inequities. Overall math success rates are low, a trend statewide, and one Fullerton College is investigating and approaching by expanding and implementing new programs targeting the discipline area.

CCCCO Scorecard 2007-2008 Cohort	Math		English		ESL	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	34.1%	30.6%	48.3%	43.6%	33.0%	27.1%
Female	36.5%	32.1%	53.3%	45.7%	32.4%	27.9%
Male	31.1%	28.7%	43.8%	41.1%	34.0%	26.2%
Under 20 years old	35.8%	33.5%	51.8%	48.8%	57.8%	48.9%
20 to 24 years old	28.5%	29.0%	40.6%	36.8%	54.8%	38.5%
25 to 49 years old	35.7%	27.9%	35.9%	35.7%	24.2%	20.4%
50 or more years old	34.5%	23.2%	37.8%	29.8%	14.0%	11.6%
African American	18.3%	17.4%	28.2%	28.9%	25.0%	24.9%
Am. Ind./ Al. Nat.	29.2%	22.8%	38.5%	34.4%	NA	17.9%
Asian	45.3%	44.4%	60.9%	58.9%	33.3%	36.4%
Filipino	42.9%	35.5%	63.2%	51.6%	NA	30.1%
Hispanic	30.3%	28.5%	44.9%	40.0%	34.1%	16.9%
Pacific Islander	45.5%	26.7%	47.1%	40.0%	25.0%	28.7%
White	36.5%	34.9%	51.0%	47.9%	33.3%	31.1%

(Source: 2014 Student Success Scorecard)



## Conclusion

Fullerton College has made great strides toward improving student completion and reducing the student achievement gap. This is supported by the reduction in the achievement gap in course success rates for Hispanic students and the increases in degrees awarded. Although, 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 successful completion rates across all course types than students from other ethnicities. These barriers are being addressed through the Student Equity and Student Success and Support Program plans. Results from the assessment of these efforts and evaluations of their effectiveness will 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.

As Fullerton College responds to and implements the reforms imposed through the Student Success and Support Program and Student Equity plans, 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

# Inventory of Programs and Services to Address the Achievement Gap



## **Inventory of Programs and Services to Address the Achievement Gap**

Fullerton College has focused on eliminating the documented racial and ethnic achievement gap since 2010 and was one of the first to incorporate college efforts towards equity in the college goals. Fullerton has twice been the host college of the Closing the Latino Opportunity Gap Summit to inspire, foster collaboration, and create action within the college community. Planning processes at the college require the campus community reflect on the achievement/opportunity gap and what actions can be taken to address disparate outcomes.

The following is a summary of programs and services Fullerton College provides to address the achievement gap:

**Counseling 50 High School Partnerships** – Counseling course that 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.

**Transfer Achievement Program** - The Transfer Achievement Program (TAP) is 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.

**Entering Scholars Program** - 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.

**Incite** - 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.

**Smart Start Saturday** – A one-day event designed 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. This is a 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.





**PUENTE Project** - The Puente Program is an academic preparation program that for more than 25 years has improved the college-going rate of tens of thousands of California's educationally disadvantaged students. Its mission is to increase the number of community college students who: enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations.

**Umoja** - A Kiswahili word meaning unity, Umoja is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

**Chris Lamm and Toni DuBois-Walker Memorial Food Bank** - 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.

**The Extended Opportunity Program & Services (EOPS)** – A program dedicated to recruiting and successfully retaining college students of educationally and socioeconomically disadvantaged backgrounds. The primary purpose of the EOPS program is to prepare students to transfer to a four-year university, complete an Associate's Degree or earn a vocational certificate in order to acquire desirable career-related skills to obtain rewarding employment as a result of their educational experience.



## Appendix B

### District-Wide Student Achievement Tables



## NOCCCD Transfer Course Completion & Persistence by Age

Age	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
19 & Under	16788	71%	16446	70%	19260	69%	26701	95%	14977	71%	14322	68%	19136	69%	26431	95%	15983	70%	14097	62%	18797	67%	26557	95%
20 - 24	24318	69%	28975	82%	27077	68%	36236	91%	24135	67%	28861	81%	28159	68%	37162	80%	26316	66%	30003	77%	28129	67%	38475	92%
25 - 29	5724	71%	5678	70%	6222	70%	7614	86%	5665	69%	5401	66%	6565	70%	7736	83%	6151	67%	5013	62%	6564	69%	7954	84%
30 - 39	3684	73%	3479	69%	3781	74%	4357	85%	3473	73%	3079	65%	4052	73%	4534	82%	3998	73%	3284	60%	4030	72%	4738	85%
40 and Over	3324	77%	3038	70%	3421	76%	3883	87%	2912	76%	2743	71%	3180	76%	3530	84%	3018	76%	2507	63%	3010	74%	3505	86%

## NOCCCD Career & Technical (CTE) Course Completion & Persistence by Age

Age	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
19 & Under	267	76%	163	46%	264	69%	311	82%	231	78%	163	55%	263	75%	246	70%	116	72%	58	38%	222	70%	252	80%
20 - 24	1085	80%	659	63%	1119	80%	1105	79%	692	76%	718	61%	1093	79%	1103	80%	679	77%	471	53%	1044	78%	1039	78%
25 - 29	706	78%	546	60%	703	80%	677	77%	698	81%	516	60%	743	81%	737	80%	625	78%	461	57%	740	80%	683	74%
30 - 39	779	75%	559	54%	741	80%	635	68%	707	75%	467	49%	775	79%	692	70%	660	79%	433	52%	762	80%	670	70%
40 and Over	1508	77%	839	42%	1521	76%	1076	54%	1424	75%	848	45%	1502	76%	1096	55%	1313	75%	747	43%	1384	78%	1048	59%

## NOCCCD Basic Skills & ESL Course Completion & Persistence by Age

Age	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
19 & Under	2242	67%	1908	57%	2882	65%	4222	95%	2186	66%	1856	56%	2724	64%	4008	95%	2284	62%	1737	47%	2576	61%	3940	94%
20 - 24	1727	63%	1880	68%	1882	62%	2618	97%	1606	62%	1717	67%	1687	61%	2388	89%	1642	58%	1831	65%	1704	57%	2570	97%
25 - 29	512	68%	463	61%	534	69%	613	80%	394	88%	304	53%	469	67%	548	78%	505	67%	350	46%	548	66%	651	78%
30 - 39	514	75%	414	60%	537	73%	586	90%	378	68%	329	56%	430	73%	400	83%	404	69%	328	56%	406	69%	402	82%
40 and Over	498	73%	476	70%	540	76%	613	86%	386	72%	359	67%	441	71%	512	82%	372	70%	336	63%	382	71%	448	83%

## NOCCCD Other Course Completion & Persistence by Age

Age	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
19 & Under	709	60%	849	72%	932	63%	1347	91%	660	57%	744	65%	898	59%	1339	88%	321	63%	338	66%	903	57%	1400	88%
20 - 24	1011	59%	1329	78%	1088	60%	1621	89%	1233	61%	1633	80%	1075	57%	1690	90%	497	60%	648	70%	1109	59%	1690	89%
25 - 29	335	68%	348	71%	395	69%	464	82%	373	63%	398	68%	395	68%	471	81%	198	70%	176	62%	421	67%	526	84%
30 - 39	241	69%	246	70%	279	71%	332	85%	289	75%	244	63%	274	70%	324	83%	149	76%	144	74%	325	73%	364	86%
40 and Over	257	80%	221	69%	293	79%	322	87%	315	79%	274	69%	374	79%	411	87%	140	71%	129	65%	322	78%	354	86%

## NOCCCD Transfer Course Completion & Persistence by Gender

Gender	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
F	28671	72%	30172	76%	31731	71%	40641	91%	27180	72%	28179	74%	32174	71%	40801	90%	12495	74%	12136	72%	13560	72%	17149	92%
M	24435	69%	26347	75%	27224	68%	36417	91%	23316	69%	24802	73%	28001	69%	36630	90%	9783	70%	9771	70%	10469	69%	13725	91%
N	725	73%	785	77%	797	72%	1017	92%	638	70%	674	74%	746	69%	966	89%	248	73%	237	70%	259	74%	308	89%



## NOCCCD Career & Technical (CTE) Course Completion & Persistence by Gender

Gender	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
F	2870	77%	2408	65%	3030	80%	2773	73%	2820	78%	2379	66%	2971	79%	2726	72%	2389	77%	1987	64%	2364	79%	2130	72%
M	1412	77%	1105	60%	1285	74%	1252	72%	1118	74%	978	65%	1321	77%	1285	75%	953	75%	780	62%	919	78%	800	68%
N	102	66%	80	53%	112	76%	99	67%	85	79%	70	65%	111	79%	84	60%	70	78%	57	64%	79	78%	67	66%

## NOCCCD Basic Skills & ESL Course Completion & Persistence by Gender

Gender	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
F	3106	69%	2878	64%	3569	68%	4657	89%	2955	69%	2540	59%	3353	69%	4350	89%	1316	70%	1155	62%	1489	72%	1895	91%
M	2308	65%	2211	63%	2725	64%	3005	80%	2089	64%	1963	61%	2443	62%	3463	88%	888	66%	872	68%	1050	68%	1346	87%
N	77	66%	88	76%	82	65%	113	90%	64	54%	73	62%	90	61%	128	87%	24	60%	30	75%	28	73%	35	92%

## NOCCCD Other Course Completion & Persistence by Gender

Gender	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
F	1242	64%	1485	70%	1397	64%	1950	90%	1257	62%	1514	75%	1314	61%	1888	88%	747	66%	819	72%	664	64%	968	93%
M	1259	63%	1425	71%	1511	68%	1990	87%	1407	65%	1487	69%	1467	63%	1996	87%	544	63%	606	70%	853	65%	901	90%
N	51	70%	46	63%	46	68%	59	86%	34	60%	44	80%	42	60%	56	81%	14	77%	10	55%	16	80%	18	90%

## NOCCCD Transfer Course Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
African American	2126	62%	2414	70%	2372	62%	3427	90%	1770	61%	2025	89%	2295	61%	3250	87%	1017	67%	983	65%	1017	62%	1435	88%
American Indian/Alaskan Native	496	72%	490	71%	499	69%	665	92%	393	72%	405	74%	498	69%	627	88%	163	73%	162	72%	170	74%	217	95%
Asian	9360	76%	9243	75%	10090	75%	12991	91%	9181	76%	8849	73%	10909	76%	12915	89%	4705	77%	4381	72%	5181	76%	6200	91%
Filipino	3031	75%	3102	77%	3286	72%	4265	93%	2752	73%	2886	77%	3337	72%	4138	90%	1766	78%	1720	76%	1889	73%	2382	93%
Hispanic	19675	67%	22076	75%	23030	66%	31682	91%	20837	67%	22630	73%	25771	66%	35117	90%	8817	66%	9123	70%	9771	67%	13324	91%
Pacific Islander	324	64%	387	76%	338	63%	476	89%	264	61%	295	68%	259	56%	410	89%	143	67%	128	60%	133	62%	208	98%
Unknown	1947	73%	2285	80%	1786	71%	2358	94%	1269	72%	1525	87%	1268	75%	1548	92%	354	79%	360	80%	302	75%	378	94%
White Non-Hispanic	16079	74%	16260	75%	16942	73%	21194	91%	14207	73%	14415	74%	16054	73%	19803	90%	5451	75%	5147	70%	5715	75%	6887	90%

## NOCCCD CTE Course Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
African American	200	74%	148	55%	189	72%	191	73%	149	76%	108	55%	188	74%	206	81%	120	77%	71	45%	84	71%	91	69%
American Indian/Alaskan Native	37	78%	28	59%	23	67%	27	79%	13	59%	14	63%	19	67%	18	64%	14	66%	11	52%	21	87%	14	58%
Asian	804	80%	547	54%	809	82%	667	67%	715	81%	490	55%	773	81%	676	71%	644	78%	438	53%	679	84%	555	68%
Filipino	310	83%	167	50%	287	80%	248	69%	301	82%	171	46%	297	85%	244	69%	269	81%	174	52%	297	87%	248	73%
Hispanic	1448	73%	1012	51%	1470	74%	1330	67%	1379	72%	977	51%	1598	75%	1427	67%	1211	72%	714	42%	1191	74%	974	60%
Pacific Islander	14	70%	8	40%	17	68%	9	36%	21	63%	14	42%	20	71%	26	82%	13	72%	15	83%	14	58%	18	75%
Unknown	210	76%	128	46%	195	79%	120	49%	164	72%	112	49%	206	77%	135	50%	139	78%	79	44%	129	80%	84	52%
White Non-Hispanic	1300	80%	901	55%	1371	81%	1248	74%	1236	80%	876	56%	1264	80%	1144	73%	928	81%	649	56%	898	82%	735	67%



## NOCCCD Basic Skills & ESL Course Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
African American	223 53%	283 63%	270 54%	434 87%	188 57%	198 60%	219 50%	392 90%	108 62%	108 63%	109 58%	167 89%
American Indian/Alaskan Native	35 66%	38 71%	44 80%	51 92%	24 57%	23 54%	30 65%	41 80%	10 66%	9 60%	11 61%	16 88%
Asian	803 75%	664 62%	984 77%	1128 88%	747 75%	574 58%	851 74%	1019 89%	366 74%	288 58%	419 75%	500 90%
Filipino	212 74%	177 61%	232 70%	311 93%	186 75%	185 71%	215 66%	289 89%	99 65%	96 63%	131 71%	173 88%
Hispanic	2784 66%	2615 62%	3387 65%	4709 90%	2841 65%	2645 60%	3385 64%	4717 90%	1206 69%	1147 65%	1417 70%	1837 91%
Pacific Islander	30 58%	33 64%	34 61%	42 70%	15 44%	16 47%	29 70%	36 87%	20 68%	17 58%	9 50%	18 100%
Unknown	131 62%	153 73%	106 65%	146 89%	86 71%	89 73%	67 69%	83 86%	28 77%	29 80%	41 75%	51 94%
White Non-Hispanic	1215 69%	1075 61%	1268 66%	1688 89%	962 68%	860 61%	1065 66%	1368 86%	363 63%	364 63%	419 70%	537 90%

