FULLERTON COLLEGE

2014-2015

INSTITUTIONAL EFFECTIVENESS REPORT

FALL 2015

TABLE OF CONTENTS

Executive Summary

Founded in 1913, Fullerton College has a rich history steeped in academic excellence and community service. Since its founding, the Fullerton College community 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. In its 102nd year of operation Fullerton College continues to provide a high quality education at an affordable cost with a student-centered mission.

The 2014-2015 year continued the statewide fiscal improvement experienced in 2013-2014 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 *2014-2015 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 2015 Fact Book and 2015 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 Information Services. The data examines successful course completion rates of varying 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 2014-2015 Institutional Effectiveness report, the 2015 Fact Book and 2015 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.

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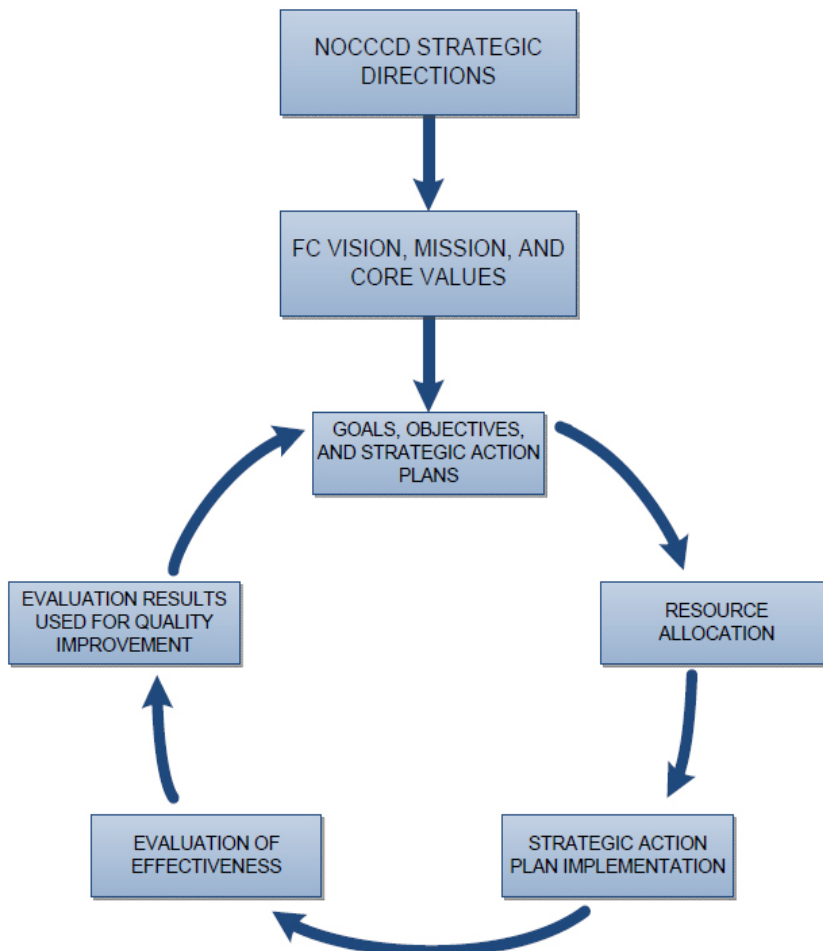
As part of Fullerton College's cycle of continuous quality improvement, the college annually reviews and assesses implemented strategies and its strategic planning process as a prelude to a new cycle of strategic planning. Strategies and programs are reviewed and decisions are made to maintain, modify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

Fullerton College Institutional Philosophy

Fullerton College Mission

We prepare students to be successful learners.

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 Core Values

We respect and value the diversity of our entire community.

We value tradition and innovation.

We support the involvement of all in the decision-making process.

We expect everyone to continue growing and learning.

We believe in the power of the individual and the strength of the group.

We expect everyone to display behavior in accordance with personal integrity and high ethical standards.

We accept our responsibility for the betterment of the world around us.

We value and promote the well being of our campus community.

Fullerton College 2015-2017 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 the President's Advisory Council 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 number of students participating in STEM activities
Objective 6: 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.
Objective 5: Increase the number of students from underrepresented groups participating in STEM activities

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.

Goal 1 Objective 5 and Goal 2 Objective 5 were additions to the 2013-2015 Goals approved by PAC to comprise the 2015-2017 Goals in response to increases in student demand and services in STEM areas.

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).

District-wide Student Achievement Data

The following charts display district-wide course completion data disaggregated according to the parameters outlined below. A brief analysis is included for each section.

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

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

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

District-wide Completion Data by Age, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

District-wide course completion data for transfer and basic skills/ESL courses indicate that younger students generally have lower completion rates than older students, and that in basic skills/ESL courses, completion rates among the younger age groups have been on the decline. This is in contrast to the transfer and CTE course completion data, which is generally high for all age groups, and has remained relatively stable or is on the rise in nearly all age groups.

District Wide, Career & Technical (CTE) Completion % by Age

District Wide, Basic Skills & ESL Completion % by Age
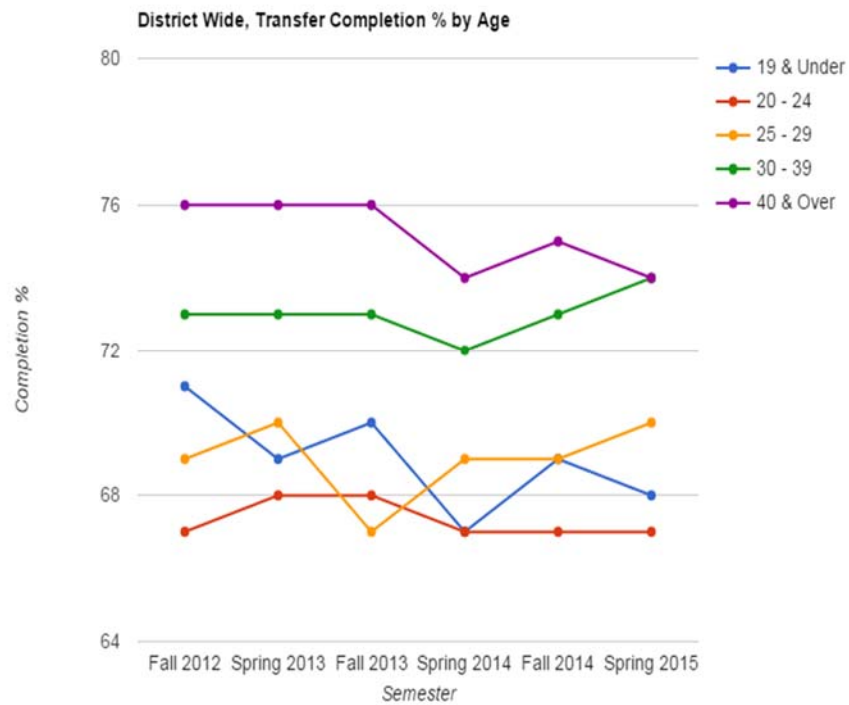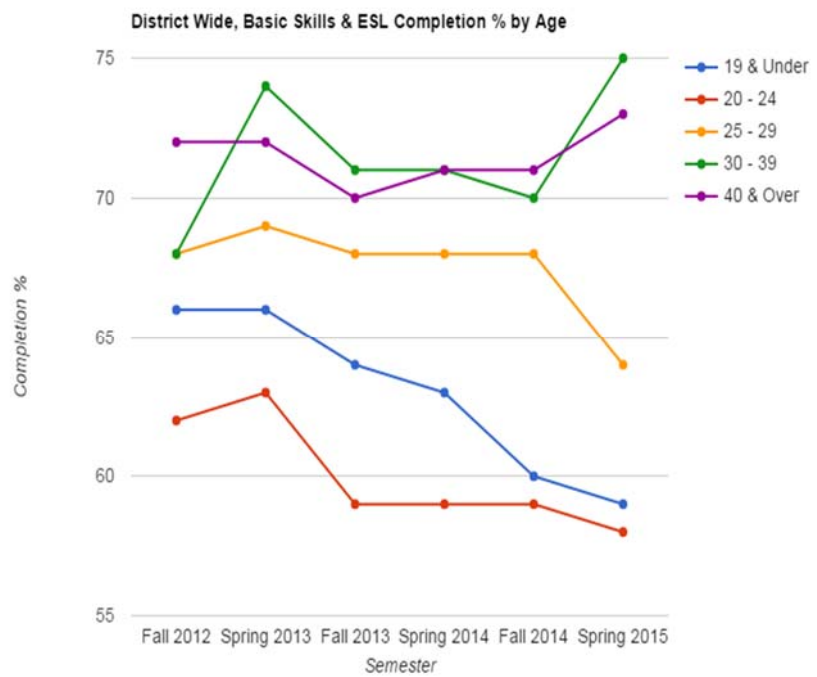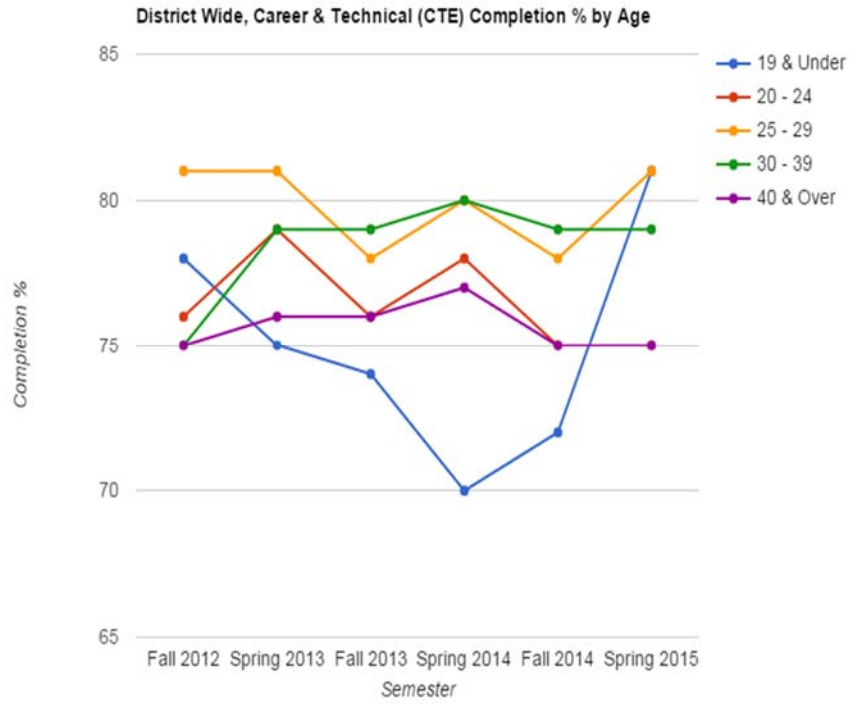
Districtwide Completion Data by Gender, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

With respect to gender, districtwide course completion in transfer, CTE, and basic skills/ESL courses were consistently higher for females than for males. As was seen with the age group data, the completion data disaggregated by gender indicated that both males and females showed declines in completion of basic skills/ESL courses. Completion rates in transfer courses has shown recent stability among both males and females, and CTE completion rates have remained generally high for both groups over time.

District Wide, Transfer Completion % by Gender

District Wide, Career & Technical (CTE) Completion % by Gender

District Wide, Basic Skills & ESL Completion % by Gender
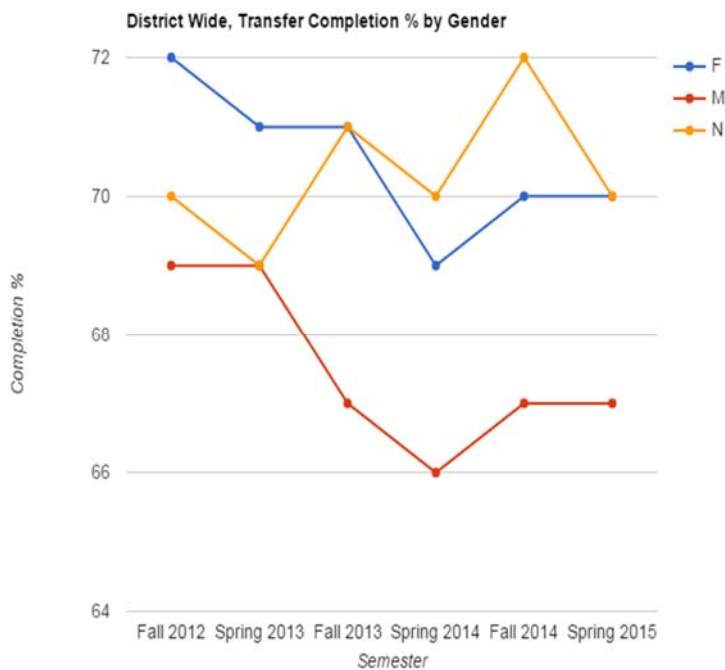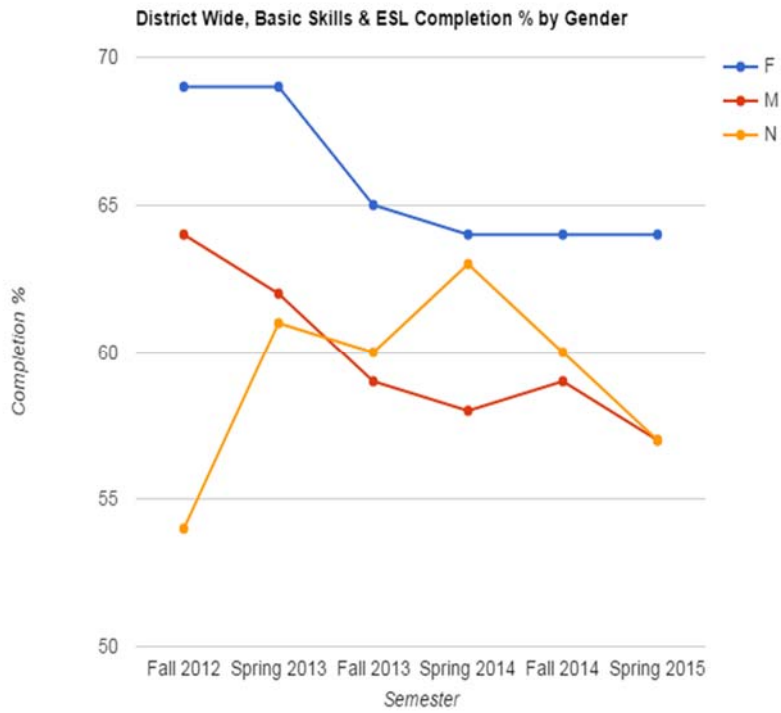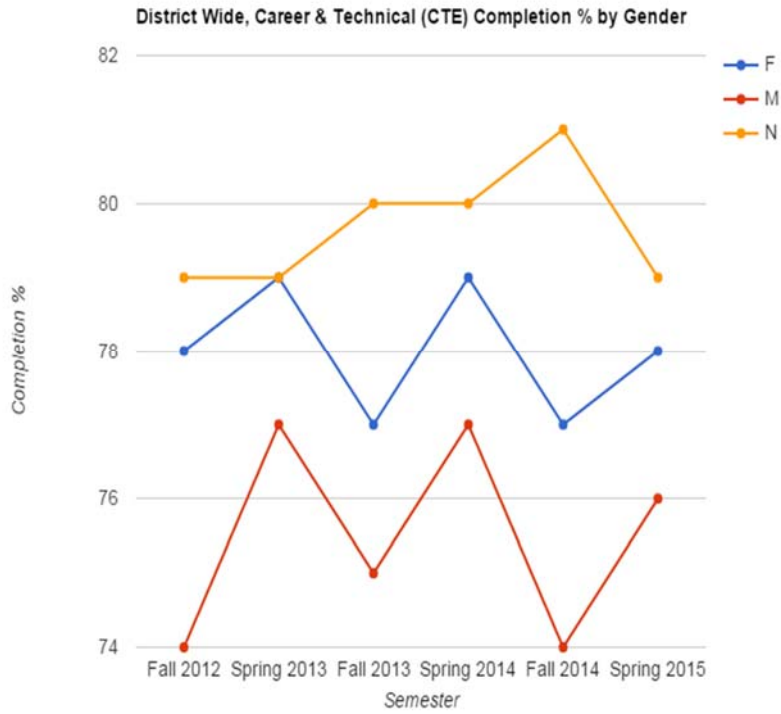
Districtwide Completion Data by Ethnicity, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

Ethnic groups varied widely with respect to districtwide course completion of transfer, CTE, and basic skills/ESL courses. Course completion rates of African American, Hispanic, and Pacific Islander students have consistently been the lowest, whereas the completion rates of White and Asian students have consistently been the highest. It is worth noting that since Fall 2012, completion rates have been relatively stable in transfer and CTE courses among nearly all ethnic groups when compared to Spring 2015, but basic skills/ESL courses have shown declines among nearly all ethnic groups.
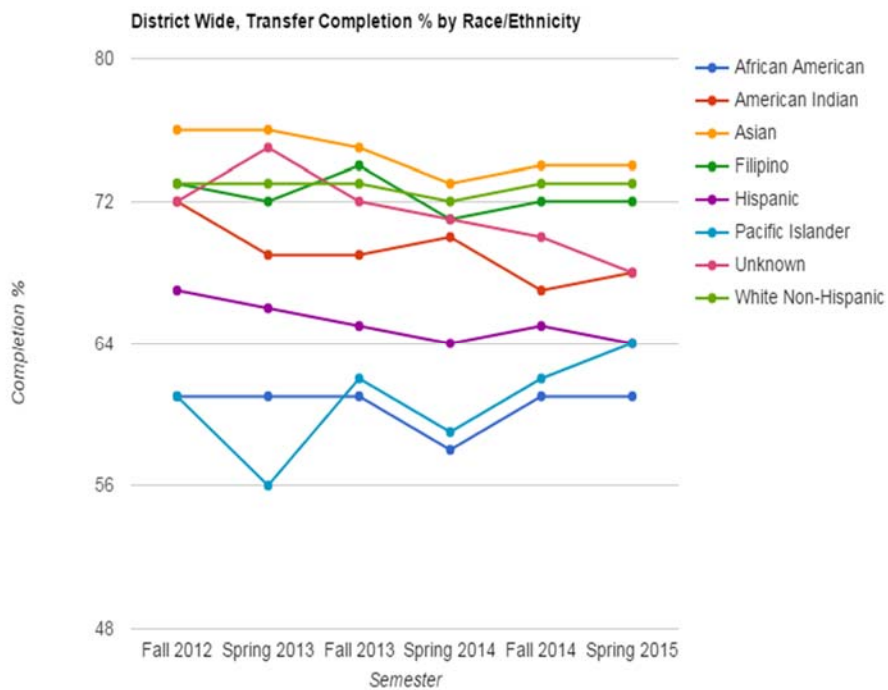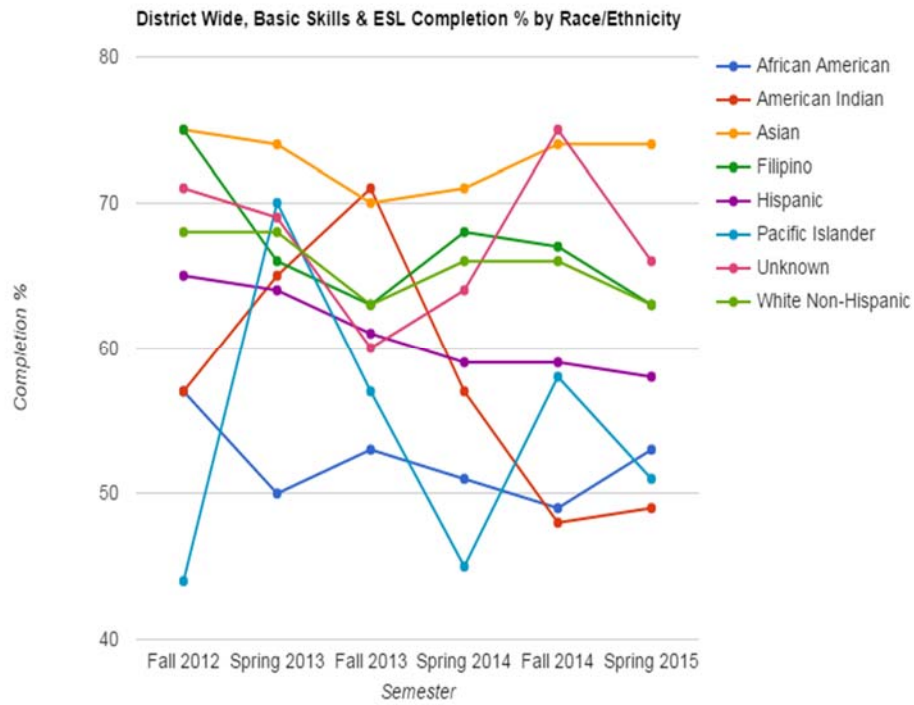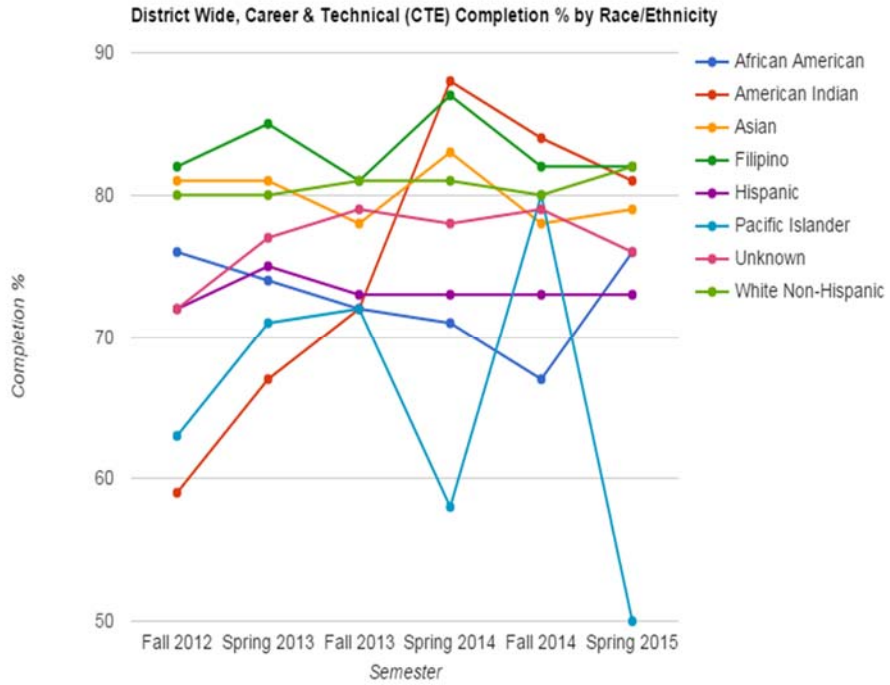
District Wide, Transfer Completion % by Race/Ethnicity

District Wide, Career & Technical (CTE) Completion % by Race/Ethnicity

District Wide, Basic Skills & ESL Completion % by Race/Ethnicity

Districtwide Completion Data by Educational Goal, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

When considering course completion and students educational goal, the results varied depending on course type. Specifically, certificate seeking students consistently had the highest course completion rates in transfer courses, degree seeking students consistently had the highest course completion rates in CTE courses, and degree and transfer seeking students consistently had the lowest course completion rates in basic skills/ESL courses.

District Wide, Transfer Completion % by Student Ed Goals

District Wide, Career & Technical (CTE) Completion % by Student Ed Goals

District Wide, Basic Skills & ESL Completion % by Student Ed Goals

Districtwide Completion Data by Socioeconomic Status, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

Students with lower socioeconomic status (as defined by being recipients of need-based financial aid) have generally had lower districtwide course completion rates in transfer, CTE, and basic skills courses than other students, however the gap tends to be smaller and is sometimes non-existent when considering completion rates in CTE and basic skills/ESL courses.

District Wide, Transfer Completion % by Socioeconomic status

District Wide, Career & Technical (CTE) Completion % by Socioeconomic status

District Wide, Basic Skills & ESL Completion % by Socioeconomic status

Districtwide Completion Data by Method of Instruction, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

Distance education courses have had consistently lower districtwide course completion rates than on campus courses among transfer, CTE, and basic skills/ESL courses. Completion of distance education courses has remained stable for transfer courses, has increased for CTE courses, but has declined in basic skills/ESL courses since Fall 2012.

District Wide, Transfer Completion % by Distance Ed / On Campus

District Wide, Career & Technical (CTE) Completion % by Distance Ed / On Campus

District Wide, Basic Skills & ESL Completion % by Distance Ed / On Campus

Fullerton College Completion Data by Age, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

Fullerton College course completion data for transfer and basic skills/ESL courses indicate that younger students generally have lower completion rates than older students, and that in basic skills/ESL courses, completion rates among the younger age groups have been on the decline. This is in contrast to the CTE course completion data, which is generally high for all age groups, and has remained relatively stable or is on the rise in nearly all age groups.

Fullerton, Transfer Completion % by Age

Fullerton, Career & Technical (CTE) Completion % by Age

Fullerton, Basic Skills & ESL Completion % by Age

Fullerton College Completion Data by Gender, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

With respect to gender, Fullerton College course completion in transfer, CTE, and basic skills/ESL courses were consistently higher for females than for males. As was seen with the age group data, the completion data disaggregated by gender indicated that both males and females showed declines in completion of basic skills/ESL courses. Completion rates in transfer courses have shown recent increases among both males and females, and CTE completion rates have remained generally high for both groups over time.

Fullerton, Transfer Completion % by Gender

Fullerton, Career & Technical (CTE) Completion % by Gender

Fullerton, Basic Skills & ESL Completion % by Gender
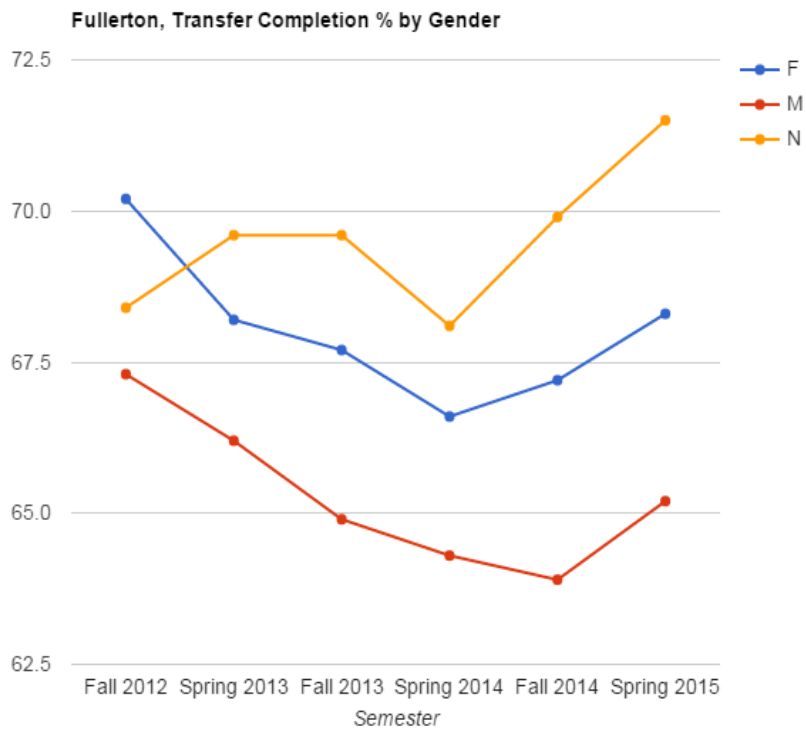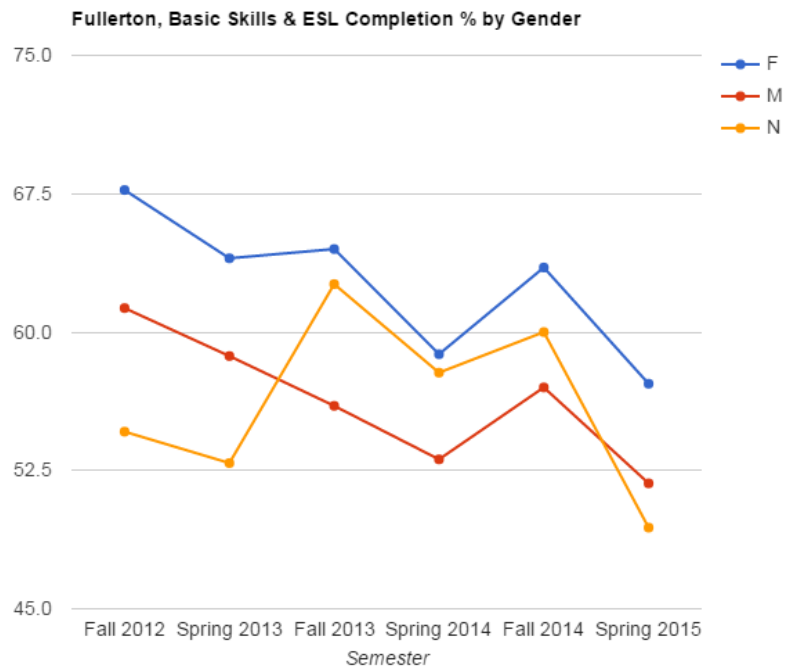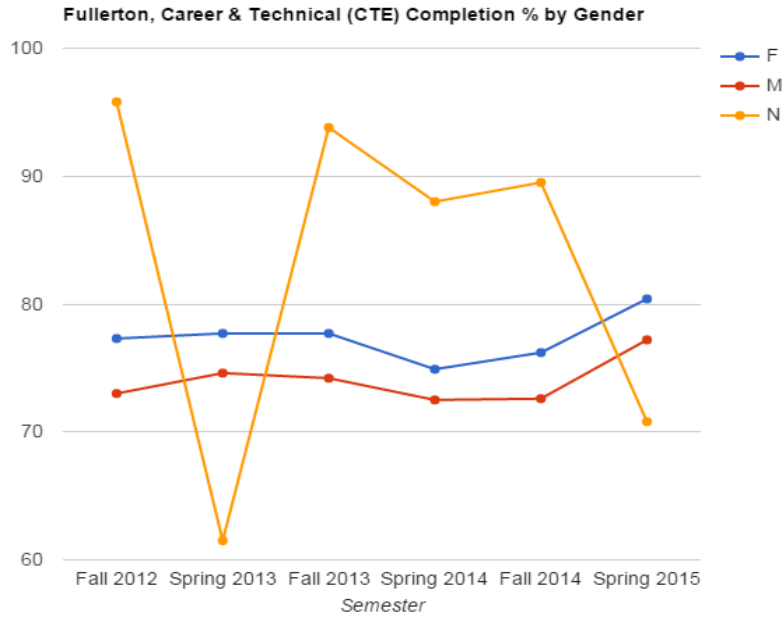
Fullerton College Completion Data by Ethnicity, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