## NOCCCD Other Course Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
African American	72 48%	108 73%	102 50%	159 86%	112 57%	147 75%	89 51%	148 86%	49 60%	49 60%	51 53%	83 87%
American Indian/Alaskan Native	35 71%	35 71%	40 72%	49 89%	24 72%	22 66%	24 58%	34 82%	11 57%	15 78%	9 37%	21 87%
Asian	327 70%	339 72%	343 70%	427 87%	298 69%	292 67%	345 69%	422 85%	194 72%	185 69%	230 73%	283 88%
Filipino	114 64%	133 75%	132 65%	183 90%	124 70%	140 79%	109 63%	159 82%	67 65%	65 63%	78 88%	106 86%
Hispanic	1050 60%	1265 73%	1287 62%	1838 89%	1161 60%	1367 71%	1322 60%	1917 87%	584 61%	670 70%	817 63%	897 92%
Pacific Islander	15 55%	23 85%	7 20%	22 88%	8 34%	17 73%	12 50%	20 83%	8 50%	11 68%	5 50%	8 80%
Unknown	72 67%	88 83%	74 63%	114 97%	58 61%	80 87%	47 67%	64 91%	10 71%	9 64%	8 57%	14 100%
White Non-Hispanic	625 66%	905 73%	949 71%	1174 87%	698 68%	959 73%	867 66%	1157 86%	375 69%	421 77%	333 67%	470 96%

## NOCCCD Transfer Course Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
Certificate seeking	1000 75%	875 66%	1044 76%	1193 86%	908 75%	764 63%	1061 73%	1191 82%	618 74%	491 59%	1125 73%	1286 84%
Degree seeking	6854 71%	7002 72%	6896 69%	6954 90%	6360 69%	6665 73%	7126 69%	9097 83%	3838 74%	3606 71%	6851 69%	8023 80%
Other	15896 71%	14297 64%	16701 69%	20495 85%	14970 70%	13620 63%	17078 69%	20266 83%	7474 73%	6171 60%	16463 66%	20339 65%
Transfer seeking	44069 70%	48366 77%	49500 69%	66127 92%	42563 69%	46337 75%	51237 69%	67510 91%	18036 71%	18398 73%	51378 67%	69882 92%

## NOCCCD CTE Course Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
Certificate seeking	374 81%	286 62%	360 78%	350 78%	298 82%	234 64%	342 78%	329 75%	248 76%	198 60%	397 82%	378 78%
Degree seeking	715 84%	685 81%	728 85%	802 94%	664 81%	640 78%	757 84%	838 93%	511 84%	516 85%	683 86%	738 83%
Diploma seeking	51 78%	39 60%	50 84%	45 57%	64 86%	62 84%	65 73%	55 61%	70 63%	65 59%	74 77%	47 48%
Other	2957 75%	2198 56%	2915 77%	2421 64%	2713 76%	2141 60%	2752 77%	2281 64%	2390 76%	1866 59%	2671 77%	2334 67%
Transfer seeking	980 78%	1006 79%	967 76%	1188 93%	630 75%	841 76%	993 77%	1164 90%	570 78%	568 77%	957 76%	1133 91%
Transfer to Credit	0 0%	0 0%	1 100%	0 0%	1 100%	0 0%	1 100%	0 0%	0 0%	0 0%	1 100%	0 0%



## NOCCCD Basic Skills & ESL Course Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
Certificate seeking	69 61%	70 62%	65 64%	82 81%	67 76%	47 53%	63 67%	77 82%	37 62%	29 49%	65 72%	74 82%
Degree seeking	717 62%	722 62%	726 62%	1031 88%	586 62%	604 64%	651 61%	913 85%	277 59%	308 66%	625 57%	938 85%
Diploma seeking	206 80%	201 67%	388 89%	316 81%	290 99%	174 59%	285 96%	206 70%	172 89%	133 73%	273 97%	217 77%
Other	2364 72%	1849 56%	2516 69%	3050 84%	1980 70%	3484 52%	2142 68%	2604 83%	1011 72%	823 58%	2105 64%	2685 82%
Transfer seeking	3498 64%	3476 63%	4242 62%	6128 90%	3393 62%	3272 60%	3900 61%	5723 90%	1369 64%	1311 62%	3915 58%	5940 89%
Transfer to Credit	2 100%	2 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

## NOCCCD Other Course Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
Certificate seeking	135 75%	110 65%	148 75%	168 85%	167 82%	129 63%	199 77%	219 85%	94 77%	85 70%	201 79%	224 80%
Degree seeking	453 68%	485 70%	521 70%	862 89%	517 69%	577 77%	513 68%	859 88%	284 69%	282 69%	548 68%	711 89%
Other	1035 68%	991 66%	1171 69%	1392 82%	1189 67%	1147 65%	1238 69%	1402 70%	496 68%	472 64%	1278 68%	1445 77%
Transfer seeking	1679 59%	2138 76%	1968 60%	2859 86%	1837 58%	2344 74%	1941 56%	2999 67%	836 60%	1015 73%	1930 56%	3038 89%



## Appendix C

### Fullerton College Student Achievement Tables



## FC Transfer Course Completion & Persistence by Age

Age	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
19 & Under	9728	70%	9820	71%	11650	88%	16444	96%	9230	70%	8813	67%	11834	88%	16571	96%	10289	89%	9044	61%	12058	67%	17345	96%
20 - 24	14079	68%	17418	84%	15878	67%	21670	92%	13901	67%	17067	82%	16555	67%	22239	90%	15932	66%	18571	77%	17141	66%	24029	92%
25 - 29	3089	70%	3148	72%	3387	69%	4126	84%	2970	67%	2904	66%	3586	68%	4278	82%	3477	66%	3159	60%	3666	66%	4618	83%
30 - 39	1593	73%	1431	66%	1764	72%	2057	84%	1645	71%	1452	62%	1971	71%	2188	79%	1924	70%	1551	56%	2008	70%	2430	84%
40 and Over	1380	75%	1324	72%	1454	74%	1629	83%	1242	74%	1114	67%	1342	73%	1514	83%	1318	73%	1057	58%	1369	71%	1632	85%

## FC Career & Technical (CTE) Course Completion & Persistence by Age

Age	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
19 & Under	114	77%	100	68%	126	71%	171	87%	119	80%	95	84%	125	74%	158	84%	102	77%	61	46%	120	71%	161	85%
20 - 24	365	83%	305	69%	354	80%	414	94%	263	75%	243	69%	296	76%	344	89%	287	76%	228	61%	321	75%	396	93%
25 - 29	168	62%	119	56%	132	63%	146	91%	112	76%	88	60%	118	75%	138	88%	138	79%	85	49%	139	76%	154	84%
30 - 39	111	79%	82	56%	84	78%	94	87%	90	76%	58	48%	82	76%	81	75%	100	79%	54	43%	103	76%	121	80%
40 and Over	97	64%	70	61%	69	74%	76	82%	87	73%	66	56%	79	73%	95	87%	87	86%	56	55%	106	79%	111	82%

## FC Basic Skills & ESL Course Completion & Persistence by Age

Age	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
19 & Under	1142	64%	984	55%	1634	61%	2551	85%	1273	63%	1070	53%	1602	62%	2440	85%	1439	60%	992	41%	1510	56%	2490	93%
20 - 24	827	60%	1007	73%	946	55%	1487	87%	799	60%	900	67%	904	57%	1347	85%	906	54%	1044	63%	900	52%	1494	86%
25 - 29	217	62%	218	63%	264	67%	308	78%	185	60%	161	52%	232	61%	297	78%	285	64%	177	40%	285	61%	353	75%
30 - 39	228	71%	183	51%	237	66%	293	81%	161	63%	147	58%	184	66%	223	81%	195	64%	150	49%	186	63%	234	79%
40 and Over	226	71%	215	67%	253	70%	305	84%	173	69%	147	58%	205	66%	249	80%	174	66%	154	58%	167	64%	206	79%

## FC Other Course Completion & Persistence by Age

Age	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
19 & Under	349	58%	426	71%	570	64%	777	87%	402	56%	411	60%	562	62%	747	82%	365	55%	379	58%	514	55%	787	84%
20 - 24	502	57%	705	80%	581	56%	881	88%	591	58%	806	80%	624	60%	915	88%	673	62%	849	78%	627	58%	952	89%
25 - 29	141	64%	146	66%	201	74%	209	77%	172	61%	174	62%	215	69%	246	78%	283	70%	215	57%	225	63%	302	85%
30 - 39	88	62%	88	62%	125	71%	139	79%	126	75%	102	60%	123	68%	150	83%	177	71%	134	54%	182	73%	208	83%
40 and Over	106	79%	84	62%	108	80%	104	77%	134	74%	113	62%	161	78%	171	83%	208	84%	158	64%	199	77%	218	84%

## FC Transfer Course Completion & Persistence by Gender

Gender	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014													
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence												
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %												
F	15186	71%	16584	77%	17473	70%	22781	91%	14842	71%	15573	74%	18024	70%	23319	90%	17024	68%	17032	69%	18588	68%	25364	92%
M	14236	69%	15830	77%	16139	67%	22024	92%	13706	68%	14843	73%	16654	68%	22191	90%	15424	66%	15874	68%	17164	66%	24021	92%
N	422	72%	460	78%	515	73%	647	92%	420	70%	433	72%	488	70%	622	90%	485	70%	457	66%	473	69%	656	95%





## FC Career & Technical (CTE) Course Completion & Persistence by Gender

Gender	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
F	434 82%	345 66%	377 82%	424 93%	370 79%	284 61%	366 78%	406 86%	379 81%	219 47%	392 76%	474 92%
M	442 80%	365 66%	429 75%	523 91%	330 73%	310 67%	395 75%	472 90%	322 76%	256 60%	381 74%	452 88%
N	20 87%	13 57%	11 55%	18 90%	17 94%	16 80%	9 60%	12 80%	13 93%	9 64%	16 94%	17 100%

## FC Basic Skills & ESL Course Completion & Persistence by Gender

Gender	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
F	1497 66%	1417 63%	1861 64%	2586 89%	1581 67%	1383 56%	1808 65%	2480 89%	1693 62%	1351 49%	1681 59%	2530 88%
M	1107 61%	1112 61%	1422 58%	2233 91%	1109 60%	1082 59%	1406 60%	2110 80%	1255 55%	1119 48%	1316 53%	2170 87%
N	37 63%	45 76%	51 65%	74 94%	49 54%	58 64%	52 54%	81 84%	51 60%	47 55%	51 59%	77 89%

## FC Other Course Completion & Persistence by Gender

Gender	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
F	459 58%	628 78%	666 64%	914 87%	491 59%	589 70%	618 61%	839 83%	697 62%	762 68%	743 58%	1109 86%
M	701 62%	777 69%	888 66%	1131 84%	771 63%	811 66%	873 65%	1128 84%	981 66%	942 65%	977 63%	1325 85%
N	29 69%	26 62%	29 69%	34 81%	18 62%	26 90%	33 64%	43 83%	28 65%	30 70%	27 89%	33 83%

## FC Transfer Course Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
African American	1027 81%	1215 72%	1224 82%	1801 91%	902 59%	1038 68%	1127 58%	1721 88%	1095 58%	1099 58%	1167 55%	1941 91%
American Indian/Alaskan Native	280 73%	268 69%	294 68%	400 92%	221 70%	238 75%	291 71%	347 84%	246 67%	239 65%	268 68%	360 91%
Asian	4407 74%	4436 75%	5350 75%	6477 90%	4475 75%	4279 72%	5549 75%	6546 88%	4762 73%	4483 69%	5328 71%	6794 91%
Filipino	1094 73%	1085 73%	1250 71%	1611 92%	1058 73%	1060 74%	1335 71%	1664 89%	1303 69%	1227 65%	1489 70%	1965 92%
Hispanic	11975 68%	13973 77%	14280 65%	20153 92%	12888 66%	14309 73%	18050 65%	22289 91%	15881 65%	17046 69%	17667 64%	25703 93%
Pacific Islander	130 65%	156 78%	145 63%	205 90%	108 56%	119 62%	105 51%	169 82%	107 57%	123 65%	102 59%	179 97%
Unknown	1171 74%	1405 88%	1111 71%	1478 94%	724 72%	823 91%	766 75%	952 93%	482 68%	546 77%	430 60%	577 92%
White Non-Hispanic	9326 73%	9763 77%	10018 72%	12708 91%	8340 73%	8507 74%	9668 72%	12095 81%	8896 72%	8426 69%	9630 72%	12314 92%