Ethnic groups varied widely with respect to Fullerton College course completion of transfer, CTE, and basic skills/ESL courses. Course completion rates of African American, Hispanic, and Pacific Islander students have consistently been the lowest, whereas the completion rates of White and Asian students have consistently been the highest. It is worth noting that since Fall 2012, completion rates have been relatively stable in CTE courses among nearly all ethnic groups when compared to Spring 2015, but basic skills/ESL courses have shown slight declines among nearly all ethnic groups.
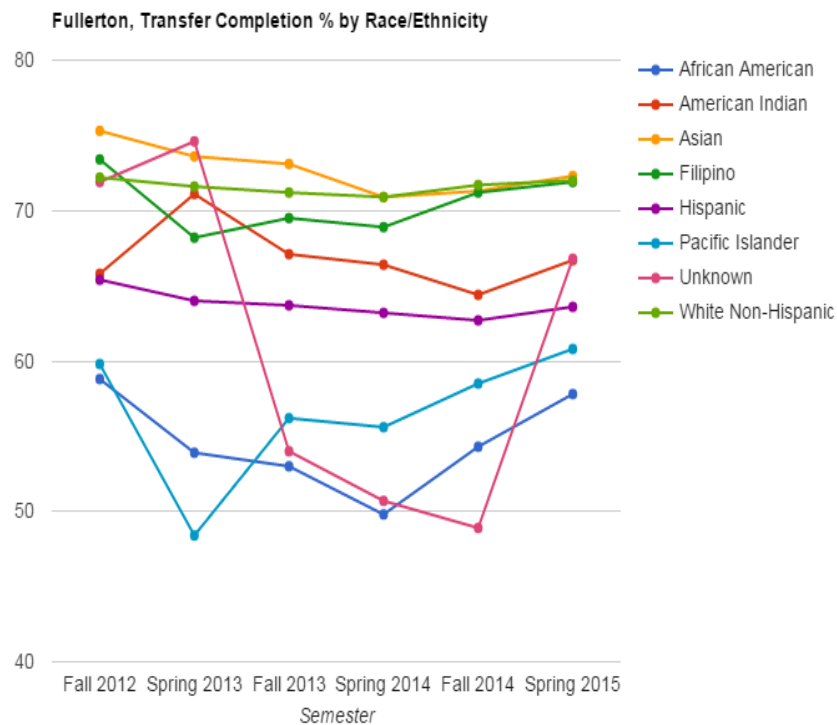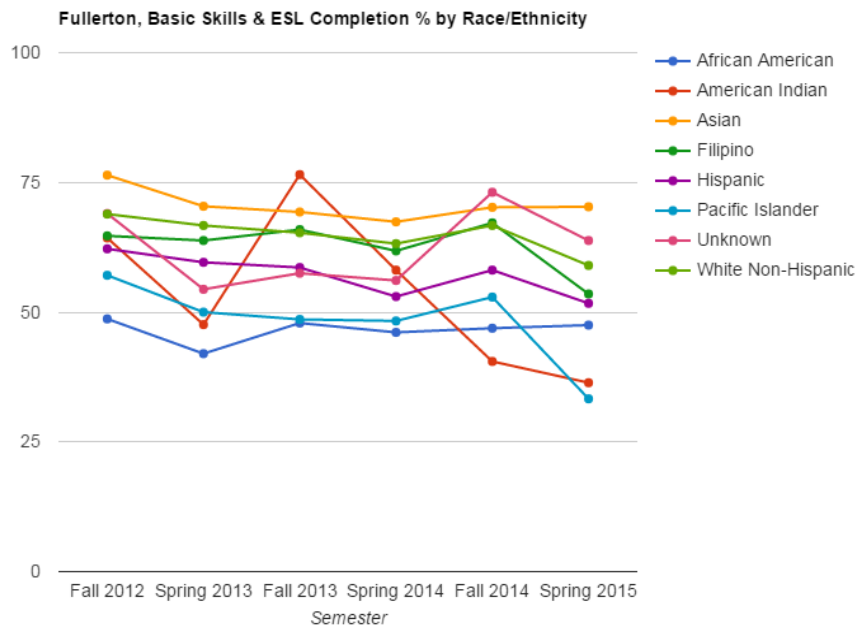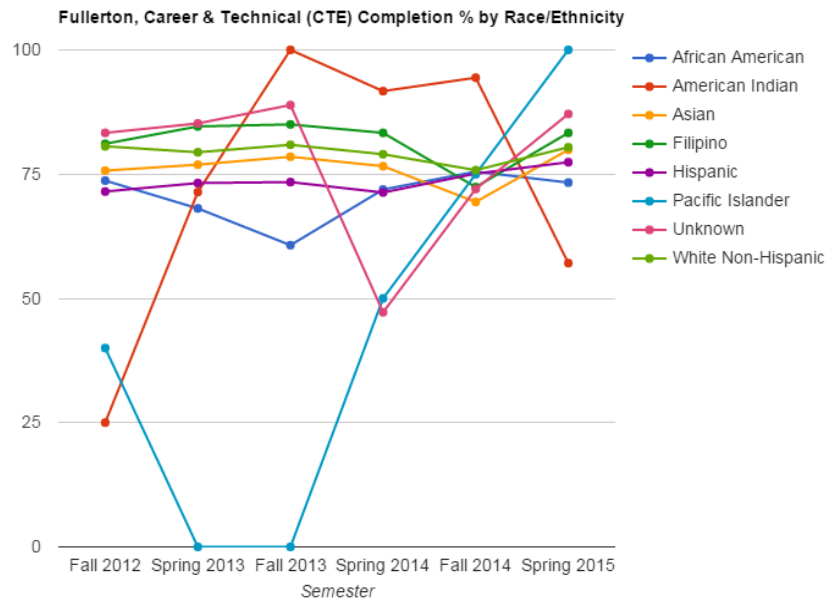
Fullerton, Transfer Completion % by Race/Ethnicity

Fullerton, Career & Technical (CTE) Completion % by Race/Ethnicity

Fullerton, Basic Skills & ESL Completion % by Race/Ethnicity

Fullerton College Completion Data by Educational Goal, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses
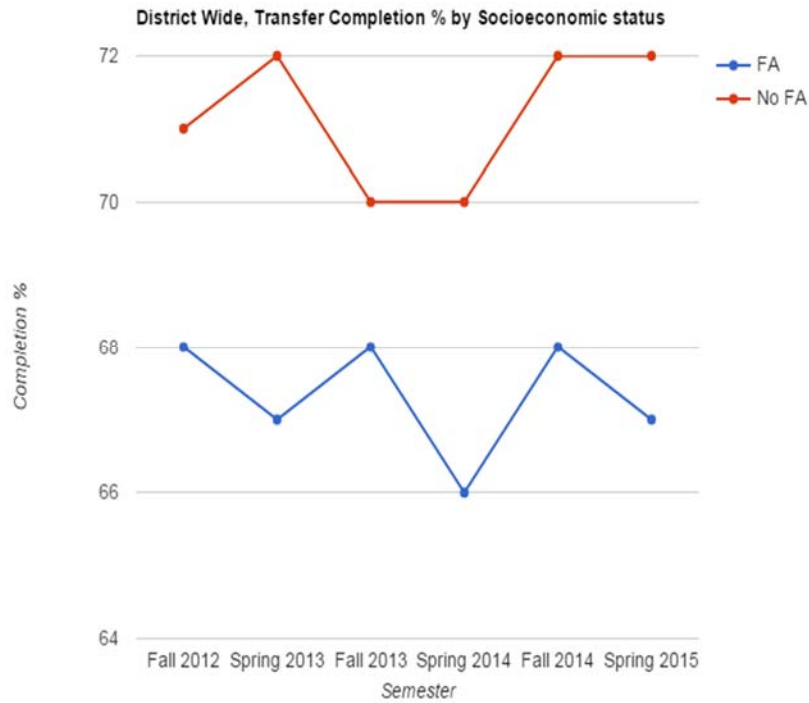
When considering course completion and student educational goal, the results varied depending on course type. Specifically, certificate and transfer seeking students consistently had the highest course completion rates in transfer courses, and degree and transfer seeking students consistently had the lowest course completion rates in basic skills/ESL courses.
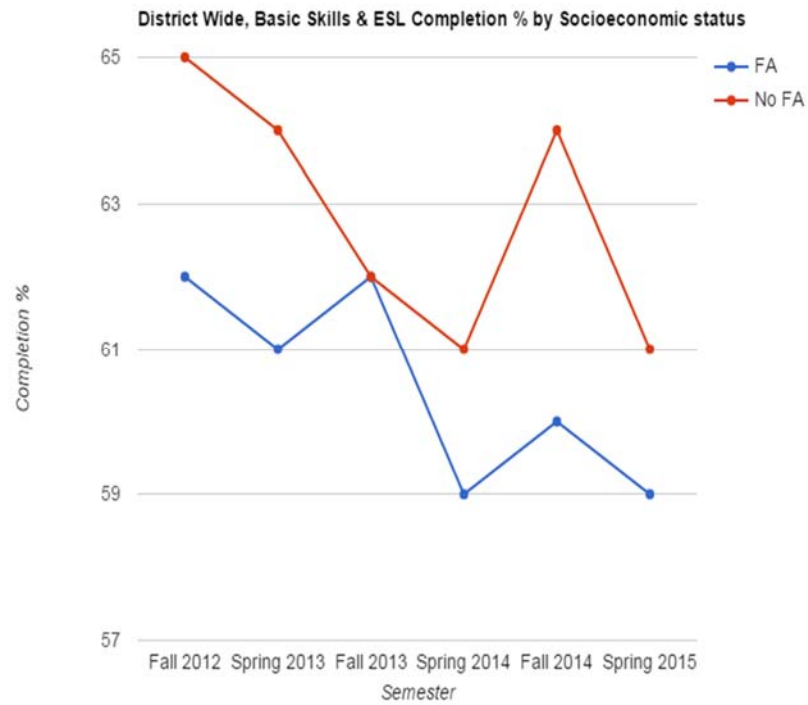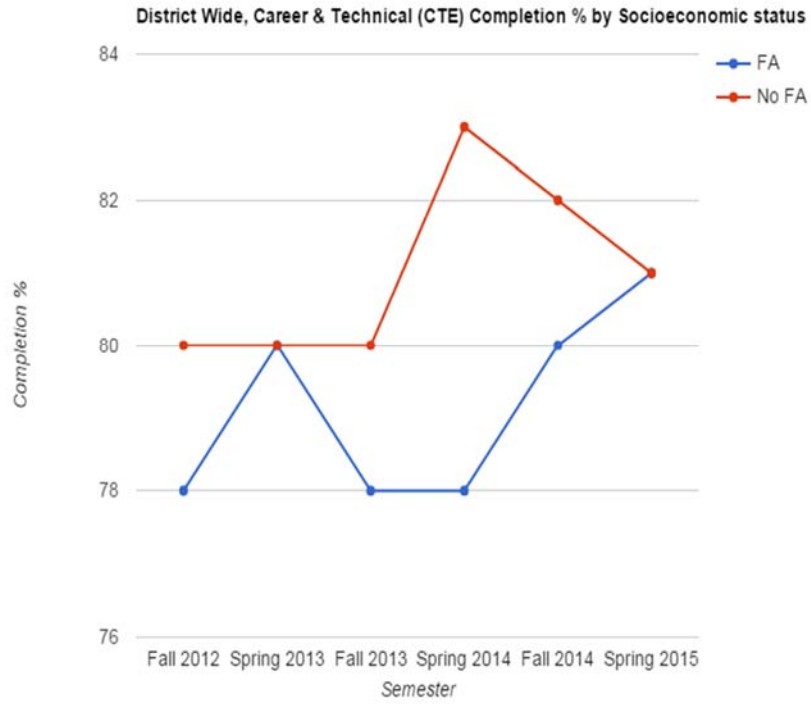

Fullerton, Transfer Completion % by Student Ed Goals

Fullerton, Career & Technical (CTE) Completion % by Student Ed Goals

Fullerton, Basic Skills & ESL Completion % by Student Ed Goals

Fullerton College Completion Data by Socioeconomic Status, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses
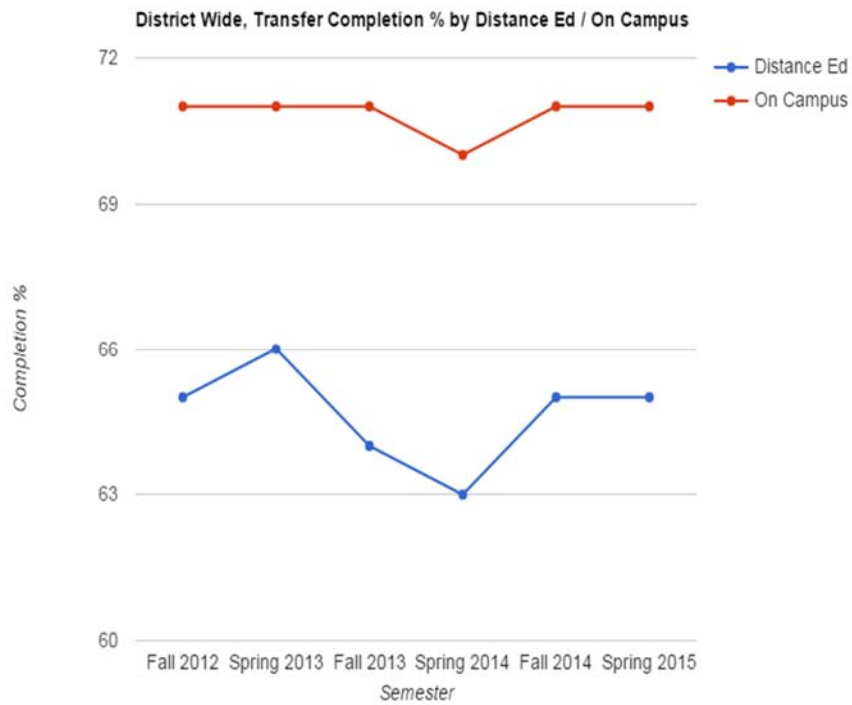
Students with lower socioeconomic status (as defined by being recipients of need-based financial aid) have generally had lower districtwide course completion rates in transfer, CTE, and basic skills courses than other students, however the gap tends to be smaller and is sometimes non-existent when considering completion rates in CTE and basic skills/ESL courses.
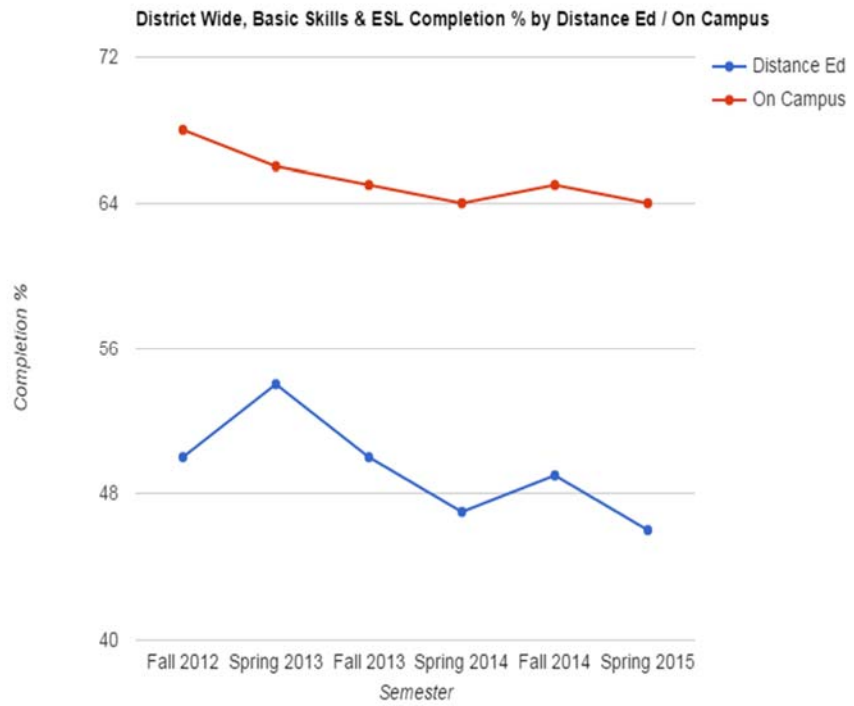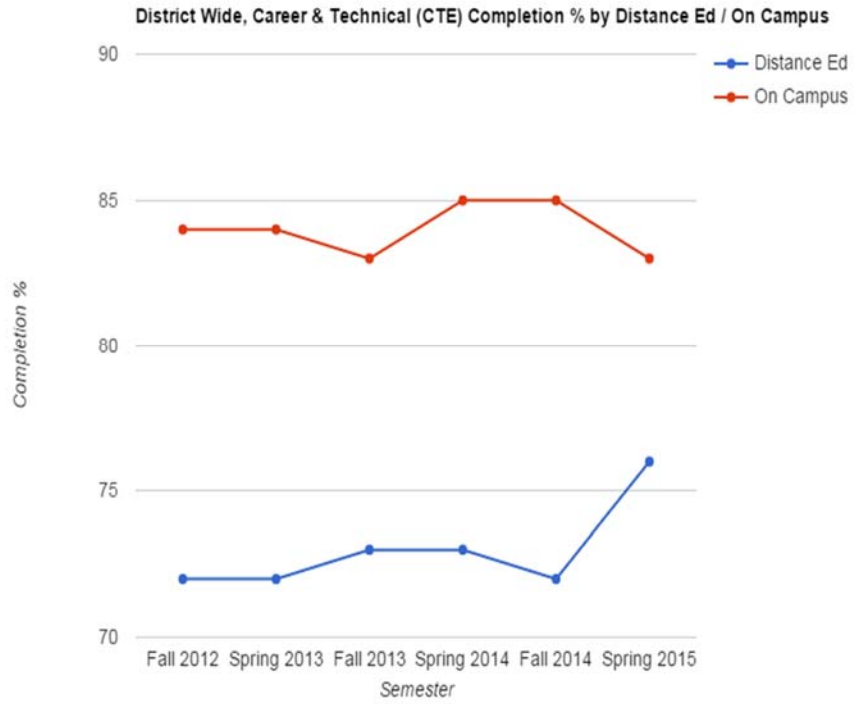

Fullerton, Transfer Completion % by Socioeconomic status

Fullerton, Career & Technical (CTE) Completion % by Socioeconomic status

Fullerton, Basic Skills & ESL Completion % by Socioeconomic status

Fullerton College Completion Data by Method of Instruction, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses
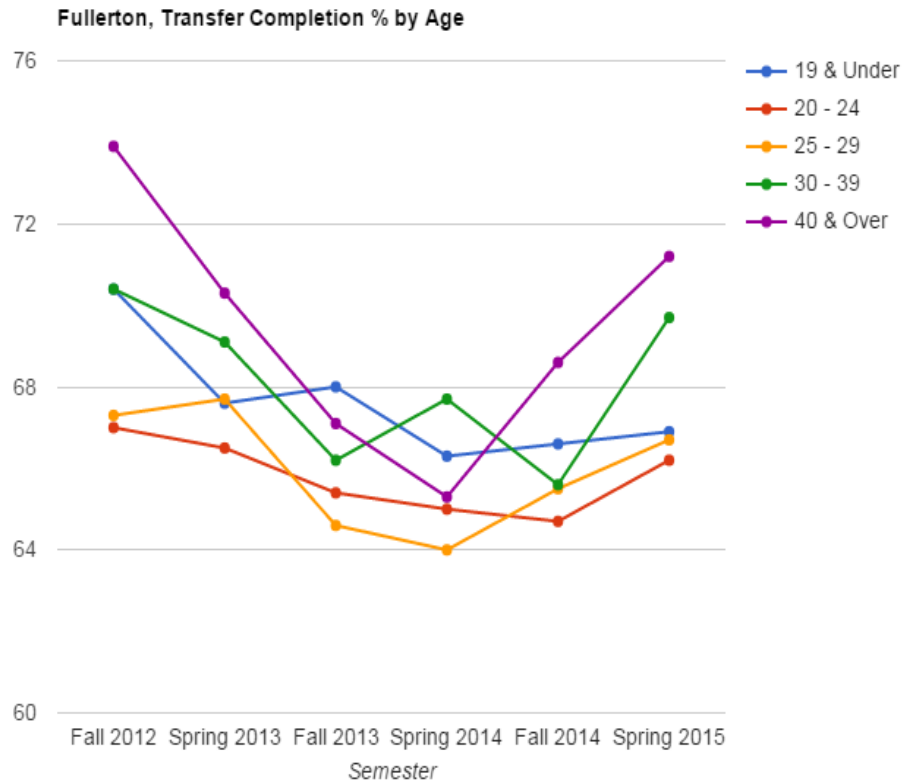
Distance education courses have had consistently lower collegewide course completion rates than on campus courses among transfer, CTE, and basic skills/ESL courses. Completion of distance education courses has largely remained stable for transfer and CTE courses, but has declined in basic skills/ESL courses since Fall 2012.

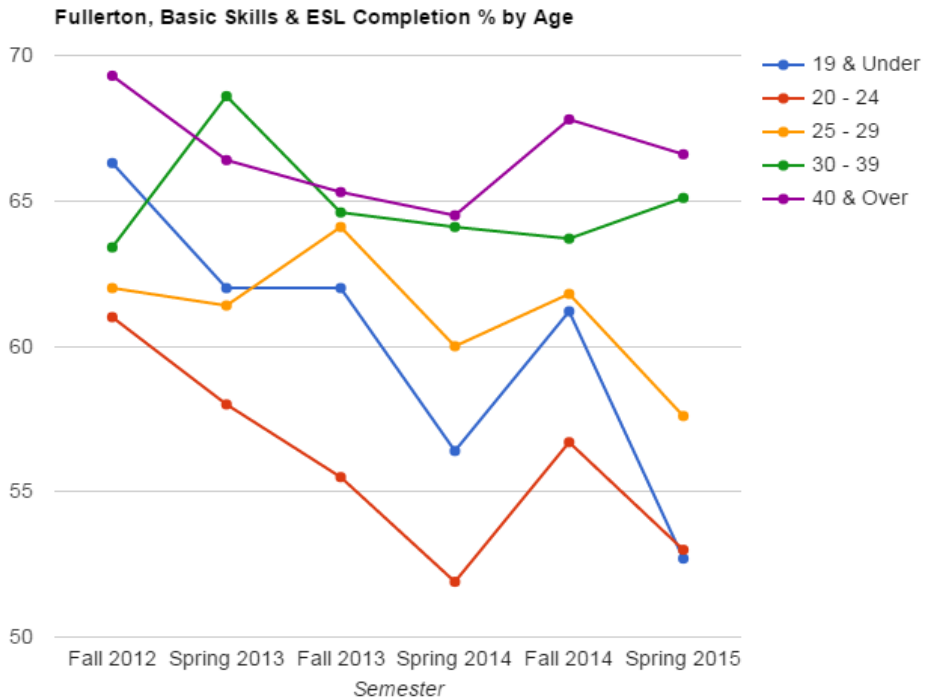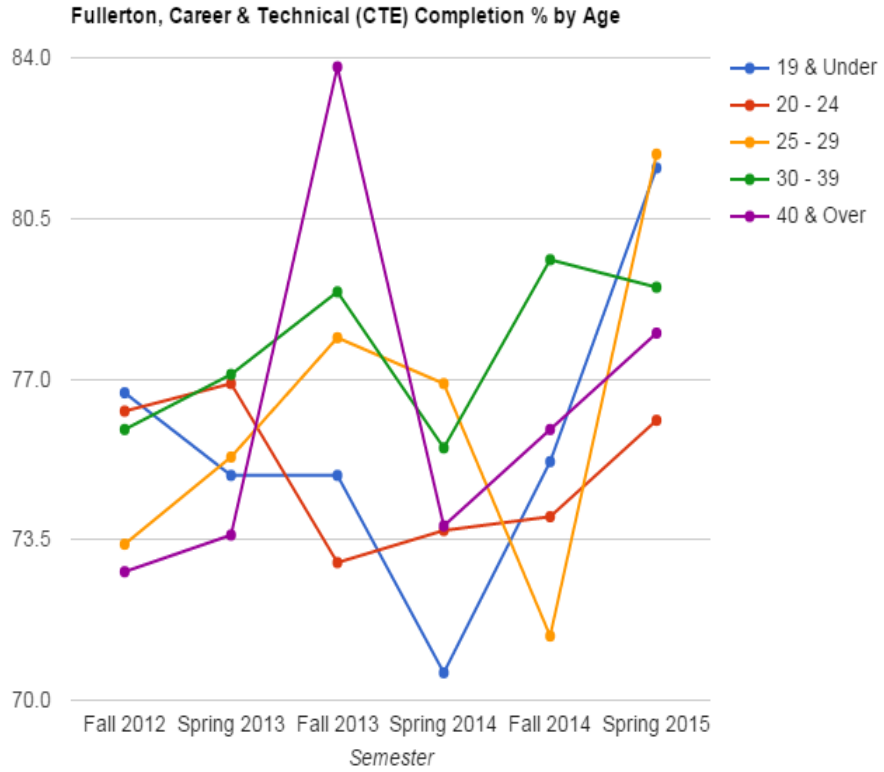Fullerton, Transfer Completion % by Distance Ed / On Campus