## FC Career & Technical (CTE) Course Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
African American	33 83%	24 60%	16 58%	21 78%	18 69%	20 77%	25 69%	35 97%	25 56%	18 40%	31 69%	39 87%
American Indian/Alaskan Native	12 71%	14 82%	4 50%	8 100%	1 50%	1 50%	7 78%	7 78%	4 100%	2 50%	11 92%	11 92%
Asian	113 84%	78 58%	97 80%	108 89%	100 79%	75 59%	89 77%	95 82%	89 84%	54 51%	84 76%	96 87%
Filipino	25 93%	17 63%	21 68%	28 90%	23 77%	19 83%	31 84%	31 84%	27 82%	17 52%	26 84%	30 87%
Hispanic	348 78%	301 68%	322 74%	402 93%	304 73%	281 83%	359 74%	426 88%	325 75%	230 53%	371 72%	489 91%
Pacific Islander	2 67%	1 33%	3 75%	4 100%	2 40%	3 60%	1 50%	2 100%	0 0%	0 0%	0 0%	0 0%
Unknown	27 79%	26 77%	18 72%	22 88%	15 71%	15 71%	19 88%	20 91%	13 87%	9 60%	10 59%	15 88%
White Non-Hispanic	328 83%	255 64%	329 84%	363 92%	259 60%	213 66%	237 60%	270 91%	230 84%	153 56%	254 60%	283 89%



## FC Basic Skills & ESL Course Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
African American	85 48%	112 63%	129 49%	240 92%	78 47%	98 59%	103 43%	218 91%	100 47%	102 48%	116 46%	219 88%
American Indian/Alaskan Native	20 59%	23 68%	29 76%	36 95%	15 63%	16 67%	15 56%	24 89%	20 74%	13 48%	19 56%	25 74%
Asian	362 71%	310 61%	451 72%	544 87%	347 73%	274 56%	408 71%	507 88%	343 67%	264 52%	382 67%	497 87%
Filipino	68 75%	49 54%	97 70%	126 91%	59 64%	64 70%	88 62%	120 85%	74 62%	56 47%	87 64%	121 86%
Hispanic	1366 62%	1350 61%	1829 59%	2831 91%	1600 61%	1497 57%	1979 61%	2008 90%	1836 57%	1616 50%	1834 53%	3074 86%
Pacific Islander	7 54%	5 30%	14 54%	17 85%	3 30%	2 30%	9 53%	14 82%	11 44%	7 29%	20 44%	39 85%
Unknown	75 64%	88 75%	63 62%	95 94%	41 67%	53 87%	32 58%	47 86%	20 47%	17 40%	22 51%	36 84%
White Non-Hispanic	627 67%	587 63%	701 63%	979 88%	585 68%	502 59%	623 67%	819 87%	590 64%	434 47%	580 63%	756 86%

## FC Other Course Completion & Persistence by Race/Ethnicity

Race/Ethnicity	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
African American	22 40%	31 56%	33 53%	52 84%	28 45%	43 89%	37 51%	82 86%	53 56%	58 59%	54 46%	108 92%
American Indian/Alaskan Native	14 61%	17 74%	20 71%	23 82%	13 81%	9 56%	11 52%	15 71%	21 66%	14 44%	24 67%	32 89%
Asian	104 65%	113 71%	157 72%	179 83%	129 70%	113 61%	160 71%	180 80%	161 70%	147 64%	142 65%	179 82%
Filipino	23 50%	36 78%	40 63%	51 80%	41 77%	39 74%	36 62%	50 86%	42 63%	37 55%	55 71%	66 86%
Hispanic	527 58%	676 74%	734 60%	1052 86%	631 58%	736 67%	783 61%	1054 83%	816 60%	928 68%	926 56%	1388 87%
Pacific Islander	8 67%	11 92%	3 33%	8 89%	2 33%	6 75%	5 63%	5 63%	4 67%	2 33%	5 71%	6 86%
Unknown	35 58%	48 80%	48 64%	75 97%	26 52%	45 90%	28 70%	39 89%	25 56%	35 78%	25 64%	36 92%
White Non-Hispanic	443 66%	476 71%	538 73%	621 84%	401 60%	423 69%	462 66%	598 86%	556 72%	505 66%	512 66%	650 84%

## FC Transfer Course Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
Certificate seeking	395 73%	359 66%	454 71%	543 84%	394 74%	332 62%	427 67%	489 77%	435 69%	321 51%	467 70%	526 79%
Degree seeking	2695 67%	2915 72%	2854 66%	3822 88%	2526 65%	2798 72%	2952 65%	3866 86%	2821 66%	2807 65%	2963 64%	4053 88%
Other	7723 70%	7170 65%	8505 68%	10508 83%	7570 88%	6832 61%	9080 68%	10872 81%	9070 88%	7225 55%	9188 67%	11534 84%
Transfer seeking	25355 70%	28817 79%	29149 66%	39762 93%	24961 68%	27525 75%	30445 68%	40974 91%	28502 67%	29886 71%	31688 66%	44200 93%

## FC CTE Course Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
Certificate seeking	116 89%	76 58%	92 85%	98 91%	86 89%	55 57%	77 78%	78 79%	99 85%	37 32%	115 78%	127 80%
Degree seeking	140 81%	125 73%	130 81%	137 85%	128 72%	106 59%	132 79%	147 88%	143 81%	98 56%	156 80%	175 90%
Other	469 81%	302 52%	380 82%	416 90%	317 78%	205 50%	297 73%	339 84%	362 80%	210 47%	377 78%	419 87%
Transfer seeking	392 76%	389 76%	343 70%	460 84%	340 73%	333 72%	362 72%	442 80%	324 74%	262 60%	342 68%	443 87%



## FC Basic Skills & ESL Course Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
Certificate seeking	29 67%	25 58%	29 52%	43 77%	24 65%	18 46%	18 60%	25 83%	24 55%	17 39%	25 61%	34 83%
Degree seeking	349 62%	358 64%	371 59%	545 87%	293 63%	275 59%	302 58%	421 76%	297 55%	257 48%	310 54%	452 78%
Other	1041 66%	828 53%	1200 63%	1589 83%	971 66%	704 48%	1093 64%	1398 81%	1162 63%	805 44%	1103 60%	1495 81%
Transfer seeking	1960 83%	1966 64%	2631 61%	3911 90%	2045 61%	1976 59%	2400 60%	3583 89%	2369 58%	1997 49%	2426 55%	3821 87%

## FC Other Course Completion & Persistence by Student Ed Goal

Student Ed Goals	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence	Completion	Persistence
	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %	Count %
Certificate seeking	49 67%	40 55%	67 79%	67 79%	67 84%	43 54%	71 76%	68 73%	73 72%	40 46%	125 80%	134 86%
Degree seeking	163 61%	176 65%	179 63%	238 84%	166 59%	206 73%	237 72%	271 82%	247 71%	197 56%	243 64%	321 85%
Other	437 66%	414 62%	601 67%	677 75%	565 66%	503 58%	696 71%	700 71%	634 72%	524 60%	764 69%	790 72%
Transfer seeking	810 56%	1103 77%	1162 62%	1591 85%	1007 58%	1262 72%	1166 59%	1675 85%	1200 61%	1374 69%	1139 55%	1823 88%



# Appendix D

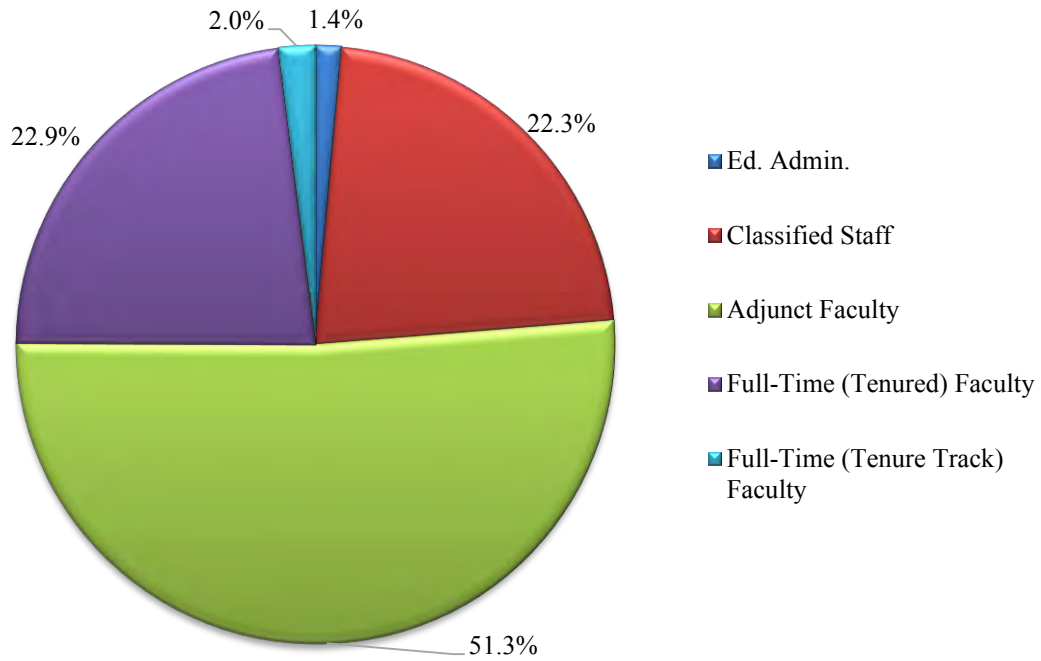
## Fullerton College Fact Book 2014



# Administration/Faculty/Staff Information

## EMPLOYEES BY CATEGORY

Employees by Category, Fall 2013

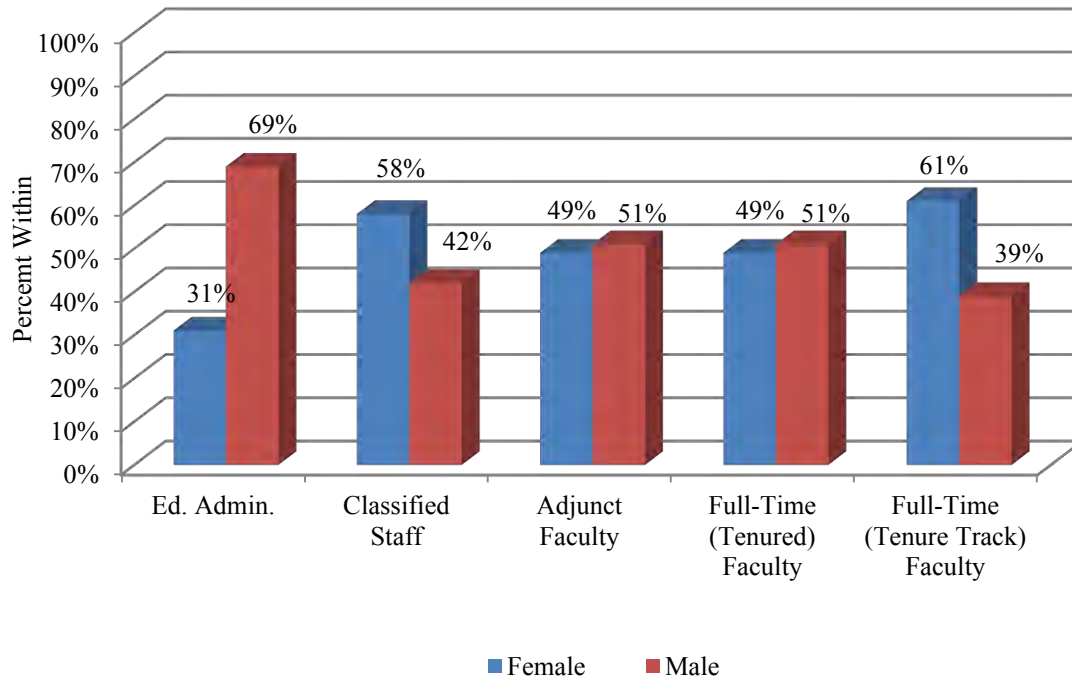


Employees by Category Fall 2013		
Category	Number	Percent
Educational Administration	16	1.4%
Classified Staff	257	22.3%
Adjunct Faculty	591	51.3%
Full-Time (Tenured) Faculty	264	22.9%
Full-Time (Tenure Track) Faculty	23	2.0%
<b>Total</b>	<b>1,151</b>	<b>100.0%</b>



**EMPLOYEES GENDER BY CATEGORY**

Employees Gender by Category, Fall 2013



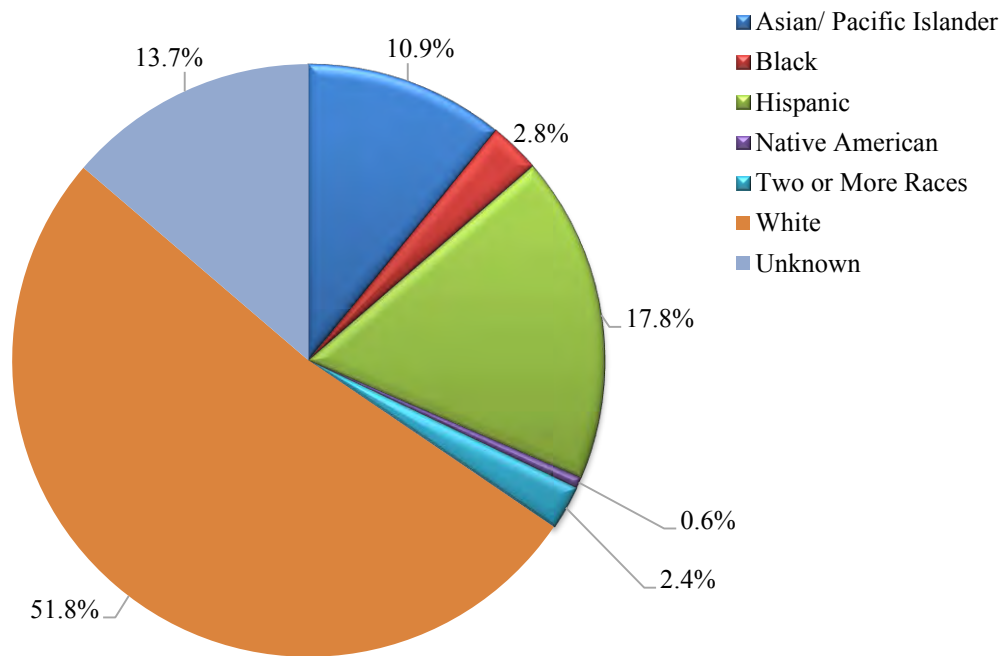
Employees Gender by Category Fall 2013				
Category	Female	Percent	Male	Percent
Educational Administration	5	31%	11	69%
Classified Staff	150	58%	107	42%
Adjunct Faculty	291	49%	300	51%
Full-Time (Tenured) Faculty	130	49%	134	51%
Full-Time (Tenure Track) Faculty	14	61%	9	39%
<b>Total</b>	<b>590</b>	<b>51%</b>	<b>561</b>	<b>49%</b>