Fullerton, Career & Technical (CTE) Completion % by Distance Ed / On Campus

Fullerton, Basic Skills & ESL Completion % by Distance Ed / On Campus
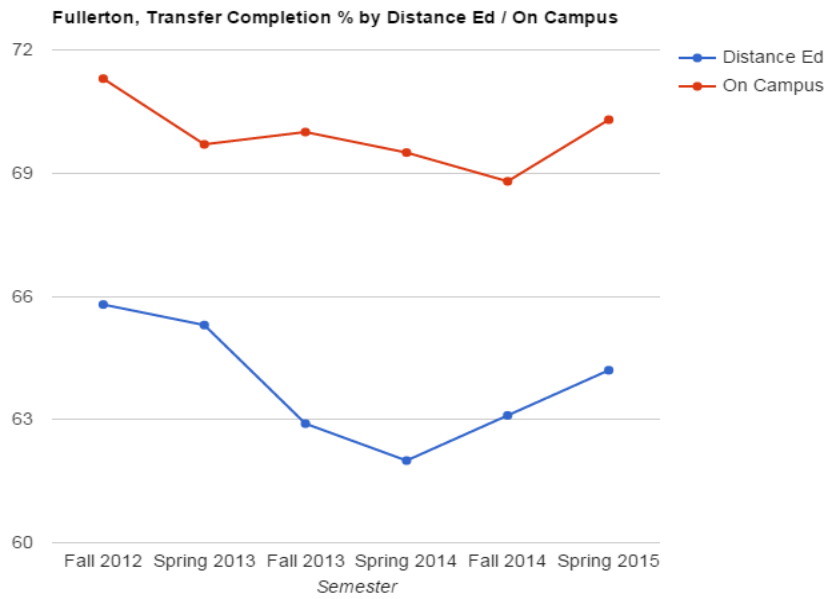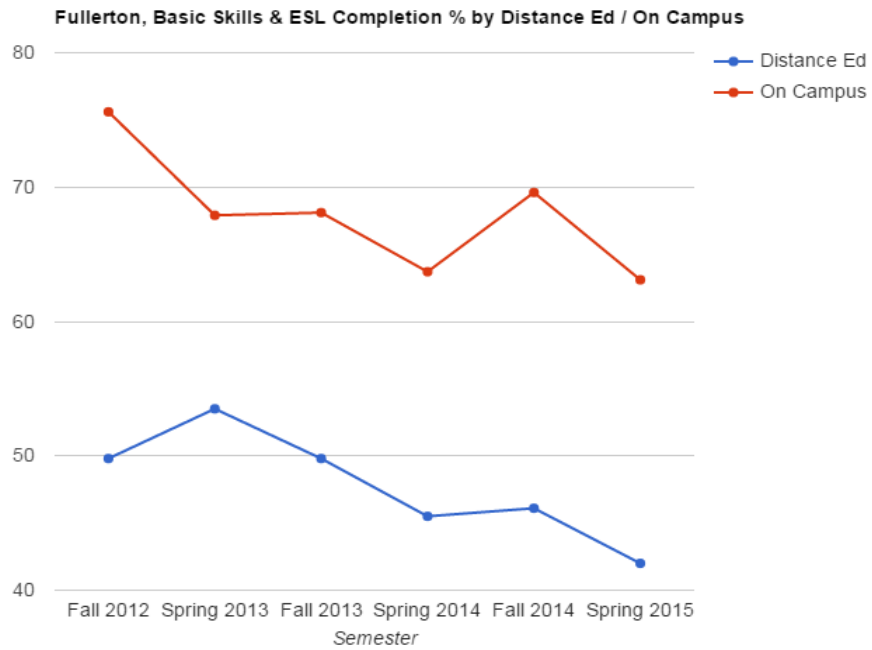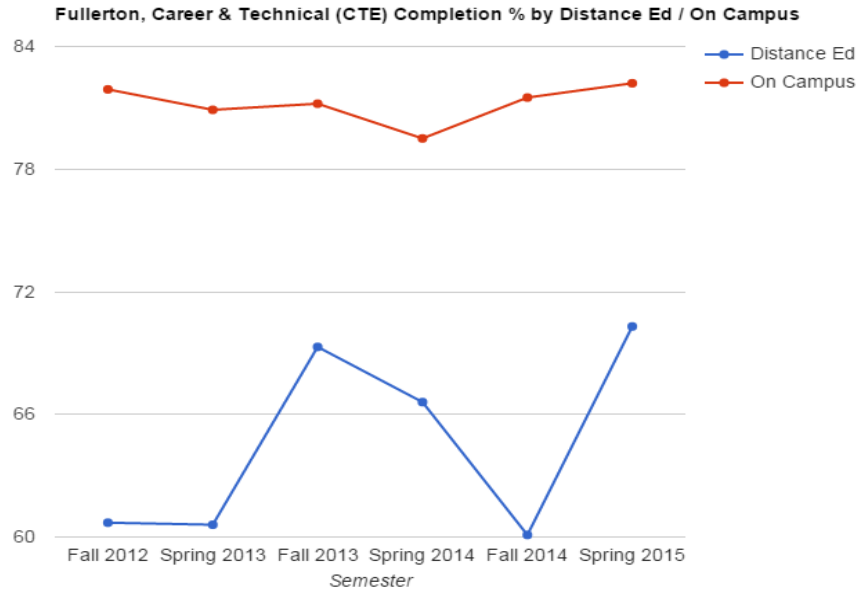
Chapter II: Student Demographics

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 2014

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Female	50%	50%	50%	50.5%
Male	49%	48%	48%	47.9%
Unknown	1%	2%	2%	1.6%

(Source: NOCCCD Argos Files)

The student population at Fullerton College is slightly higher in the distribution of female students than male students, as shown in the figure above. With females representing a growing majority of higher education students nationwide at about 56% of all U.S. undergraduates in Fall 2013, it is notable that this trend is not as pronounced in the Fullerton College student population. The percentage of students who do not identify with either gender has largely remained constant.

Fullerton College Student Race/Ethnicity, Fall Semester 2011 to 2014
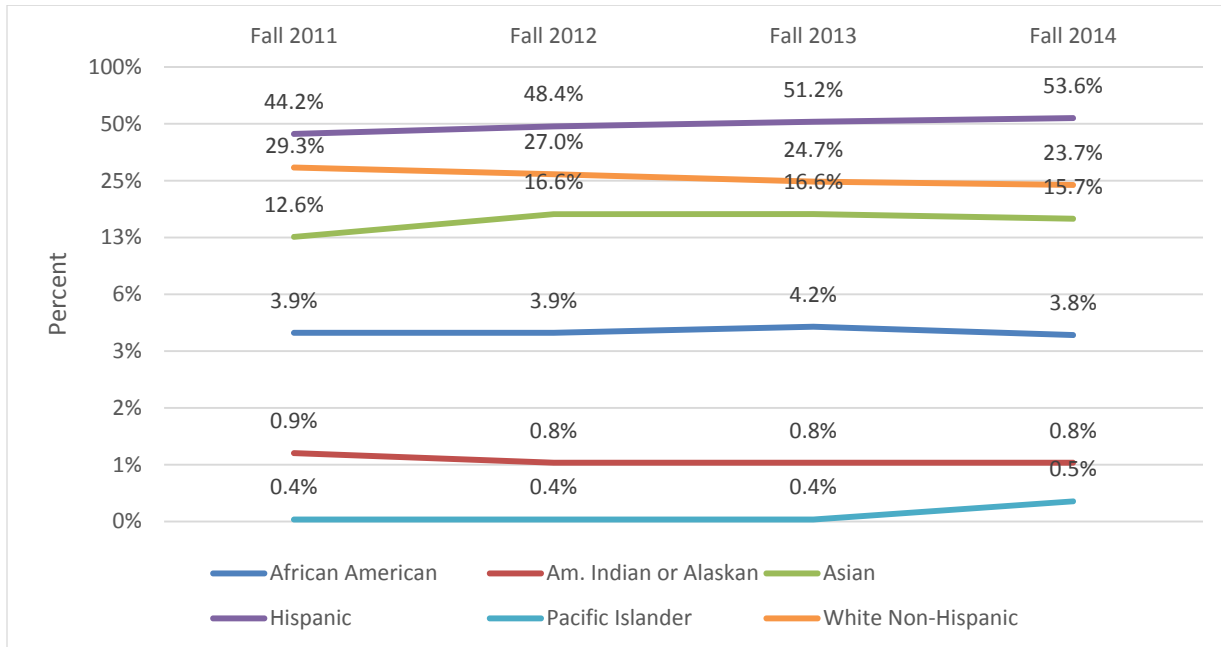
(Source: NOCCCD Argos Files)

Fullerton College is a Hispanic Serving Institution. The largest ethnic representation among Fullerton College students is students of Hispanic/Latino origin, with a 53.6% share of the population. This represents a nearly 5% 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 2014

Race/Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Am. Indian or Alaskan	171	0.9%	162	0.8%	199	0.8%	175	0.8%
Asian	3,366	12.6%	3,487	16.6%	4,126	16.6%	3,403	15.7%
African American	785	3.9%	825	3.9%	1,032	4.2%	835	3.8%
Hispanic	8,886	44.2%	10,126	48.4%	12,719	51.2%	11,643	53.6%
Pacific Islander	93	0.4%	93	0.4%	102	0.4%	105	0.5
White Non-Hispanic	5,887	29.3%	5,653	27.0%	6,131	24.7%	5,144	23.7%
Other	--	--	--	--	--	--	21	0.1%
Unknown	901	4.5%	588	2.8%	511	2.1%	376	2.7%

(Source: NOCCCD Argos Files)

Fullerton College Student Age, Fall Semester 2011 to 2014
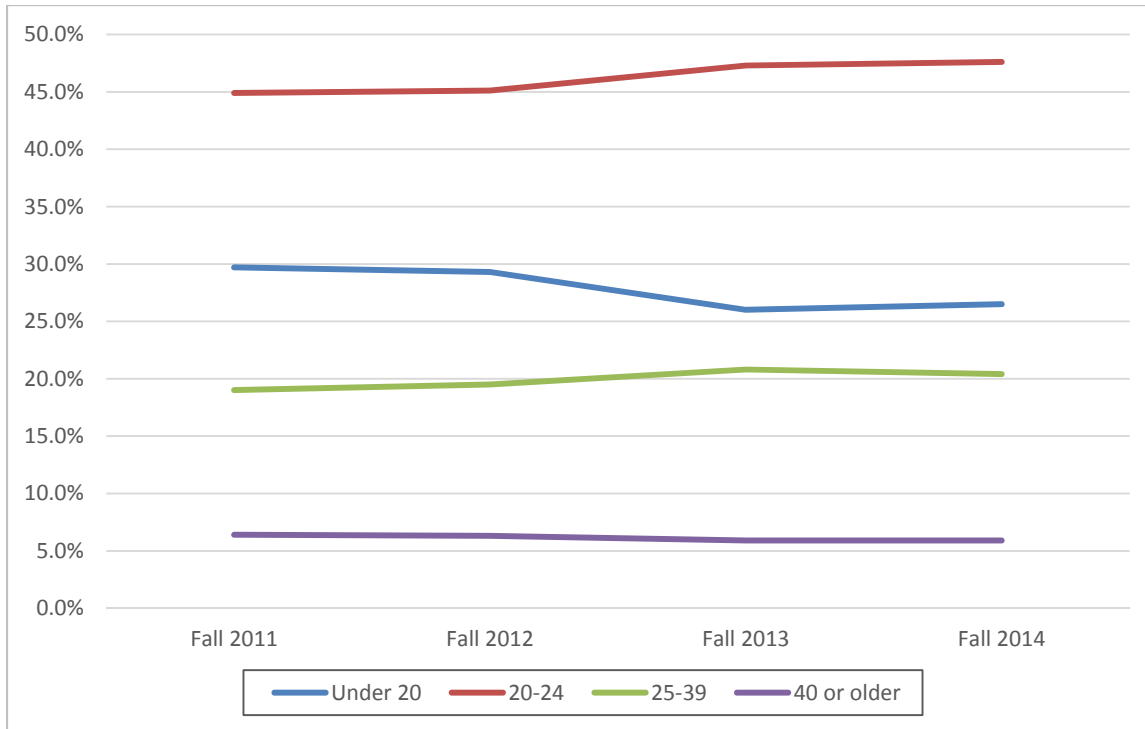
(Source: NOCCCD Argos Files)

The majority of Fullerton College students are between the ages of 20 and 24. There has been a slight decline in the representation of students aged below 20, with a three-percentage point decline occurring between fall 2011 and fall 2014. This decline may be the result of high school students choosing colleges closer to home or choosing to enter the workforce as the economy has strengthened.

Student Age Distribution, Fall Semester 2011 to 2014

Age Group	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	5,958	29.7%	6,130	29.3%	6,442	26.0%	5,751	26.5%
20-24	9,029	44.9%	9,447	45.1%	11,736	47.3%	10,329	47.6%
25-39	3,815	19.0%	4,047	19.5%	5,168	20.8%	4,436	20.4%
40 or older	1,282	6.4%	1,282	6.3%	1,474	5.9%	1,186	5.5%

(Source: NOCCCD Argos Files)

Parent Educational Attainment, Fall Semester 2011 to 2014

Parent Level of Education	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
No High School Diploma	2,901	14.4%	3,326	15.9%	4,077	16.5%	3,733	17.2%
High School Diploma	5,049	25.1%	5,346	25.6%	6,589	26.6%	5,662	26.1%
Total No College	*7,950*	*39.6%*	*8,672*	*41.4%*	*10,666*	*43.0%*	*9,395*	*43.3%*
Some College/No Degree	4,764	23.7%	4,946	23.6%	5,832	23.5%	5,027	23.2%
Associate Degree	1,749	8.7%	1,794	8.6%	2,024	8.2%	1,735	8.0%
Bachelors Degree	3,432	17.1%	3,427	16.4%	3,957	16.0%	3,546	16.3%
Graduate Degree	1,837	9.1%	1,774	8.5%	1,932	7.8%	1,633	7.5%
No Response	347	1.7%	310	1.5%	371	1.5%	359	1.7%

(Source: NOCCCD Argos Files)

In fall 2014 43% of Fullerton College students were first-generation college students. Moreover, 66.5% of students enrolled in fall 2014 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 2014

BOG Eligibility	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes - BOG eligible	9,588	47.8%	10,545	50.4%	13,106	52.9%	11,574	53.3%
No - Not eligible	9,594	47.8%	9,607	45.9%	10,762	43.4%	9,316	42.9%
No Response	897	4.5%	771	3.7%	914	3.7%	805	3.7%

(Source: NOCCCD Argos Files)

In fall 2014 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, 2013) 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 $35,325. The increase in proportion of BOG eligible students increases the collective needs of the Fullerton College student body. One of

the ways the college continues to address these needs is through targeted programs such as EOPS, CARE, and the Chris Lamm and Toni DuBois-Walker Memorial Food Bank.

Student Educational Objectives, Fall Semester 2011 to 2014

Educational Goal	Fall 2011 % of Total	Fall 2012 % of Total	Fall 2013 % of Total	Fall 2014 % of Total
4 Year Student	3.4%	5.6%	4.5%	2.4%
Associate Degree and Transfer	44.0%	48.4%	51.1%	55.3%
Associate Degree Only	3.7%	4.3%	4.3%	5.7%
HS Completion	0.6%	0.7%	0.5%	0.3%
Career Advancement/Change	1.7%	5.5%	5.2%	2.5%
Educational Development	2.5%	3.2%	2.7%	1.4%
Career Exploration	1.5%	1.6%	1.6%	1.4%
Non-Credit to Credit	0.0%	0.1%	0.1%	0.0%
Transfer to university Only	13.5%	15.4%	15.2%	17.9%
Vocational Certificate/Degree	1.9%	2.4%	2.4%	2.4%
Missing	18.6%	3.4%	3.3%	0.6%
Undecided	8.3%	9.4%	9.4%	7.0%

(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 2012-2014

Fall 2012			Fall 2013			Fall 2014		
Majors	Total	%	Total	#	%	Total	#	%
Liberal Studies	4,104	19.6%	Liberal Studies	1,595	6.4%	Business Administration	1,273	5.9%
Business Administration	1,010	4.8%	Business Administration	1,474	5.9%	Business Management	1,105	5.1%
Business Management	899	4.3%	Business Management	1,207	4.9%	Pre-Nursing	1,105	5.1%
Psychology	840	4.0%	Biology	1,120	4.5%	Biology	1,103	5.1%
Pre-Nursing	816	3.9%	Pre-Nursing	1,108	4.5%	Engineering	918	4.2%
Biology	813	3.9%	Psychology	945	3.8%	Psychology	826	3.8%
Engineering	627	3.0%	Engineering	892	3.6%	Art	665	3.1%
Art	566	2.7%	Art	724	2.9%	Liberal Studies	646	3.0%
Music	490	2.3%	Administration of Justice	696	2.8%	Computer Science	637	2.9%
Accounting	435	2.1%	Accounting	607	2.4%	Administration of Justice	603	2.9%

(Source: NOCCCD Argos Files)

Business Administration continues to be the largest single declared major among Fullerton College students, excluding Liberal Studies. In the fall 2014 semester career technical fields (Business Management, Engineering, and Administration of Justice) and STEM fields (Biology, Pre-Nursing, and Engineering) comprised seven of the top ten declared majors.

In the past, Liberal Studies consistently appeared 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 degree and/or transfer. 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 2012-2014

Fall 2012			Fall 2013			Fall 2014		
Top 10 Cities	Total	%	Top 10 Cities	Total	%	Top 10 Cities	Total	%
Anaheim	4,418	21.1%	Anaheim	5,282	21.3%	Anaheim	5,555	21.9%
Fullerton	3,656	17.5%	Fullerton	4,046	16.3%	Fullerton	4,187	16.5%
La Habra	1,422	6.8%	La Habra	1,591	6.4%	La Habra	1,711	6.8%
Whittier	1,196	5.7%	Whittier	1,451	5.9%	Whittier	1,537	6.1%
Placentia	986	4.7%	Placentia	1,126	4.5%	Placentia	1,136	4.5%
Yorba Linda	925	4.4%	Buena Park	1,059	4.3%	Buena Park	1,130	4.5%
Buena Park	881	4.2%	Yorba Linda	943	3.8%	Brea	958	3.4%
Brea	869	4.2%	Brea	924	3.7%	Yorba Linda	873	3.4%
La Mirada	634	3.0%	La Mirada	746	3.0%	La Mirada	783	3.1%
Orange	490	2.3%	Orange	565	2.3%	Orange	603	2.4%
Top Ten	15,477	73.9%	Top Ten	17,733	71.5%	Top Ten	18,472	73.0%

(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 73% of the student population in fall 2014. The trend has shown a slight decrease across Fall 2012 to Fall 2013 terms in the proportion of students coming from the top ten cities listed, but an across the board increase in volume of students from the top ten cities. Increased section offerings during the Fall 2013 and Fall 2014 semesters, compared to Fall 2012, may 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 throughput, and Career Technical Education completion.

Academic Year Enrollment Trends, 2009-2010 to 2014-2015

All Students

(Source: NOCCCD Argos Files)

First-time Freshmen
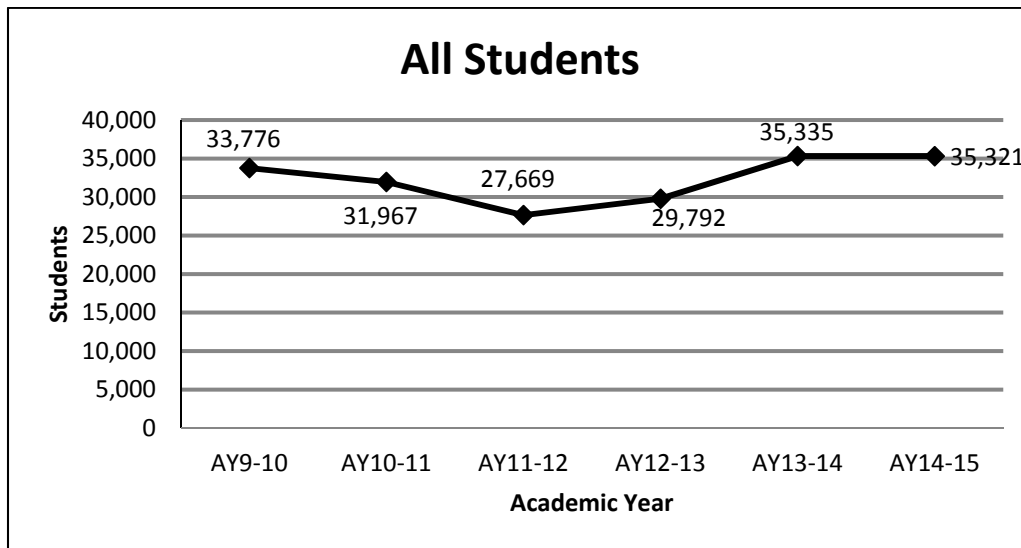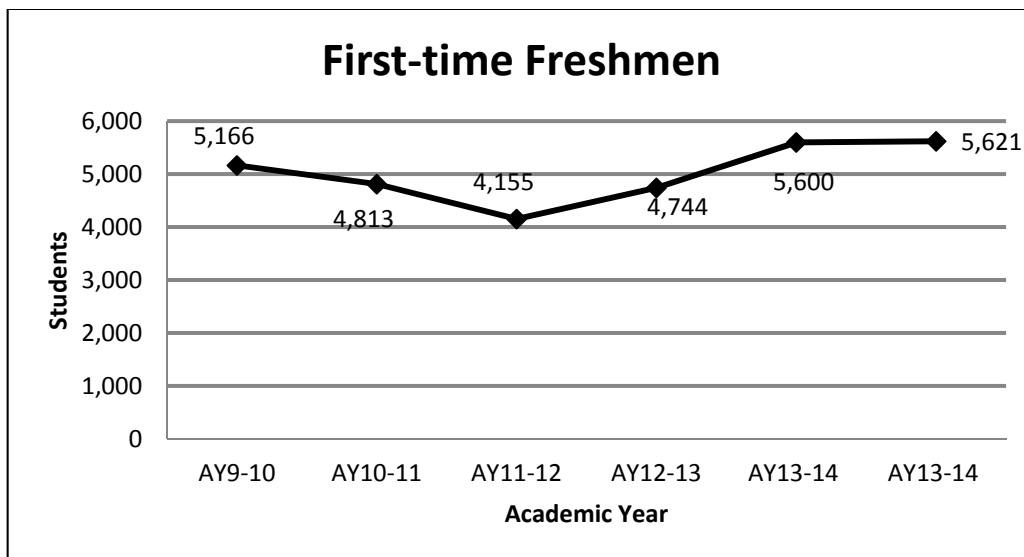
(Source: NOCCCD Argos Files)

Total student enrollment at Fullerton College saw tremendous growth during the 2012-2013 and 2013-2014 academic years, after 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 rose drastically and are now expected to stabilize. 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. The Community College Week publication cited Fullerton College as the fastest growing community college in 2013-2014.

Student Unit Load, Fall Semester 2012 to 2014
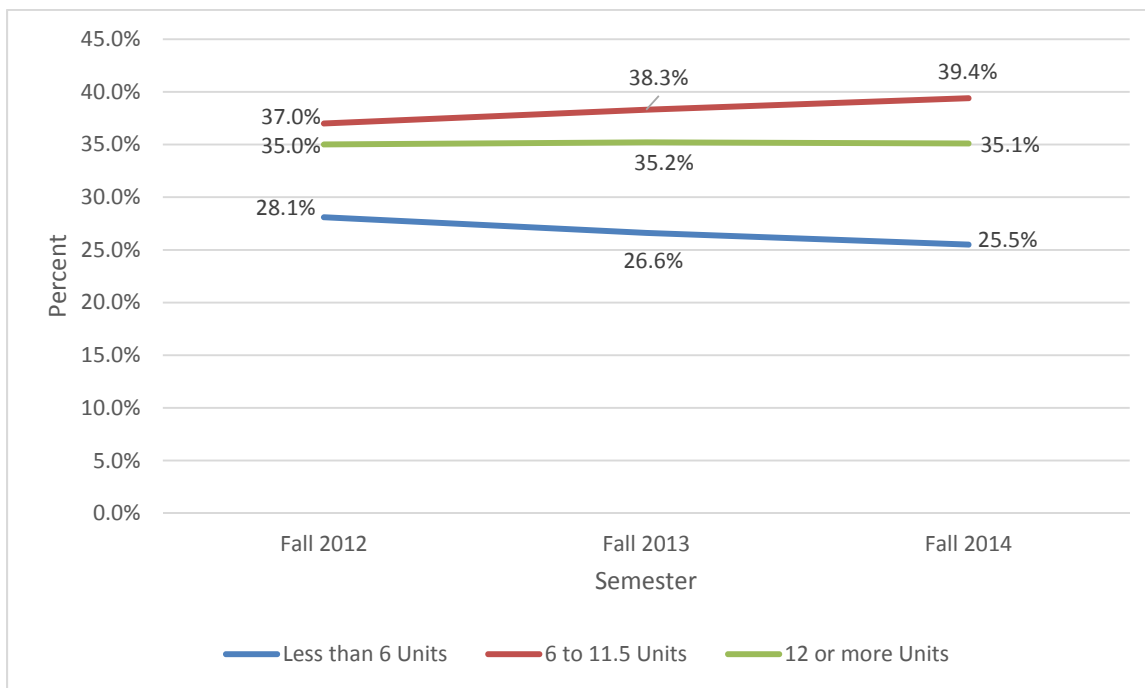
(Source: NOCCCD Argos Files.)

Approximately 35% of Fullerton College students enrolled at full-time status during the fall 2014 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. Additionally, the college has engaged in an vigorous high school partnership initiative that has provided early college services to thousands of high school students.

Overall Course Retention and Success Rates, 2012-13 to 2014-15
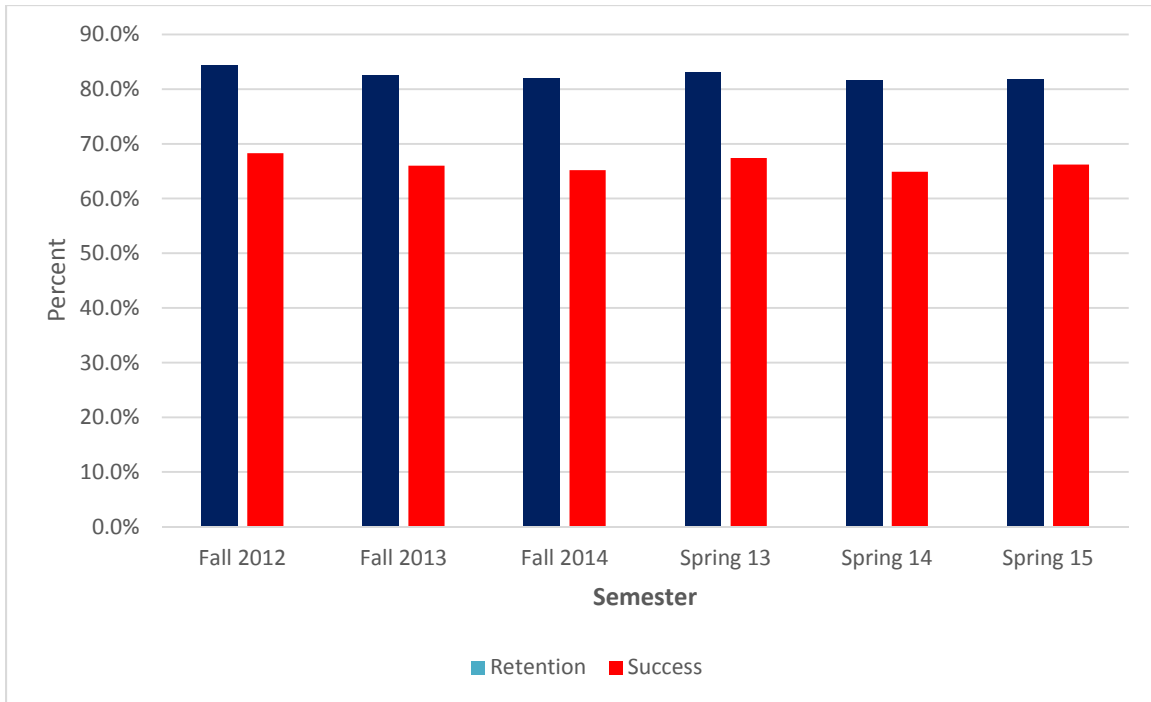
(Source: NOCCCD Argos Files)

Course Success Rates by Course Type and Race/Ethnicity, Fall Semester 2014

Race/Ethnicity	Overall	Basic Skills	Transfer	Vocational
African-American	51.4%	44.1%	53.2%	49.1%
American Indian	67.1%	64.0%	68.7%	66.6%
Asian	72.1%	70.9%	72.0%	72.8%
Hispanic	63.6%	55.5%	62.9%	62.2%
Multi-Ethnicity	65.6%	51.9%	66.0%	67.1%
Pacific Islander	54.0%	45.5%	56.3%	50.0%
White	72.0%	66.2%	71.9%	73.1%
Unknown	57.6%	54.2%	58.9%	56.2%
Total	65.5%	59.8%	65.9%	65.7%

Source: California Community College Chancellor's Office: Data Mart

Retention rates across all semesters have remained stable. A slight decline is visible across same 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 underrepresented students have 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 when compared to White students. 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. These activities are detailed in the 2015-2017 Fullerton College Strategic Plan and the Student Equity Plan.

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, CCCCO 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 students perform slightly higher than male students. Persistence rates by race/ethnicity show some variation across groups. Prepared students generally have higher persistence.

CCCCO Scorecard 2008-2009 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	80.4%	71.7%	84.6%	72.8%	79.0%	71.3%
Female	82.1%	72.3%	85.9%	73.4%	80.9%	72.0%
Male	78.4%	71.1%	83.4%	72.6%	76.7%	70.6%
Under 20 years old	81.9%	72.7%	85.5%	73.5%	80.7%	72.4%
20 to 24 years old	66.3%	64.0%	72.4%	69.4%	64.5%	62.8%
25 to 39 years old	68.0%	68.8%	78.6%	66.8%	66.3%	69.1%
40 or more years old	78.0%	73.7%	85.7%	66.6%	76.7%	74.9%
African American	83.5%	67.5%	87.0%	68.3%	83.0%	67.4%
Am. Ind./ Al. Nat.	75.0%	67.2%	57.1%	67.5%	81.0%	67.2%
Asian	84.0%	75.4%	85.7%	71.1%	82.1%	77.7%
Filipino	80.0%	75.0%	84.1%	75.5%	77.5%	74.8%
Hispanic	78.5%	70.4%	86.2%	72.3%	77.0%	70.1%
Pacific Islander	70.7%	68.6%	71.4%	69.7%	70.6%	68.4%
White	80.4%	72.9%	82.8%	74.7%	79.6%	72.0%

Source: California Community College Chancellor's Office: Data Mart

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. Female students perform slightly higher than 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 2008-2009 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	70.1%	66.5%	79.6%	71.1%	67.0%	65.0%
Female	72.6%	67.7%	82.1%	71.7%	69.6%	66.5%
Male	67.5%	65.2%	77.5%	70.7%	64.0%	63.3%
Under 20 years old	71.7%	68.5%	80.6%	72.8%	68.5%	66.9%
20 to 24 years old	56.7%	56.2%	70.7%	62.7%	52.7%	54.7%
25 to 39 years old	60.2%	60.0%	64.3%	58.4%	59.6%	60.3%
40 or more years old	60.0%	60.1%	57.1%	50.1%	60.5%	61.7%
African American	70.0%	55.9%	78.3%	60.1%	68.7%	55.3%
Am. Ind./ Al. Nat.	64.3%	56.6%	71.4%	64.6%	61.9%	54.5%
Asian	75.3%	74.3%	74.5%	70.2%	76.1%	76.6%
Filipino	80.0%	70.4%	88.6%	74.8%	74.6%	68.8%
Hispanic	66.5%	63.4%	81.0%	69.4%	63.6%	62.4%
Pacific Islander	61.0%	62.2%	85.7%	69.0%	55.9%	60.5%
White	71.8%	68.9%	82.1%	72.9%	68.0%	66.9%

Source: California Community College Chancellor's Office: Data Mart

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 >= 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 this did not qualify as an inequitable outcome in equity analysis. Hispanic students were the only group with a sizable cohort size to show inequitable outcomes by race/ethnicity when compared to White students in equity analyses. This is an interesting finding given the Hispanic subpopulation was not identified in student equity successful course completion data analysis. Unprepared Hispanic and African American students have the lowest completion rate by race/ethnicity group, of groups with sufficient cohort size. These findings have informed actions outlined in the Fullerton College student equity plan to address the disparate outcomes.