**EMPLOYEES RACE/ETHNICITY BY CATEGORY**

Employees Race/Ethnicity by Category Fall 2013							
Category	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Administration	2	0	3	0	1	10	0
Classified Staff	24	11	81	2	7	84	48
Adjunct Faculty	74	15	92	1	11	318	80
Full-Time (Tenured) Faculty	22	6	26	4	8	169	29
Full-Time (Tenure Track) Faculty	3	0	3	0	1	15	1
<b>Total</b>	<b>125</b>	<b>32</b>	<b>205</b>	<b>7</b>	<b>28</b>	<b>596</b>	<b>158</b>

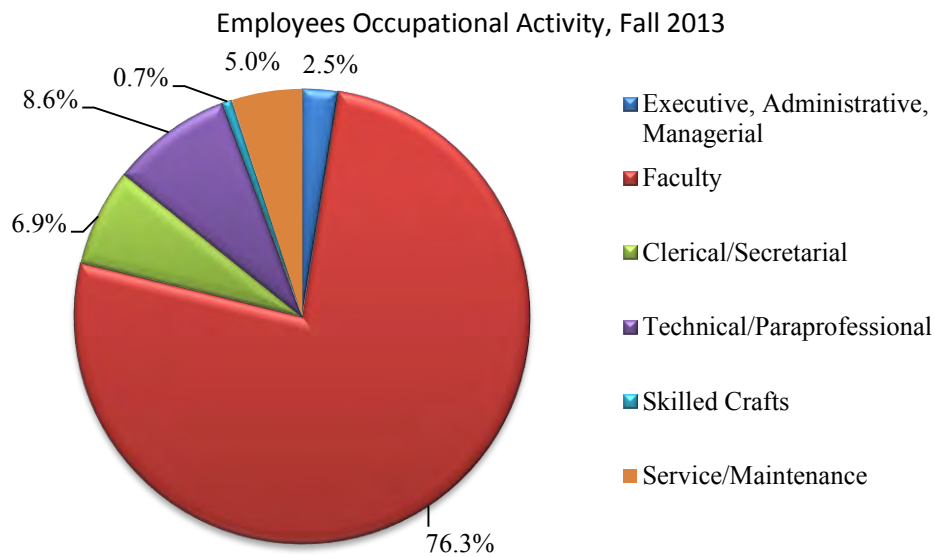
**Employees Race/Ethnicity, Fall 2013**



**EMPLOYEES RACE/ETHNICITY BY CATEGORY (PERCENT)**

Employees Race/Ethnicity by Category Fall 2013							
Category	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Administration	13%	0%	19%	0%	6%	63%	0%
Classified Staff	9%	4%	32%	1%	3%	33%	19%
Adjunct Faculty	13%	3%	16%	0%	2%	54%	14%
Full-Time (Tenured) Faculty	8%	2%	10%	2%	3%	64%	11%
Full-Time (Tenure Track) Faculty	13%	0%	13%	0%	4%	65%	4%
Total	11%	3%	18%	1%	2%	52%	14%

**OCCUPATIONAL ACTIVITY**



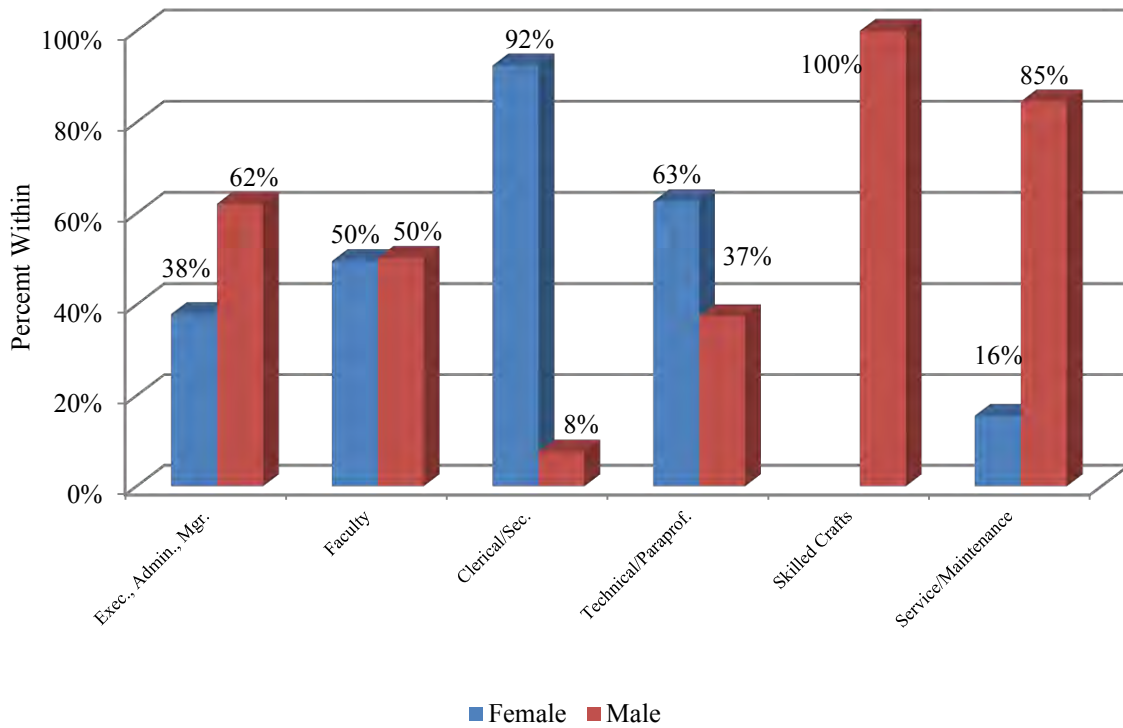
Employees by Occupational Activity Fall 2013		
Occupational Activity	Number	Percent
Executive, Administrative, Managerial	29	2.5%
Faculty	878	76.3%
Clerical/Secretarial	79	6.9%
Technical/Paraprofessional	99	8.6%
Skilled Crafts	8	0.7%
Service/Maintenance	58	5.0%
Total	1,151	100.0%





**EMPLOYEES GENDER BY OCCUPATIONAL ACTIVITY**

Employees Gender by Occupational Activity, Fall 2013



Employees Gender by Occupational Activity Fall 2013				
Occupational Activity	Female	Percent	Male	Percent
Executive, Administrative, Managerial	11	37.9%	18	62.1%
Faculty	435	49.5%	443	50.2%
Clerical/Secretarial	73	92.4%	6	7.6%
Technical/Paraprofessional	62	62.6%	37	37.4%
Skilled Crafts	0	0%	8	100.0%
Service/Maintenance	9	15.5%	49	84.5%
Total	590	51.3%	561	48.7%



**EMPLOYEES RACE/ETHNICITY BY OCCUPATIONAL ACTIVITY**

Employees Race/Ethnicity by Occupational Activity Fall 2013							
Occupational Activity	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Executive, Admin, Managerial	3	2	5	0	2	17	0
Faculty	99	21	121	5	20	502	110
Clerical/Secretarial	4	3	28	1	2	35	6
Technical/Paraprofessional	18	4	32	0	3	31	11
Skilled Crafts	0	0	3	0	0	3	2
Service/Maintenance	1	2	16	1	1	8	29
Total	125	32	205	7	28	596	158

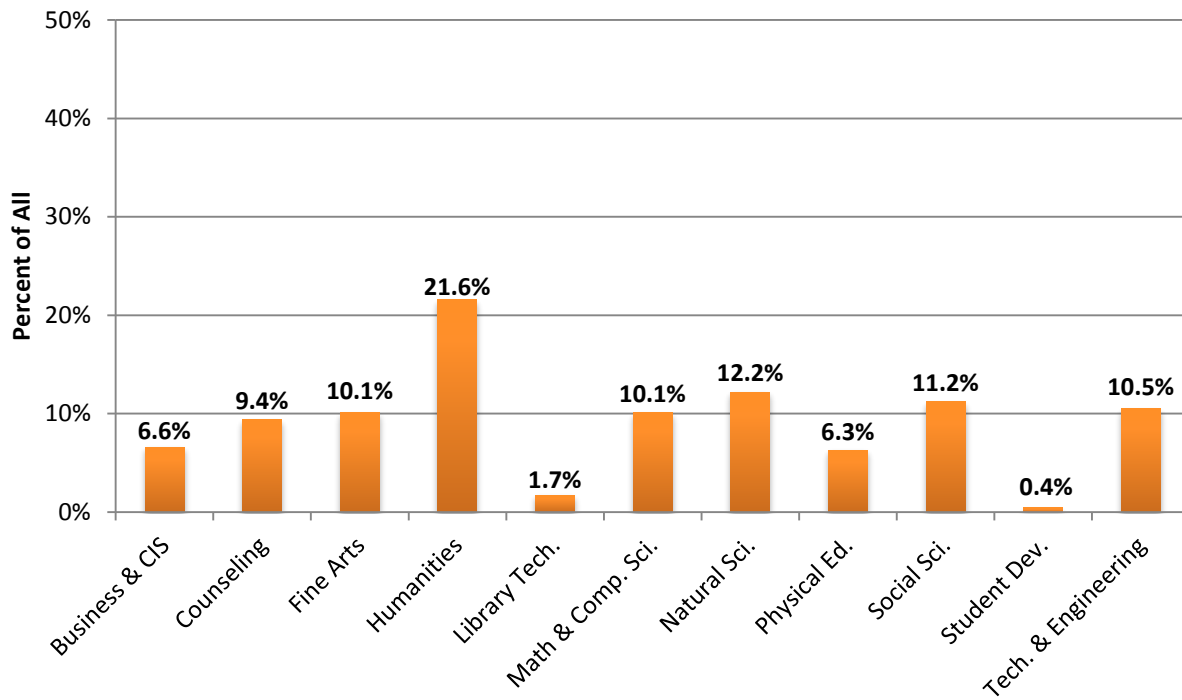
**EMPLOYEES RACE/ETHNICITY BY OCCUPATIONAL ACTIVITY (PERCENT)**

Employees Race/Ethnicity by Occupational Activity Fall 2013							
Occupational Activity	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Executive, Admin, Managerial	10%	7%	17%	0%	7%	59%	0%
Faculty	11%	2%	14%	1%	2%	57%	13%
Clerical/Secretarial	5%	4%	35%	1%	3%	44%	8%
Technical/Paraprofessional	18%	4%	32%	0%	3%	31%	11%
Skilled Crafts	0%	0%	38%	0%	0%	38%	25%
Service/Maintenance	2%	3%	28%	2%	2%	14%	50%
Total	11%	3%	18%	1%	2%	52%	14%



**FULL-TIME FACULTY BY DIVISION**

**Full-Time Faculty by Division, Fall 2013**



Full-Time Faculty by Division Fall 2013		
Division	Number	Percent
Business and Computer Information Systems	19	6.6%
Counseling	27	9.4%
Fine Arts	29	10.1%
Humanities	62	21.6%
Library Technology	5	1.7%
Mathematics and Computer Science	29	10.1%
Natural Sciences	35	12.2%
Physical Education	18	6.3%
Social Sciences	32	11.2%
Student Development	1	.4%
Technology and Engineering	30	10.5%
<b>Total</b>	<b>287</b>	<b>100.0%</b>



**FULL-TIME FACULTY GENDER BY DIVISION**

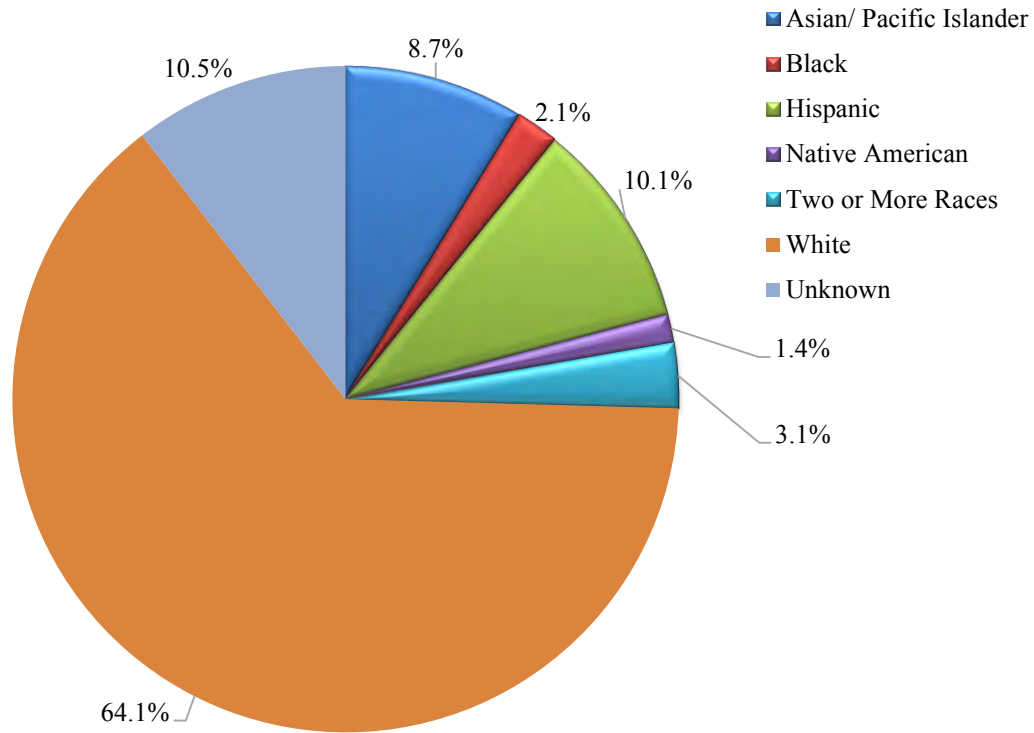
Full-Time Faculty Gender by Division Fall 2013				
Division	Female	Percent	Male	Percent
Business and Computer Information Systems	10	53%	9	47%
Counseling	19	70%	8	30%
Fine Arts	8	28%	21	72%
Humanities	38	61%	24	39%
Library Technology	4	80%	1	20%
Mathematics and Computer Science	14	48%	15	52%
Natural Sciences	12	34%	23	66%
Physical Education	9	50%	9	50%
Social Sciences	18	56%	14	44%
Student Development	1	100%	0	0%
Technology and Engineering	11	37%	19	63%
Total	144	50%	143	50%

**FULL-TIME FACULTY RACE/ETHNICITY BY DIVISION**

Full-Time Faculty Race/Ethnicity by Division Fall 2013								
Division	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown	
Business and CIS	1	0	1	2	0	14	1	
Counseling	4	1	8	0	1	9	4	
Fine Arts	1	0	1	0	1	25	1	
Humanities	4	1	7	0	1	42	7	
Library Technology	2	0	0	0	1	2	0	
Mathematics and Computer Science	5	0	3	0	0	21	0	
Natural Sciences	5	2	1	0	2	19	6	
Physical Education	0	0	0	0	1	14	3	
Social Sciences	1	0	3	2	1	22	3	
Student Development	0	0	1	0	0	0	0	
Technology and Engineering	2	2	4	0	1	16	5	
Total	25	6	29	4	9	184	30	



**Full-Time Faculty Race/Ethnicity, Fall 2013**



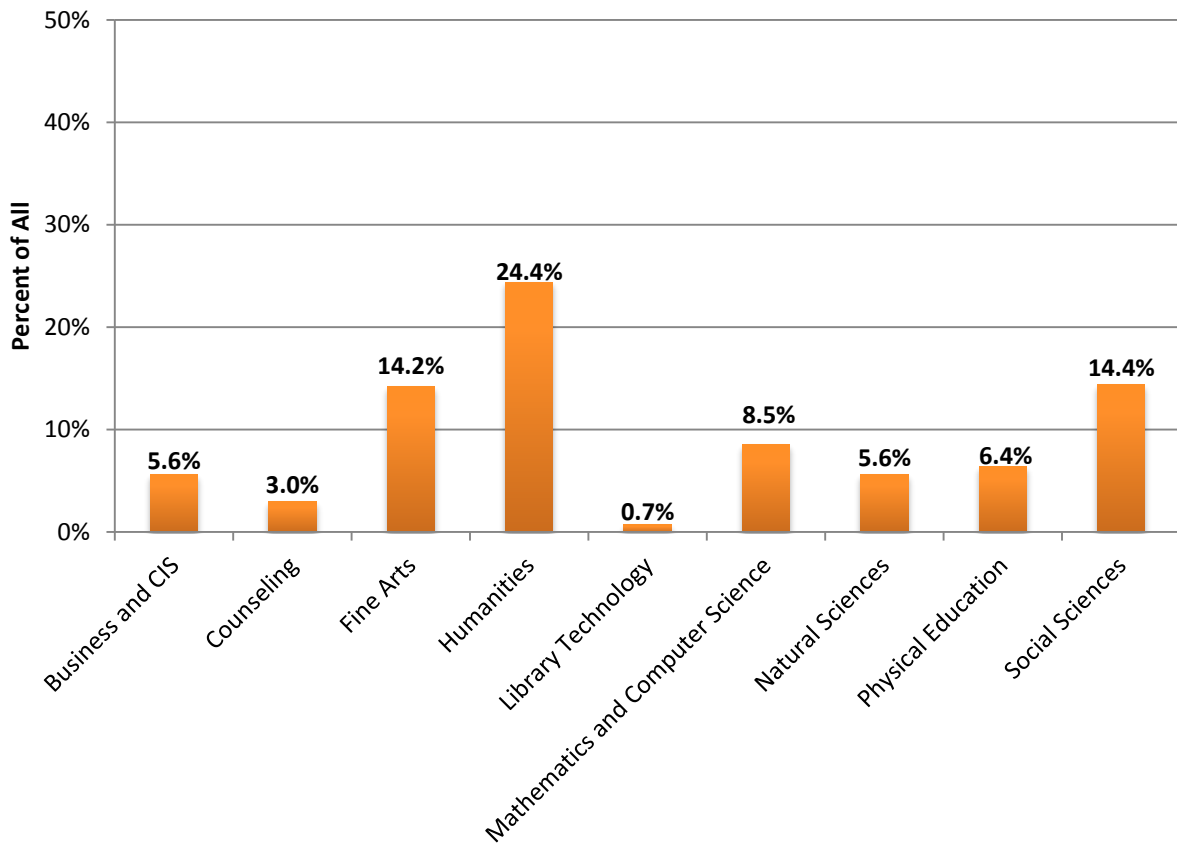
**FULL-TIME FACULTY RACE/ETHNICITY BY DIVISION (PERCENT)**

Full-Time Faculty Race/Ethnicity by Division Fall 2013							
Division	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Business and CIS	5%	0%	5%	11%	0%	74%	5%
Counseling	15%	4%	30%	0%	4%	33%	15%
Fine Arts	3%	0%	3%	0%	3%	86%	3%
Humanities	6%	2%	11%	0%	2%	68%	11%
Library Technology	40%	0%	0%	0%	20%	40%	0%
Mathematics and Computer Science	17%	0%	10%	0%	0%	72%	0%
Natural Sciences	14%	6%	3%	0%	6%	54%	17%
Physical Education	0%	0%	0%	0%	6%	78%	17%
Social Sciences	3%	0%	9%	6%	3%	69%	9%
Student Development	0%	0%	100%	0%	0%	0%	0%
Technology and Engineering	7%	7%	13%	0%	3%	53%	17%
<b>Total</b>	<b>9%</b>	<b>2%</b>	<b>10%</b>	<b>1%</b>	<b>3%</b>	<b>64%</b>	<b>10%</b>



**ADJUNCT FACULTY BY DIVISION**

Adjunct Faculty by Division, Fall 2013



Adjunct Faculty by Division Fall 2013		
Occupational Activity	Number	Percent
Business and Computer Information Systems	33	5.6%
Counseling	18	3.0%
Fine Arts	84	14.2%
Humanities	144	24.4%
Library Technology	4	0.7%
Mathematics and Computer Science	50	8.5%
Natural Sciences	33	5.6%
Physical Education	38	6.4%
Social Sciences	85	14.4%
Student Development	0	0.0%
Technology and Engineering	102	17.3%
Total	591	100.0%



**ADJUNCT FACULTY GENDER BY DIVISION**

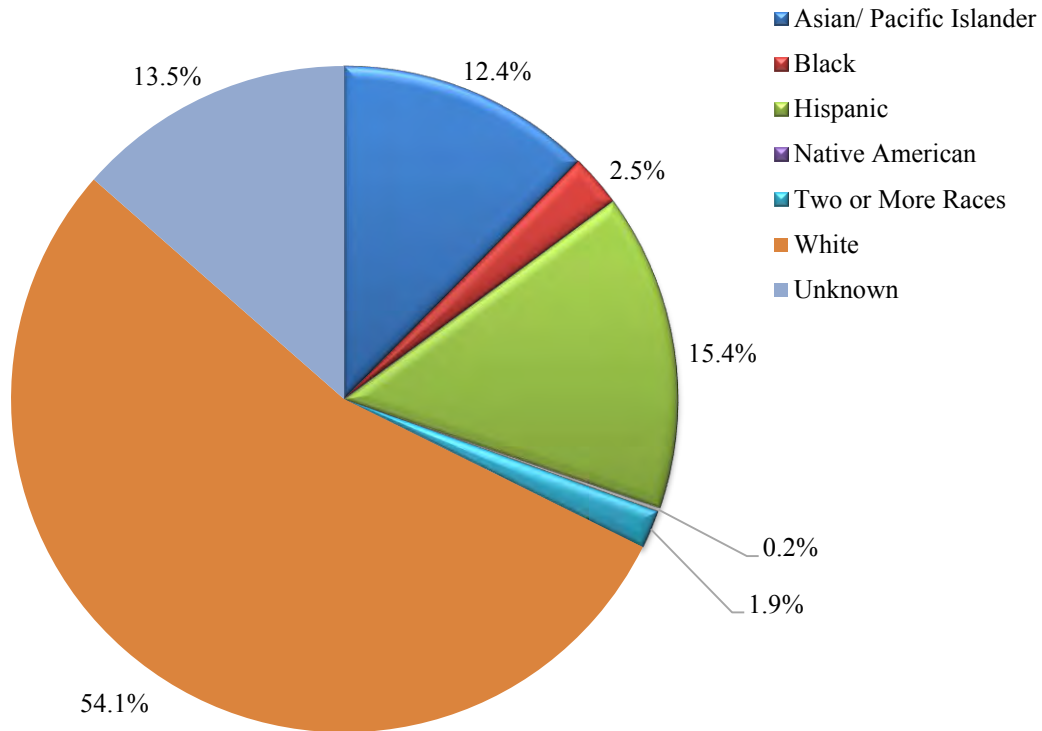
Adjunct Faculty Gender by Division Fall 2013				
Division	Female	Percent	Male	Percent
Business and Computer Information Systems	10	30%	23	70%
Counseling	15	83%	3	17%
Fine Arts	39	46%	45	54%
Humanities	92	64%	52	36%
Library Technology	3	75%	1	25%
Mathematics and Computer Science	23	46%	27	54%
Natural Sciences	16	48%	17	52%
Physical Education	17	45%	21	55%
Social Sciences	48	56%	37	44%
Student Development	0		0	
Technology and Engineering	31	30%	71	70%
Total	294	50%	297	50%

**ADJUNCT FACULTY RACE/ETHNICITY BY DIVISION**

Adjunct Faculty Race/Ethnicity by Division Fall 2013								
Division	Asian / Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown	
Business and CIS	1	0	1	0	0	27	4	
Counseling	3	3	5	0	1	6	0	
Fine Arts	9	1	8	0	2	55	9	
Humanities	16	3	25	0	3	82	15	
Library Technology	1	0	0	0	0	2	1	
Mathematics and Computer Science	21	2	8	0	0	15	4	
Natural Sciences	5	0	7	0	1	19	1	
Physical Education	4	2	10	1	0	17	4	
Social Sciences	6	2	13	0	4	54	6	
Student Development	0	0	0	0	0	0	0	
Technology and Engineering	7	2	14	0	0	43	36	
Total	73	15	91	1	11	320	80	



### Adjunct Faculty Race/Ethnicity, Fall 2013



### ADJUNCT FACULTY RACE/ETHNICITY BY DIVISION (PERCENT)

Adjunct Faculty Race/Ethnicity by Division Fall 2013							
Division	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Business and CIS	3%	0%	3%	0%	0%	82%	12%
Counseling	17%	17%	28%	0%	6%	33%	0%
Fine Arts	11%	1%	10%	0%	2%	65%	11%
Humanities	11%	2%	17%	0%	2%	57%	10%
Library Technology	25%	0%	0%	0%	0%	50%	25%
Mathematics and Computer Science	42%	4%	16%	0%	0%	30%	8%
Natural Sciences	15%	0%	21%	0%	3%	58%	3%
Physical Education	11%	5%	26%	3%	0%	45%	11%
Social Sciences	7%	2%	15%	0%	5%	64%	7%
Student Development							
Technology and Engineering	7%	2%	14%	0%	0%	42%	35%
Total	12%	3%	15%	0%	2%	54%	14%