CCCCO Scorecard 2008-2009 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	49.4%	46.8%	73.5%	69.7%	39.2%	46.8%
Female	52.4%	48.1%	80.1%	72.8%	40.7%	48.1%
Male	46.4%	45.3%	68.0%	66.7%	37.5%	45.3%
Under 20 years old	51.7%	49.9%	75.0%	71.9%	41.8%	49.9%
20 to 24 years old	32.2%	35.0%	58.6%	58.5%	29.7%	35.0%
25 to 39 years old	27.2%	33.2%	57.1%	49.4%	30.6%	33.2%
40 or more years old	28.0%	31.9%	42.9%	45.0%	29.8%	31.9%
African American	48.2%	36.8%	69.6%	63.6%	32.9%	36.8%
Am. Ind./ Al. Nat.	39.3%	34.1%	57.1%	57.9%	27.7%	34.1%
Asian	70.2%	64.8%	81.8%	81.5%	55.6%	64.8%
Filipino	60.9%	50.9%	75.0%	72.3%	43.1%	50.9%
Hispanic	40.9%	38.4%	67.6%	62.7%	34.2%	38.4%
Pacific Islander	31.7%	41.0%	57.1%	62.3%	35.5%	41.0%
White	51.8%	51.1%	73.3%	69.1%	41.8%	51.1%

Source: California Community College Chancellor's Office: Data Mart

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 >= 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. It is important to note here that there is no equity gap in CTE completion rate across gender and racial/ethnic groups.

CCCCO Scorecard 2008-2009 Cohort	Overall	
	Fullerton College	Statewide
Cohort	56.1%	49.9%
Female	60.5%	52.9%
Male	52.0%	47.0%
Under 20 years old	66.8%	62.2%
20 to 24 years old	54.8%	52.7%
25 to 39 years old	39.8%	43.1%
40 or more years old	34.2%	36.1%
African American	52.9%	44.9%
Am. Ind./ Al. Nat.	75.0%	43.6%
Asian	60.8%	55.2%
Filipino	76.2%	60.1%
Hispanic	54.2%	47.9%
Pacific Islander	52.4%	50.8%
White	55.1%	50.5%

Fullerton College Associate Degrees Awarded, 2012-13 to 2014-15
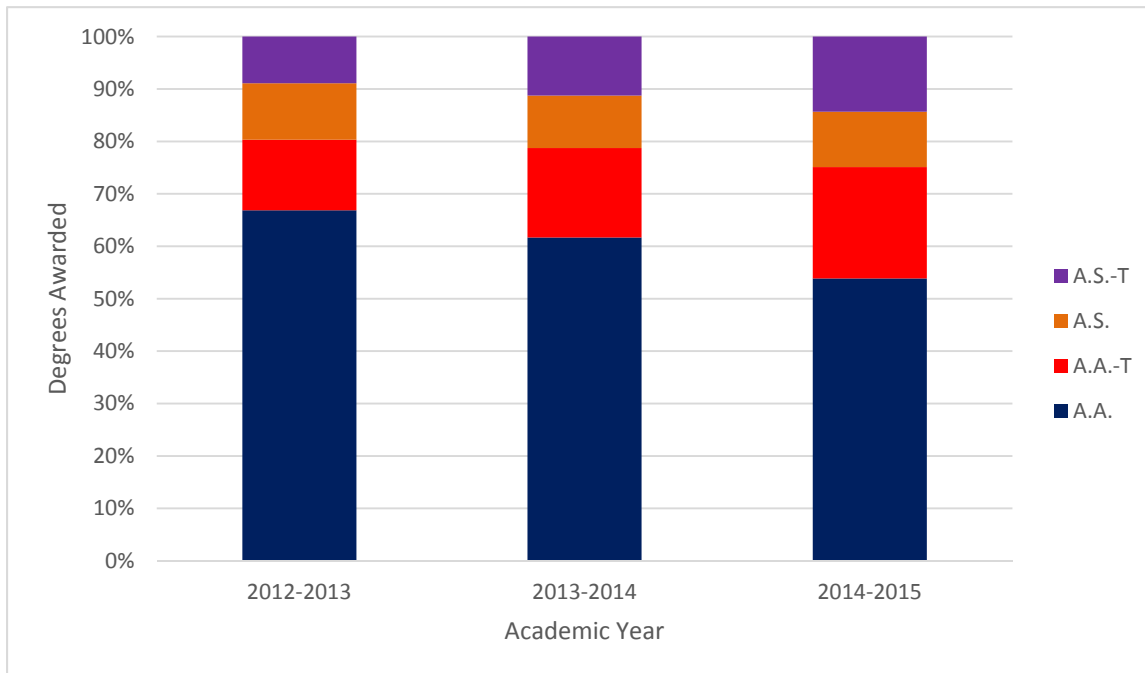
(Source: NOCCCD Argos Files)

The chart above reports the total number of associate degrees awarded by academic year. The total number of degrees awarded by Fullerton College increased 8.3% between 2013-14 and 2014-15. While the actual number of Associate in Arts degrees awarded declined between the 2013-14 and 2014-15 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, 2012-2013 to 2014-2015
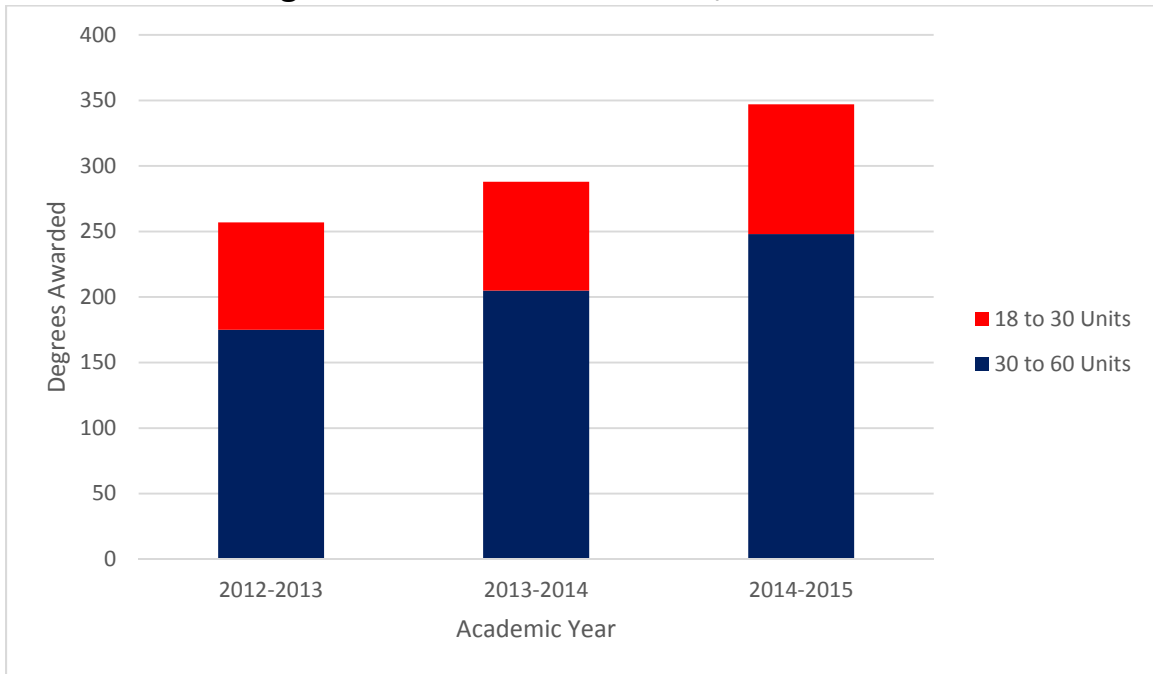
(Source: NOCCCD Argos Files)

Total number of certificates awarded declined from 444 in 2010-11 to 257 in 2012-13, and increased to 347 in 2014-2015. This was a 20.5% increase in certificates awarded from 2013-2014 to 2014-2015. 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. Since the completion of the facilities we see the number of certificates awarded has increased.

Degrees and Certificates Awarded, 2012-2013 to 2014-2015

Degree/Certificate	2012-2013	2013-2014	2014-2015
Associate of Arts (A.A) degree	1,029	1,066	1,024
Associate in Arts for Transfer (A.A.-T) degree	182	251	340
Associate of Science (A.S.) degree	150	161	188
Associate in Science for Transfer (A.S.-T) degree	121	166	228
Associate degree total	*1,482*	*1,644*	*1,780*
Certificate requiring 18 to 30 units	82	83	99
Certificate requiring 30 to 60 units	175	205	248
Certificate Total	257	288	347
Overall Total	**1,739**	**1,932**	**2,127**

(Source: NOCCCD Argos Files)

Resident Full Time Equivalent Students (FTES) Generation
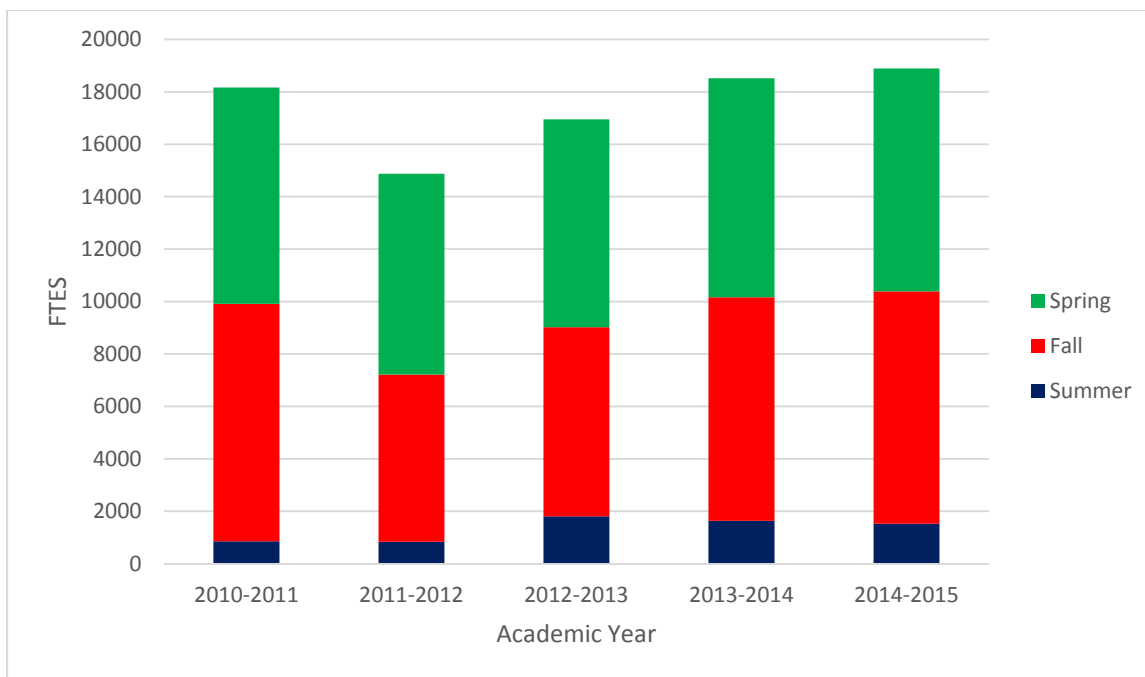
(Source: NOCCCD 5-year Comparison Table)

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 resulted in a 5-year high. The 2011-2012 budget cuts are evident here and we see the recovery of FTES as state revenues and funding has been restored. This past year Fullerton College was 10th among all California community colleges in resident credit FTES.

WSCH/FTEF
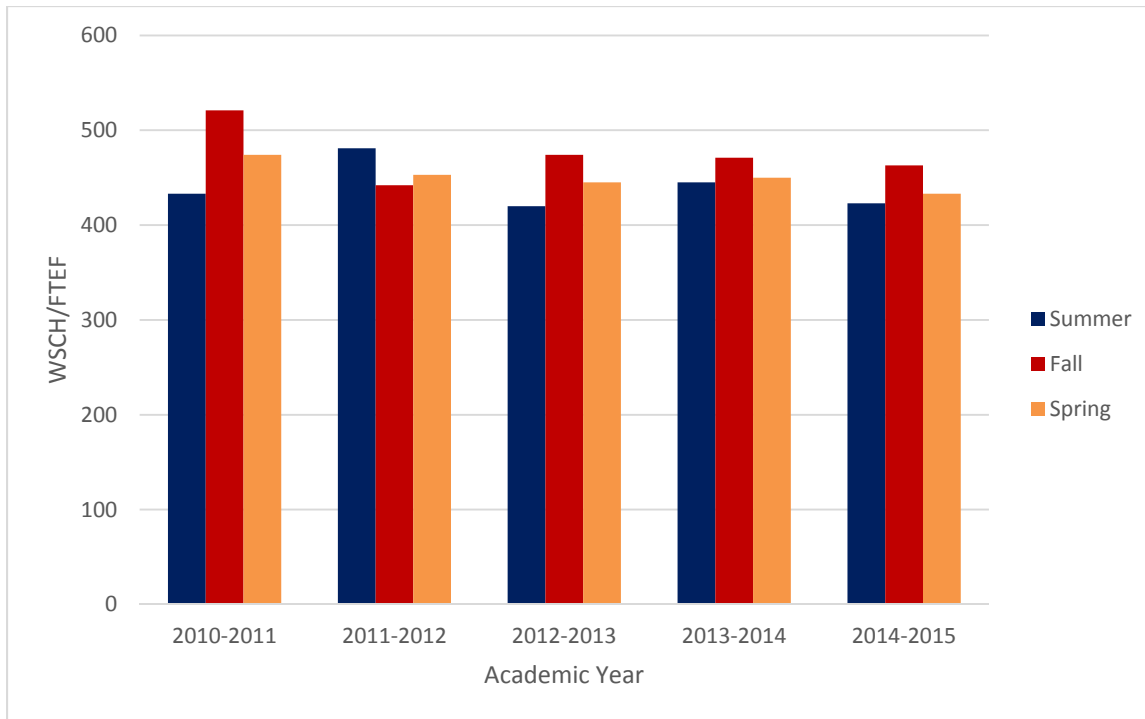
(Source: NOCCCD 5-year Comparison Table)

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 on an annual basis.