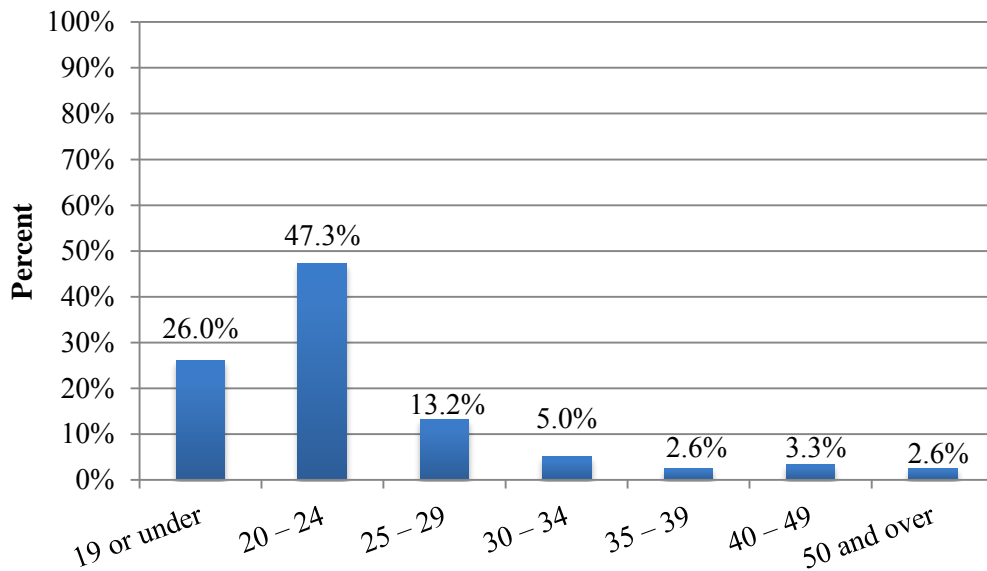
## Student Information

### GENDER

Gender Fall 2013		
Gender	Students	Percent
Female	12,511	50.4%
Male	11,939	48.1%
Unknown	370	1.5%
<b>Total</b>	<b>24,820</b>	<b>100.0%</b>

### AGE

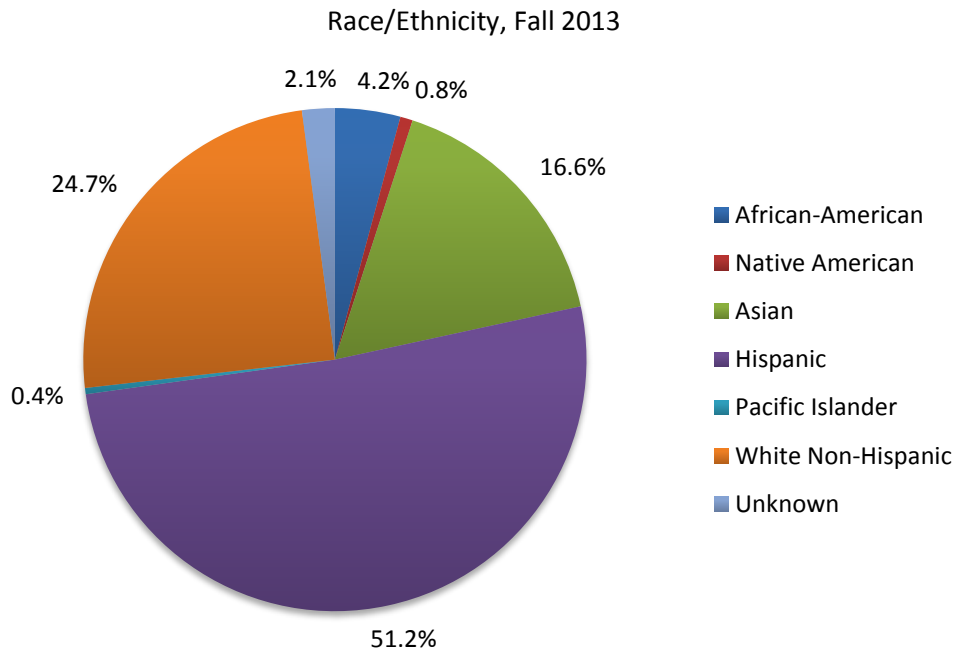
Age, Fall 2013



Age Fall 2013		
Age	Students	Percent
19 or under	6,442	26.0%
20 - 24	11,736	47.3%
25 - 29	3,288	13.2%
30 - 34	1,236	5.0%
35 - 39	644	2.6%
40 - 49	829	3.3%
50 and over	645	2.6%
<b>Total</b>	<b>24,820</b>	<b>100.0%</b>



**RACE/ETHNICITY**



Race/Ethnicity Fall 2013		
Race/Ethnicity	Students	Percent
African-American	1,032	4.2%
Native American	199	0.8%
Asian	4,126	16.6%
Hispanic	12,719	51.2%
Pacific Islander	102	0.4%
White Non-Hispanic	6,131	24.7%
Unknown	511	2.1%
<b>Total</b>	<b>24,820</b>	<b>100.00%</b>



**CITIZENSHIP**

Citizenship Fall 2013		
Citizenship	Students	Percent
U.S. Citizen	22,237	89.6%
Permanent Resident	1,263	5.1%
Temporary Resident	50	.2%
Refugee/Asylee	32	.1%
F-1 Student Visa	287	1.2%
Other Status	948	3.8%
Unknown	3	.0%
Total	24,820	100.0%

**RESIDENCE STATUS**

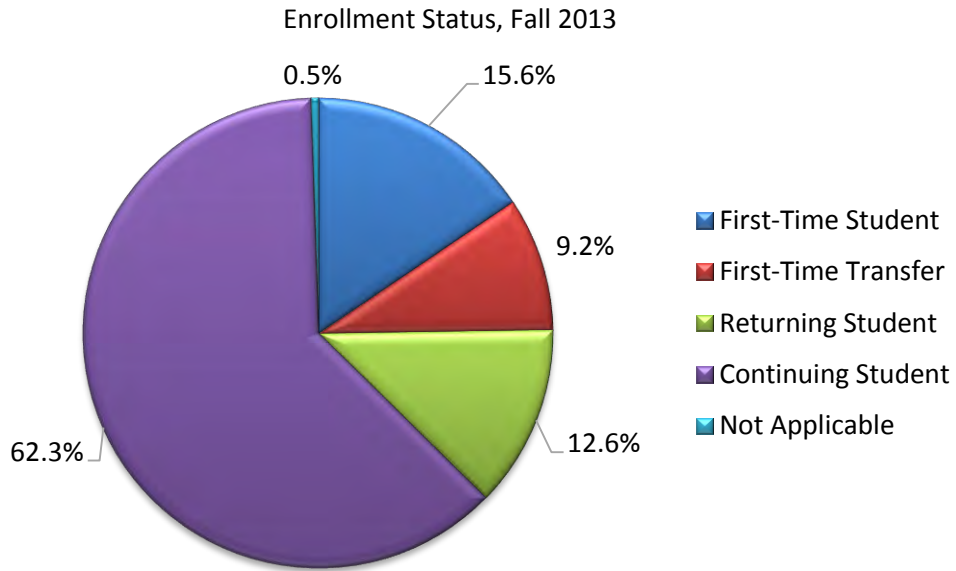
Residence Fall 2013		
Residence	Students	Percent
California	24,240	97.7%
Out of State	305	1.2%
Foreign	275	1.1%
Total	24,820	100.0%

**EDUCATIONAL STATUS**

Educational Status Fall 2013		
Educational Status	Students	Percent
Not a High School Graduate	279	1.1%
High School Student Concurrently Enrolled	112	0.5%
Currently Enrolled in Adult School	68	0.3%
High School Graduate	20,506	82.6%
G.E.D./High School Equivalency	932	3.8%
California High School Proficiency Certificate	363	1.5%
Foreign High School Diploma or Certificate	628	2.5%
AA Degree	698	2.8%
BA Degree or Higher	1,192	4.8%
Unknown	42	0.2%
Total	24,820	100.0%



**ENROLLMENT STATUS**



Enrollment Status Fall 2013		
Enrollment Status	Students	Percent
First-Time Student	3,863	15.6%
First-Time Transfer	2,270	9.2%
Returning Student	3,124	12.6%
Continuing Student	15,451	62.3%
Not Applicable	112	0.5%
<b>Total</b>	<b>24,820</b>	<b>100.0%</b>

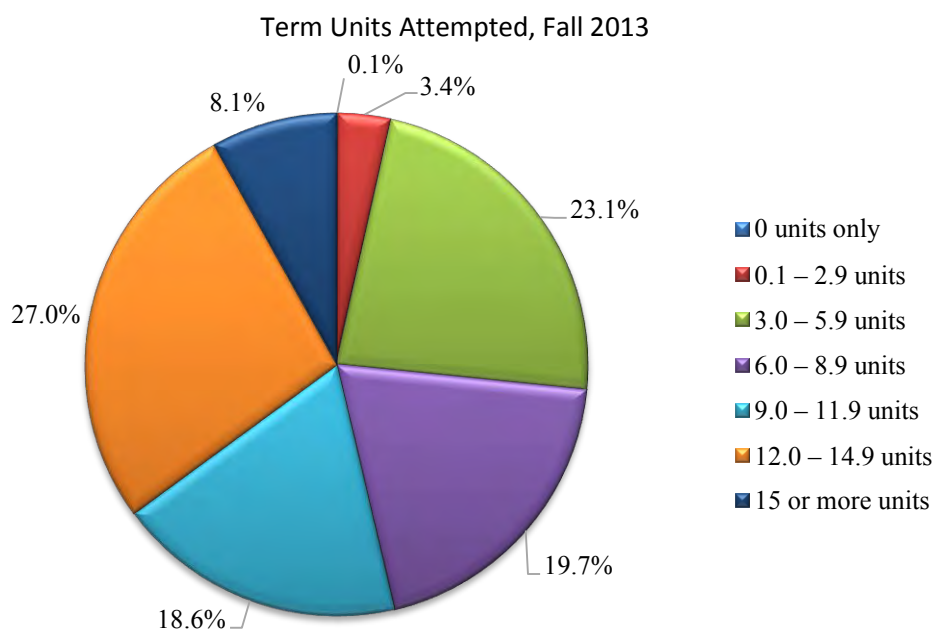
**DAY/EVENING STATUS**

Day/Evening Status Fall 2013		
Day/Evening	Students	Percent
Day	19,026	76.7%
Evening	4,379	17.6%
Unknown	1,298	5.2%
Not Applicable	117	0.5%
<b>Total</b>	<b>24,820</b>	<b>100.0%</b>

**EDUCATIONAL GOAL**

Educational Goal Fall 2013		
Educational Goal	Students	Percent
Obtain an associate degree and transfer to a four-year institution	13,086	52.7%
Transfer to a four-year institution without an associate degree	3,890	15.7%
Obtain a two year associate's degree without transfer	1,133	4.6%
Obtain a two year vocational degree without transfer	192	.8%
Earn a vocational certificate without transfer	418	1.7%
Discover/formulate career interests, plans, goals	406	1.6%
Prepare for a new career (acquire job skills)	754	3.0%
Advance in current job/career (update job skills)	345	1.4%
Maintain certificate or license (e.g. Nursing, Real Estate)	230	0.9%
Educational development (intellectual, cultural)	425	1.7%
Improve basic skills in English, reading or math	309	1.2%
Complete credits for high school diploma or GED	87	.4%
Undecided on goal	2,316	9.3%
Move from noncredit coursework to credit coursework	22	.1%
University student taking courses to meet university requirements	1,159	4.7%
Uncollected/Unreported	48	.2%
<b>Total</b>	<b>24,820</b>	<b>100.0%</b>

**UNITS ATTEMPTED**

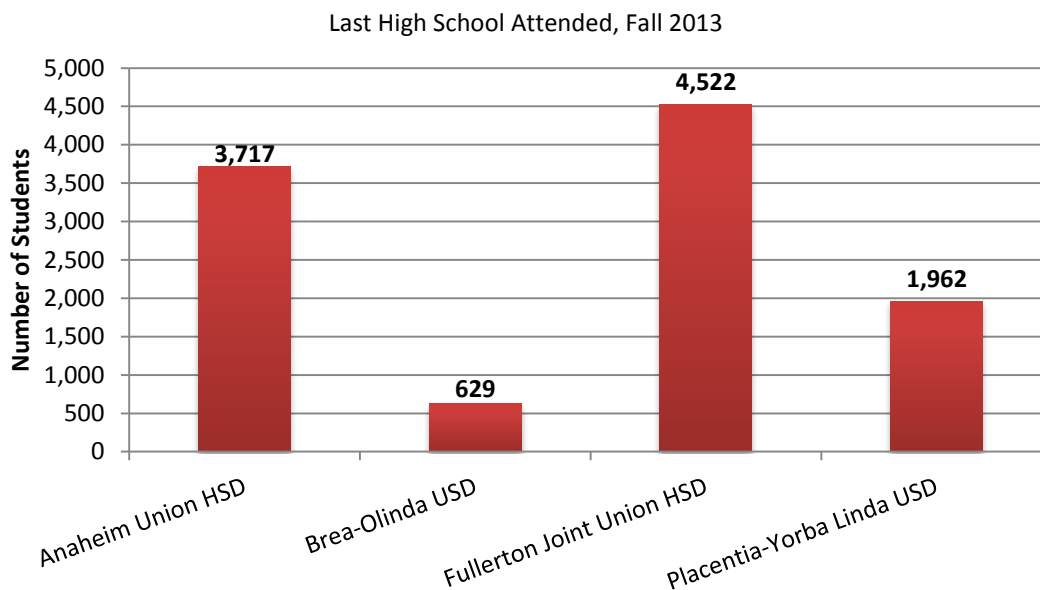


Units Attempted Fall 2013		
Units Attempted	Students	Percent
0 units only	19	.1%
0.1 – 2.9	854	3.4%
3.0 – 5.9	5,728	23.1%
6.0 – 8.9	4,880	19.7%
9.0 – 11.9	4,613	18.6%
12.0 – 14.9	6,706	27.0%
15 or more	2,020	8.1%
Total	24,820	100.0%

#### ACADEMIC STANDING

Academic Standing Fall 2013		
Academic Standing	Students	Percent
Academic Good Standing	20,395	82.2%
Progress Probation	1,053	4.2%
Academic Probation	3,170	12.8%
Both Progress and Academic Probation	202	0.8%
Progress Dismissal/Disqualification	0	0.0%
Academic Dismissal/Disqualification	0	0.0%
Both Progress and Academic Dismissal/Disqualification	0	0.0%
Total	24,820	100.0%

#### LAST HIGH SCHOOL ATTENDED



Last High School Attended Fall 2013			
District/High School	Students	District/High School	Students
Anaheim Union HSD	3,717	Fullerton Joint Union HSD	4,522
Anaheim	968	Buena Park	504
Cypress	101	Fullerton	870
Gilbert Continuation	78	La Habra	753
Katella	662	La Vista Continuation	232
Kennedy	246	Sonora	707
Loara	523	Sunny Hills	820
Magnolia	352	Troy	636
Savanna	527	Placentia-Yorba Linda USD	1,962
Trident Continuation	1	El Camino Real Continuation	86
Western	259	El Dorado	686
Brea-Olinda USD	629	Esperanza	512
Brea-Olinda	599	Valencia	678
Brea Canyon Continuation	30		

#### HIGH SCHOOL GRADUATION YEAR

High School Graduation Year Fall 2013		
Year	Students	Percent
1940 – 2000	1,817	7.3%
2001 – 2009	6,895	27.8%
2010	2,607	10.5%
2011	3,421	13.8%
2012	4,014	16.2%
2013	3,671	14.8%
Not a Graduate	459	1.8%
College Degree	1,890	7.6%
Unreported	46	0.2%
Total	24,820	100.0%



**RESIDENCE BY CITY (ORANGE COUNTY)**

Residence City Fall 2013	
City	Students
Aliso Viejo	10
Anaheim	5,276
Brea	927
Buena Park	1,065
Corona Del Mar	1
Costa Mesa	41
Cypress	159
Dana Point	2
Foothill Ranch	1
Fountain Valley	33
Fullerton	4,063
Garden Grove	545
Huntington Beach	68
Irvine	83
La Habra	1,594
La Palma	87
Ladera Ranch	3
Laguna Beach	5
Laguna Hills	7
Laguna Niguel	4
Lake Forest	19
Midway City	5
Mission Viejo	26
Newport Beach	14
Orange	562
Placentia	1,133
Rancho Santa Margarita	11
San Clemente	4
San Juan Capistrano	3
Santa Ana	283
Stanton	149
Trabuco Canyon	4
Tustin	75
Villa Park	16
Westminster	68
Yorba Linda	945





# Appendix E

## Fullerton College Environmental Scan 2014



## **Environmental Scan of the Fullerton College Community**

This report is designed to provide a comprehensive look at the external environment impacting Fullerton College. It summarizes the demographic, economic and educational changes at the state and national levels, in general, and in Orange County and the cities served by Fullerton College, more specifically, that are shaping the future for the college.

The Environmental Scan of the Fullerton College community and Orange County also serves as a companion piece to the 2014 Fullerton College Fact Book and the 2014 Fullerton College Institutional Effectiveness Report, comprehensive internal overviews that describes the college's faculty, staff and students and how effectively students are being served by the college. Together, these two documents provide important information about the changing forces affecting Fullerton College as it moves forward in the 21st century. By monitoring these changes, Fullerton College will be in a better position to plan a direction that will best serve its students.



## PART I: DEMOGRAPHIC DATA

The 2010 Decennial Census showed that Orange County had a population of 3,010,232, an increase of nearly 20% since the 2000 census. With a 2014 population of over 3.1 million, Orange County continues to grow. While the growth rate has slowed to about 4% over the past five years, population has increased by nearly 104,000 since 2010. Growth for the Fullerton College community cities was only slightly less at 3.8%, with Brea growing 8.2%. Over the past year, Fullerton College community cities mirrored the county growth of slightly less than 1%. As the population has continued to grow in north Orange County, Fullerton College has seen greater demands placed upon its educational resources, facilities and programs. Population growth is projected to continue at high levels, exceeding the national average of about 10% for this decade.

### TOTAL POPULATION THROUGH 2014

**Table 1: Population in Orange County, California and the U.S. through 2014**

Area	2010	2011	2012	2013	2014	Change 2010 - 2014
Orange County	3,010,232	3,028,846	3,057,875	3,085,269	3,113,991	3.9%
California	37,253,956	37,427,946	37,668,804	37,984,138	38,340,074	2.9%
United States	308,747,716	311,030,793	313,307,248	315,571,553	317,787,997	2.9%

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, 2010–2014, with 2010 Benchmark. Sacramento, California, May 2014; U. S. Bureau of the Census

### COMMUNITY LEVEL POPULATION THROUGH 2014

**Table 2: Population in Fullerton College Community through 2014**

City	2010	2011	2012	2013	2014	Change 2010 - 2014
Anaheim	336,265	340,992	344,019	346,553	348,305	3.6%
Brea	39,182	39,961	40,860	41,341	42,397	8.2%
Fullerton	135,222	135,528	137,632	138,466	140,131	3.6%
La Habra	60,223	60,408	60,895	61,255	61,717	2.5%
Placentia	50,598	50,723	51,184	51,900	52,094	3.0%
Yorba Linda	64,234	64,847	65,821	66,512	67,069	4.4%
Total	685,724	692,459	700,411	706,027	711,713	3.8%

Source: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, 2010–2014, with 2010 Benchmark. Sacramento, California, May 2014.



**Total Population: Changes to the Year 2040**

According to projections by the California Department of Finance, total population in Orange County is projected to grow by 6% between 2010 and 2020. And according to projections by the Center for Demographic Research at California State University, Fullerton, the population of the Fullerton College community is projected to grow by 9% during the same period. This compares to projected state growth of 9% and the nation's 10%. There will be a projected population growth of over 60,000 in the Fullerton College community and nearly 181,000 in Orange County through this decade.

By the year 2030, Orange County is projected to grow by nearly 9% over its 2010 levels, compared with the state's 18.7% and the nation's 20.4%. By the year 2025, the Fullerton College community is projected to grow by 13%, representing a population increase of nearly 90,000.

Not only have Orange County and the Fullerton College community seen tremendous growth over the last 20 years, the area will grow substantially over the next 10 years and beyond. Evaluation of population changes as they relate to plans for facility and program development are critical to the college's ability to meet the educational needs of the area's citizens and the workforce needs of the community. And understanding and anticipating population growth by community provides important information for recruiting new students to the colleges, as well as locating off-campus programs to meet community needs.

**Table 3: Population Projections for Orange County, California and the U.S. through 2040**

Area	2010	2020	2030	2040	Projected Change to 2030	Projected Change to 2040
Orange County	3,017,327	3,198,278	3,286,099	3,321,037	8.9 %	9.5 %
California	37,309,382	40,643,642	44,279,354	47,690,185	18.7 %	25.5 %
United States	310,233,000	341,387,000	373,504,000	405,655,000	20.4 %	30.8 %

Sources: U. S. Bureau of the Census, *Projections of the Population and Components of Change for the United States: 2010 to 2050*; State of California, Department of Finance, *Population Projections for California and Its Counties 2010-2060*, Sacramento, California, January 2013.



**COMMUNITY LEVEL POPULATION: CHANGES TO THE YEAR 2030**

**Table 4: Population Changes in Fullerton College Community through 2030**

City	2015	2020	2025	2030	Projected Change to 2025*	Projected Change to 2030*
Anaheim	357,273	369,107	382,267	397,563	9.75%	14.14%
Brea	44,064	48,250	48,456	48,963	14.29%	15.49%
Fullerton	140,947	145,492	157,587	162,850	12.46%	16.21%
La Habra	61,637	62,751	62,706	63,073	1.60%	2.20%
Placentia	52,704	53,611	54,753	56,416	5.10%	8.30%
Yorba Linda	67,937	69,676	69,778	70,233	4.04%	4.72%
Total	724,562	748,887	775,547	799,098	8.97%	12.28%

\*Projected change from year 2014  
 Source: California State University, Fullerton, Center for Demographic Research

**ETHNIC COMPOSITION OF THE TOTAL POPULATION**

The ethnic and racial mix of California, Orange County and the Fullerton College community has changed over the past 10 years. The inclusion of new racial/ethnic categories in Census 2000 has allowed individuals to indicate two or more races for the first time in United States history. California has been a non-majority state for several years, and Orange County no longer has a white majority. The cities comprising the Fullerton College service area also have no racial majority. Both Anaheim and La Habra now have Hispanic pluralities.

In 2000, 1.5% of the Orange County population was African American, 13.8% was Asian/Pacific Islander, 30.8% was Hispanic, 0.3% was American Indian/Alaskan Native and 51.2% was White, 0.2% was Other, and 2.3% was two or more races.

**Table 5: Proportions of the Population by Ethnicity in Orange County and California: Census 2012**

Area	African American	Asian/Pacific Islander*	Hispanic	American Indian/Alaskan Native	White	Other	Two or More Races
Fullerton College	4.3%	18.3%	48.1%	0.8%	26.0%	2.5%	-
Orange County	1.4%	18.8%	34.1%	0.3%	42.8%	0.2%	2.4%
California	5.7%	13.7%	38.2%	0.4%	39.2%	-	2.7%

Source: Fullerton College Office of Institutional Research, U.S. Bureau of the Census  
 \*Includes Filipinos



**Table 6: Fullerton College Community Population by Ethnicity, 2012**

City	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Other	Two or More Races
Anaheim	8,095	51,678	178,045	455	93,300	420	5,478
Brea	344	7,114	9,817	62	21,357	60	630
Fullerton	3,712	32,065	46,018	358	49,490	291	3,485
La Habra	1,173	4,491	35,871	232	17,614	95	1,014
Placentia	673	7,892	18,811	37	22,177	102	924
Yorba Linda	673	10,887	9,537	296	41,192	334	1,780
Total	14,670	114,127	298,099	1,440	245,130	1,302	13,311

Source: State of California, Department of Finance.

In 2000, 2.0% of the Fullerton College service area population was African American, 12.1% was Asian/Pacific Islander, 37.9% was Hispanic, 0.3% was American Indian/Alaskan Native, 45.3% was White, 0.2% was Other, and 2.2% was two or more races.

**Table 7: Fullerton College Community Population Percentage by Ethnicity: Census 2012**

City	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Other	Two or More Races
Anaheim	2.4%	15.3%	52.8%	0.1%	27.6%	0.1%	1.6%
Brea	0.9%	18.1%	24.9%	0.2%	54.2%	0.2%	1.6%
Fullerton	2.7%	23.7%	34.0%	0.3%	36.5%	0.2%	2.6%
La Habra	1.9%	7.4%	59.3%	0.4%	29.1%	0.2%	1.7%
Placentia	1.3%	15.6%	37.2%	0.1%	43.8%	0.2%	1.8%
Yorba Linda	1.0%	16.8%	14.7%	0.5%	63.7%	0.5%	2.8%
Total	2.1%	16.6%	43.3%	0.2%	35.6%	0.2%	1.9%

Source: State of California, Department of Finance.



**CHANGES IN THE ETHNIC COMPOSITION OF THE TOTAL POPULATION THROUGH 2060**

**Table 8: Projected Population by Ethnicity in Orange County and California through 2060**

		African American	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-race
Orange County	2020	50,492	6,360	614,819	1,187,703	1,251,675	87,227
	2030	50,060	6,291	647,401	1,268,887	1,206,061	107,397
	2040	48,051	5,900	667,017	1,328,808	1,146,613	124,646
	2050	45,014	5,365	663,657	1,400,894	1,072,767	137,220
	2060	41,447	4,899	639,453	1,493,643	1,003,959	148,193
California	2020	2,258,934	175,464	5,584,041	16,573,839	14,877,111	1,174,252
	2030	2,341,427	182,307	6,196,025	19,020,889	15,107,320	1,431,384
	2040	2,386,805	186,491	66,79,413	21,446,261	15,328,583	1,662,630
	2050	2,350,153	186,817	7,011,109	23,512,392	15,460,623	1,843,977
	2060	2,267,180	185,253	7,287,126	25,288,835	15,657,920	2,007,267

Source: State of California, Department of Finance, *Population Projections for California and Its Counties 2000-2060*, Sacramento, California, July 2013.



**Table 9: Projected Population Percent by Ethnicity in Orange County and California to 2060**

		African American	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-race
Orange County	2000	1.6%	0.2%	19.2%	37.1%	39.1%	2.7%
	2010	1.5%	0.2%	19.7%	38.6%	36.7%	3.3%
	2020	1.4%	0.2%	20.1%	40.0%	34.5%	3.8%
	2030	1.4%	0.2%	20.0%	42.1%	32.3%	4.1%
	2040	1.2%	0.1%	19.2%	44.8%	30.1%	4.4%
California	2000	5.6%	0.4%	13.7%	40.8%	36.6%	2.9%
	2010	5.3%	0.4%	14.0%	43.0%	34.1%	3.2%
	2020	5.0%	0.4%	14.0%	45.0%	32.1%	3.5%
	2030	4.7%	0.4%	13.9%	46.7%	30.7%	3.7%
	2040	4.3%	0.4%	13.8%	48.0%	29.7%	3.8%

Source: State of California, Department of Finance, *Population Projections for California and Its Counties 2000-2060*, Sacramento, California, July 2013.

These projections indicate that Orange County will have a Hispanic majority by 2040 and that the Asian proportion of the population will also increase to nearly equal the white proportion of the population. Noting changes in the ethnic composition of the population, particularly growth of groups that have traditionally been underrepresented in higher education is important to understand. Support services that are needed may be different for student groups that have traditionally been under-represented, as their numbers begin to increase. These data indicate that there is stronger growth in population groups that have traditionally been under-represented in higher education. These changes will have important planning implications for the college.





## PART II: EDUCATIONAL INFORMATION

### SCHOOL AGE POPULATION: CHANGES THROUGH 2013-2014

**Table 10: Public School Enrollment in Orange County and California, 2009-2010 to 2013-2014**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change 2010 - 2014
Orange County	502,239	502,895	502,205	501,801	500,487	-0.4%
California	6,192,121	6,217,002	6,220,993	6,226,989	6,236,672	0.7%

Source: State of California, Department of Education, Data Quest (<http://dq.cde.ca.gov/dataquest/>).

**Table 11: Public School Enrollment Projections for Orange County and California to 2018-19**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Change 2015 – 2019
Orange County	496,082	490,849	486,862	482,648	477,940	-3.7%
California	6,214,581	6,205,526	6,195,616	6,193,609	6,196,031	0.3%

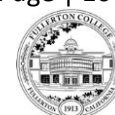
State of California, Department of Finance, *California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2009 Series*. Sacramento, California, October 2009.

**Table 12: Public School Enrollment in Fullerton College Feeder High School Districts, 2009-2010 to 2013-2014**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change 2013 - 2014
Anaheim	22,297	22,362	22,198	21,458	21,258	-0.9%
Brea-Olinda	2,103	2,045	2,068	2,050	2,009	-2.0%
Fullerton	15,079	14,726	14,782	14,607	14,373	-1.6%
Placentia-Yorba Linda	8,827	8,712	8,577	8,517	8,559	0.5%

Source: State of California, Department of Education, Data Quest (<http://dq.cde.ca.gov/dataquest/>).

Public school enrollment has declined slightly over the past five years and is projected to continue to decline in Orange County for the next five years. Within the areas primarily served by Fullerton College, Anaheim, Brea-Olinda, and Fullerton has shown an enrollment decline, with Placentia-Yorba Linda actually growing by 0.5% over the past five years. The so-called Tidal Wave II has crested and there will be fewer high school graduates in the foreseeable future.



**Table 13: Fullerton College Top 10 Feeder High Schools: Demographic Indicators, 2013-2014**

School	Total Students	Percent Hispanic	Percent Free or Reduced Lunch	Percent English Language Learners	Percent Disadvantaged
Anaheim	3,199	93%	81%	25%	82%
Brea Olinda	1,973	30%	23%	4%	25%
El Dorado	1,923	26%	18%	4%	25%
Fullerton	2,199	62%	42%	11%	51%
Katella	2,686	87%	79%	23%	78%
La Habra	2,197	69%	38%	7%	45%
Sonora	1,944	61%	42%	14%	50%
Sunny Hills	2,326	27%	22%	6%	23%
Valencia	2,523	58%	40%	9%	58%
Troy	2,721	24%	12%	4%	16%

Source: State of California, Department of Education, Data Quest (<http://dq.cde.ca.gov/dataquest/>).

**Table 14: Fullerton College Top 10 Feeder High Schools: Academic Indicators**

School	API Score	API Rank	API Comp Rank	Percent UC/CSU Eligible Grads
Anaheim	740	4	8	25%
Brea-Olinda	853	9	5	56%
El Dorado	841	9	8	47%
Fullerton	812	8	8	34%
Katella	740	4	7	33%
La Habra	793	7	2	41%
Sonora	809	8	5	46%
Sunny Hills	896	10	6	53%
Valencia	824	8	8	38%
Troy	932	10	9	60%

Source: State of California, Department of Education, Data Quest (<http://dq.cde.ca.gov/dataquest/>).



The selected indicators reveal great variability in the characteristics of the top feeder high schools to Fullerton College and point to some of the challenges facing the faculty, staff, and administration of the college in both providing access and promoting success. Many of the students who will be entering Fullerton College over the next several years are from under-represented groups, have fewer economic resources, are English language learners, and first-generation college-goers. Relatively few have pursued an educational program which prepared them for entry to California State University or University of California campuses, though the percentage of local high school graduates who are UC/CSU eligible and the percentages who have demonstrated proficiency in language arts and math have been increasing for the past several years.

**Table 15. Higher Education Going Rates of Fullerton College Feeder High Schools (2008-09 Graduating Class, National Enrollment)**

High School	Total Graduates	Fullerton College	Total Higher Education	Fullerton College Going Rate	Public Higher Education Going Rate
Anaheim	443	175	305	40%	69%
Cypress	554	13	449	2%	81%
Katella	456	141	295	31%	65%
Kennedy	501	32	406	6%	81%
Loara	475	79	342	17%	72%
Magnolia	302	54	206	18%	68%
Savanna	410	94	285	23%	70%
Western	339	41	331	12%	75%
Brea-Olinda	487	149	418	31%	86%
Buena Park	351	62	226	18%	64%
Fullerton	456	157	344	34%	75%
La Habra	470	173	362	37%	77%
Sonora	420	137	334	33%	80%
Sunny Hills	616	200	519	32%	84%
Troy	560	94	488	17%	87%
El Dorado	493	148	424	30%	86%
Esperanza	703	142	591	20%	84%
Valencia	495	155	374	31%	76%
Total	8,531	2,046	6,699	24%	77%

Source: State of California, Department of Education, Data Quest; Fullerton College Office of Institutional Research



## PART III. ECONOMIC TRENDS

### Importance of Economic Changes

Community colleges are the higher education segment providing workforce education that is most directly related to the local area economy. Understanding the changing nature of the area's economy is critical to aligning current academic programs as well as developing new academic programs that meet the needs of local business and industry. What follows is a synopsis of the key economic changes in Orange County important to educational planning in Fullerton College.

### The Employment Base

**Table 16: Civilian Labor Force, Employment, and Unemployment for Orange County**

Measures	June 2011	June 2012	June 2013	June 2014	Change 2011 – 2014
Civilian Labor Force	1,590,100	1,910,900	1,612,200	1,606,100	1.0%
Employed	1,445,300	1,482,200	1,507,200	1,523,100	5.4%
Unemployed	144,800	128,700	105,100	83,000	-42.7%
Unemployment Percent	9.1%	8.0%	6.5%	5.2%	-3.9%

Source: California Employment Development Department

**Table 17: Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, June, 2014**

Measures	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
Civilian Labor Force	174,500	21,600	71,200	31,700	28,100	35,700
Employed	162,800	20,800	67,000	29,800	26,800	34,500
Unemployed	11,700	800	4,100	1,900	1,300	1,200
Unemployment Percent	6.7%	3.5%	5.8%	5.9%	4.6%	3.4%

Source: California Employment Development Department

These data clearly show the economic condition of the state and the local area has improved. The Orange County unemployment rate has decreased. Within the Fullerton College community Anaheim and La Habra have the highest rates of unemployment, but both are below the state level of 7.3%. Improved economic conditions typically lead to decreased demand for educational services, but Fullerton College is experiencing growth and increased demand for section offerings and services.



**Table 18: Employment by Industry in Orange County: 2013 and 2014**

Industry	June 2013	June 2014	Change	Percent Change
Goods Producing	236,000	240,800	4,800	2.0%
Trade, Transportation & Utilities	251,600	253,600	2,000	0.8%
Information	25,400	26,000	600	2.4%
Financial Activities	113,700	109,600	-4,100	-3.6%
Professional and Business Services	263,300	271,100	7,800	3.0%
Educational and Health Services	180,700	187,400	6,700	3.7%
Leisure and Hospitality	191,000	196,600	5,600	2.9%
Other Services	45,700	48,400	2,700	5.9%
Government	151,600	155,500	3,900	2.5%
Total	1,462,100	1,491,300	29,200	2.0%

Source: California Employment Development Department

**Table 19: Projected Growth in Top 10 Orange County Occupations Requiring an Associate Degree or Post-Secondary Vocational Training**

Occupation	2010	2020	Change	Percent Change
Registered Nurses	19,110	22,850	3,750	19.6%
Nursing Aides, Orderlies, and Attendants	8,800	10,670	1,790	20.2%
Licensed Practical and Licensed Vocational Nurses	5,640	6,840	1,200	21.3%
Preschool Teachers, Except Special Education	4,830	5,470	640	13.3%
Dental Assistants	4,370	5,220	850	19.5%
Hairdressers, Hairstylists, and Cosmetologists	4,080	4,660	580	14.2%
Paralegals and Legal Assistants	3,450	4,250	800	23.2%
Telecommunications Equipment Installers and Repairers, Except Line Installers	2,710	3,000	280	10.3%
Manicurists and Pedicurists	2,710	3,100	390	14.4%
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,320	2,600	280	12.1%

Source: California Employment Development Department



**Table 20: Projected Growth in Top 10 Orange County Occupations Requiring a Four-Year Degree**

Occupation	2010	2020	Change	Percent Change
Accountants and Auditors	14,920	17,100	2,180	14.6%
Elementary School Teachers, Except Special Education	11,990	13,270	1,280	10.7%
Teachers and Instructors, All Other	9,350	10,540	1,190	12.7%
Software Developers, Systems Software	8,200	10,390	2,190	26.7%
Software Developers, Applications	8,050	9,630	1,580	19.6%
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	8,120	8,980	850	10.5%
Market Research Analysts and Marketing Specialists	6,480	8,860	2,380	36.7%
Secondary School Teachers, Except Special and Career/Technical Education	6,910	6,980	70	1.0%
Computer Systems Analysts	4,980	5,900	920	18.5%
Human Resources, Training, and Labor Relations Specialists, All Other	4,610	5,630	1,020	22.1%

Source: California Employment Development Department

#### **PART IV. POLITICAL AND SOCIAL TRENDS IMPACTING FULLERTON COLLEGE**

##### **Importance of Monitoring Political Trends**

National, state, and local level priorities in both the policy and fiscal arenas greatly influence direction setting for North Orange County Community College District and Fullerton College. Several key issues are likely to impact local policy. These include issues related to: accountability; accreditation; budget; general enrollment growth, as it relates to facilities planning; local population growth and feeder school enrollments; and distance learning.

##### **Accountability**

Accountability remains a top priority, particularly at the system office and legislature. With the institution of the statewide Student Success Scorecard, with annual review by local boards of trustees, we continue to see accountability efforts renewed and revitalized. And, while the accreditation standards from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges have focused on the identification and measurement of student learning outcomes, the standards continue to include evidence of a focus on institutional effectiveness.



## **Accreditation**

Accountability challenges related to performance are requiring more comprehensive monitoring of student outcomes data related to special initiatives developed to improve student performance. And the WASC AACJC accreditation standards require colleges to evaluate student outcomes beyond the institutional effectiveness emphasis of the previous standards. The new standards place strong emphasis on measuring true learning outcomes and disaggregating those outcomes by subpopulations to analyze disparate outcomes. In addition, the standards have re-emphasized the need for integration of the college's many planning activities, with an emphasis on the integration of program review, planning and budgeting. ACCJC has provided several rubrics for evaluation of colleges' development of program review, planning and identification and assessment of student learning outcomes, with high expectations for colleges to attain the 'continuous quality improvement' stage in those areas. Fullerton College has plans to begin its self-study for the re-affirmation of accreditation, with the accreditation team visit scheduled for spring 2017. These challenges will require a coordinated research and evaluation effort throughout the college and increased emphasis on assessment of student learning outcomes, in both the general education core and in specific disciplines, and incorporation of results in planning for increased student success.

## **Budget**

Shortfalls in the California budget in the recent past had severe consequences for Fullerton College. As the state economy and revenues have rebounded, so too has Fullerton College. Recent increases in FTES allocations and growth funding, coupled with state Student Equity and Student Success and Support Program funds, have benefited the college. Even under these favorable conditions, Fullerton College carefully plans for other potential budget challenges such as match requirements for the Student Success and Support Program, the new State Growth Regulation, and the new growth funding allocation model. Increases in support services staff and full-time faculty are planned to meet the expanding needs of the college community. Planning of enrollment growth must be carefully monitored, and given forethought so the college can proceed with a strong vision and expand in areas beneficial to the college and community.

## **Enrollment Growth and Facilities Planning**

Projections indicate that Fullerton College will face a growing student population over the next decade. Accommodating two to three percent enrollment growth annually over the next several years will provide a major facilities planning challenge for the college. In addition, modernization of infrastructure, construction of new facilities, planned maintenance, technology growth, and adequate parking will require significant resources.



## **Distance Learning**

Distance education has become a major component of educational offerings at Fullerton College. With the possible expansion of on-line learning opportunities for students, issues of faculty training and development, intellectual property rights, adequacy of technical infrastructure and evaluation of learning are becoming major pieces of the accountability concerns for this relatively new mode of student learning. Preparation of students for and evaluation of learning in distance education programs is becoming an important priority for all institutions of higher education.

## **Importance of These Political Trends**

These five political trends are likely to have an important influence on setting the policy agenda for the district for the upcoming year and beyond. All have important implications for budget planning, program planning, research, evaluation and communication across the college and with the large community of which it is an integral part.





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