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 has implemented accelerated courses that will provide an expedited pathway to college level courses. Preliminary data analysis are being conducted on these efforts and will be provided in future reports.

Reading Assessment Test Placements,
First-time Freshmen, Academic Year 2014-15
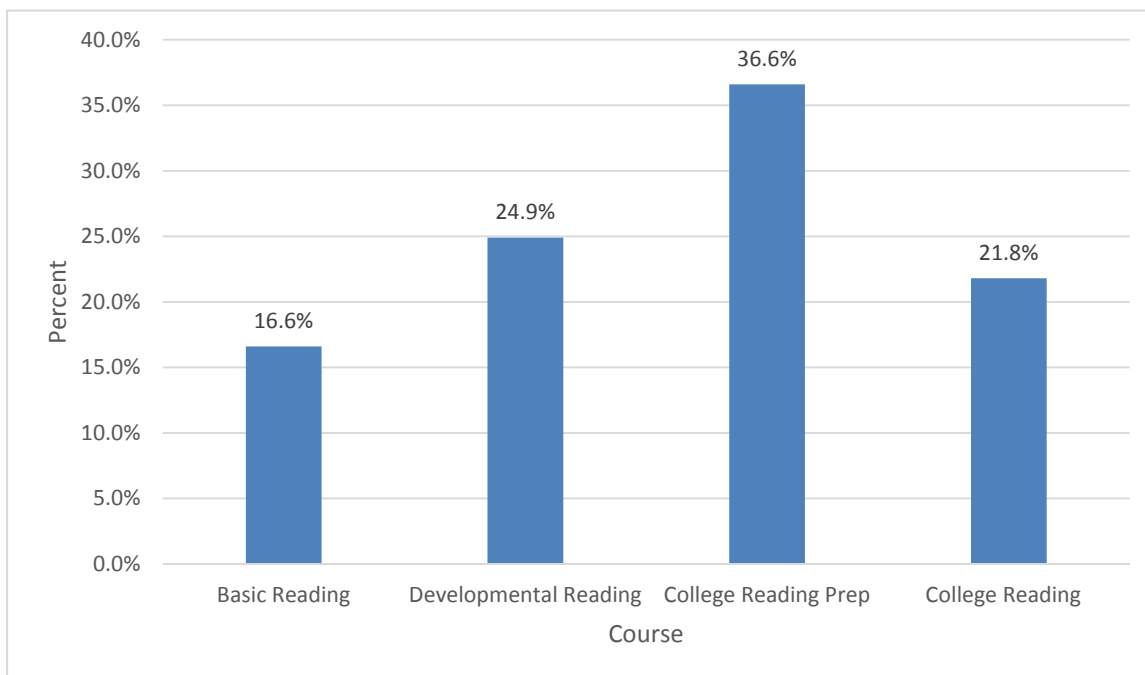
(Source: NOCCCD Argos Files)

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 2014-15, 22% of students taking the reading assessment over the course of the year were evaluated as prepared to enroll in college reading. Thirty-seven 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 42% 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 2014-15
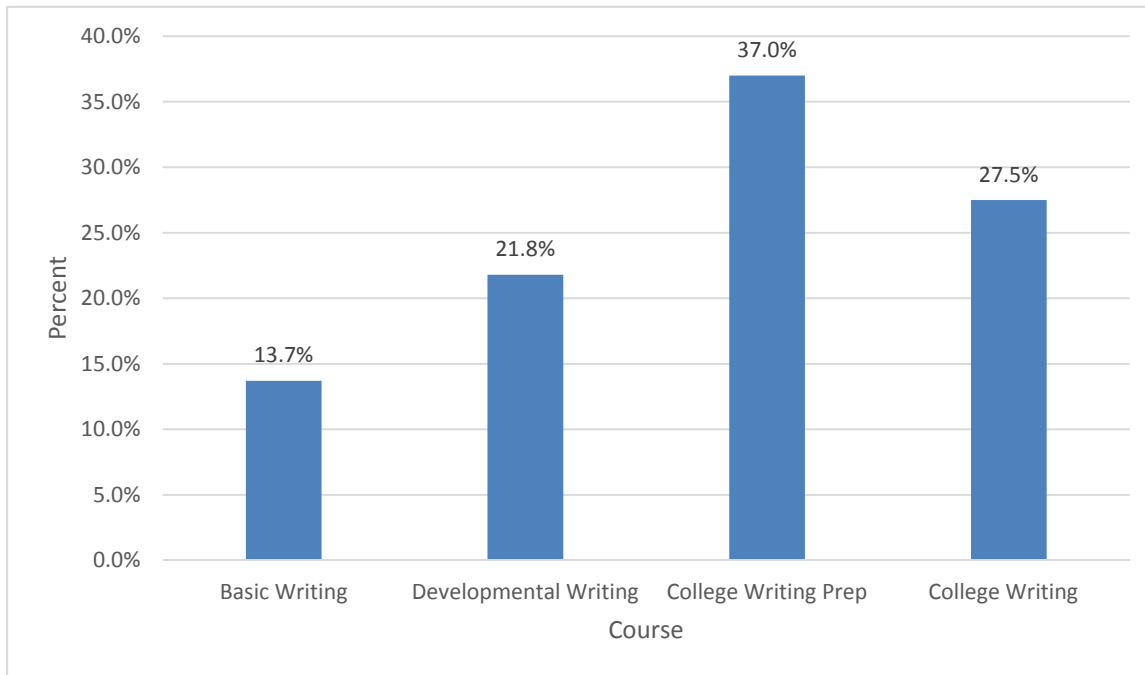
(Source: NOCCCD Argos Files)

While 22% of first-time freshmen that were administered the assessment during the academic year 2014-15 placed into a college level Reading course, approximately 28% percent placed into college writing (ENGL 100). Thirty-seven percent of students assessed needed to complete college writing prep (ENGL 060), one level below college writing, before attempting college writing. However, nearly 36% 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 2014-15
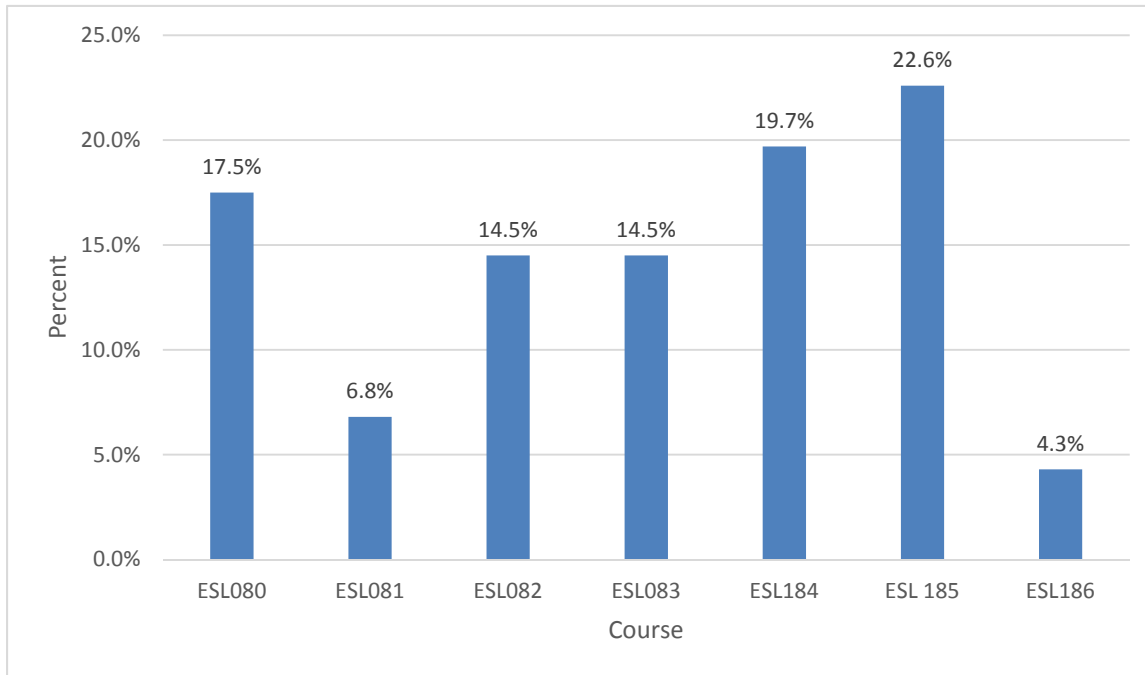
(Source: NOCCCD Argos Files)

The English-as-a-Second Language (ESL) 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 53% 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 2014-15

Bar chart titled "Math Assessment Test Placements, First-time Freshmen, Academic Year 2014-15" with y-axis labeled "Percent" ranging from 0.0% to 45.0% and x-axis labeled "Course". Pre-Algebra: 39.0%, Elementary Algebra: 20.0%, Intermediate Algebra: 9.0%, College Math: 32.0%.
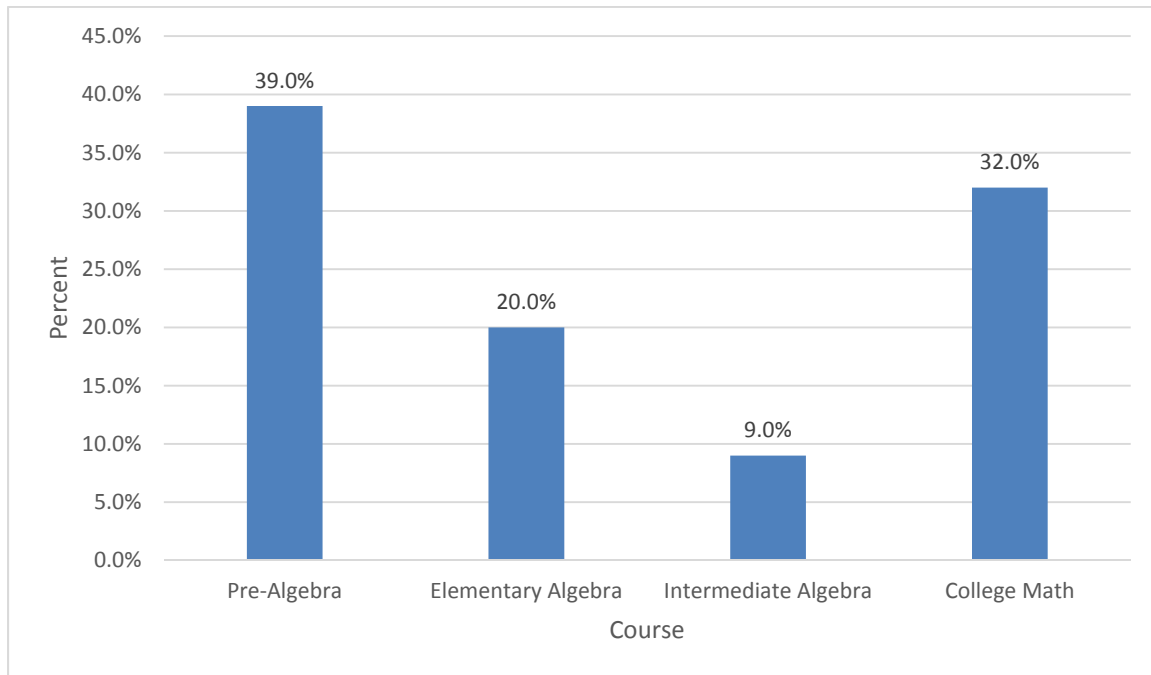
(Source: NOCCCD Argos Files)

Thirty two percent of students placed into college level Math studies. However 59% of first-time freshmen students taking the Compass Math Assessment in 2014-15 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 students in all basic skills disciplines, Pacific Islander students in basic skills Math, and Female students in ESL. Actions have been incorporated into the student equity plan and the 2015-2017 Fullerton College Strategic 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 2008-2009 Cohort	Math		English		ESL	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	33.9%	31.0%	47.9%	43.4%	42.5%	28.4%
Female	35.7%	32.7%	51.7%	45.7%	37.9%	29.5%
Male	32.2%	28.8%	43.8%	40.7%	50.5%	27.0%
Under 20 years old	35.5%	34.3%	51.2%	49.0%	64.8%	49.0%
20 to 24 years old	29.6%	28.3%	38.3%	35.8%	57.4%	39.8%
25 to 39 years old	34.3%	28.6%	40.0%	35.8%	37.6%	22.5%
40 or more years old	28.7%	24.0%	28.8%	29.1%	19.2%	13.0%
African American	28.8%	17.4%	38.7%	28.4%	50.0%*	26.3%
Am. Ind./ Al. Nat.	46.2%	25.1%	47.4%	32.1%	0.0%*	19.6%
Asian	45.5%	44.0%	55.5%	59.3%	45.1%	36.5%
Filipino	43.8%	37.9%	59.7%	53.3%	50.0%*	31.2%
Hispanic	29.9%	29.4%	44.2%	40.2%	47.1%	19.5%
Pacific Islander	23.3%	26.7%	41.7%	39.1%	0.0%*	24.0%
White	36.7%	35.2%	51.3%	48.3%	20.0%	31.3%

(Source: 2015 Student Success Scorecard)
*Cohort fewer than 10 students

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, Student Success and Support Program, and Strategic plans. Results from the assessment of these efforts and evaluations of their effectiveness will be compiled and presented to the college community. 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

District Wide Transfer by Age

Completion	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
Age	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19 & Under	14977	71%	19137	69%	15983	70%	18797	67%	15977	69%	19033	68%
20 - 24	24135	67%	28159	68%	26317	68%	28130	67%	25922	67%	27963	67%
25 - 29	5665	69%	6565	70%	6151	67%	6564	69%	6530	69%	7043	70%
30 - 39	3473	73%	4052	73%	3998	73%	4030	72%	3776	73%	3922	74%
40 & Over	2912	76%	3180	76%	3018	76%	3010	74%	2815	75%	2680	74%

District Wide Career & Technical (CTE) by Age

Completion	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
Age	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19 & Under	231	78%	263	75%	218	74%	222	70%	201	72%	227	81%
20 - 24	892	76%	1093	79%	966	76%	1044	78%	899	75%	992	75%
25 - 29	698	81%	743	81%	763	78%	740	80%	653	78%	750	81%
30 - 39	707	75%	775	79%	759	79%	762	80%	723	79%	740	79%
40 & Over	1424	75%	1502	76%	1402	76%	1383	77%	1150	75%	1031	75%

District Wide Basic Skills & ESL by Age

Completion	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
Age	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19 & Under	2186	66%	2539	66%	2127	64%	2404	63%	2255	60%	2449	59%
20 - 24	1606	62%	1561	63%	1510	59%	1588	59%	1499	59%	1662	58%
25 - 29	384	68%	439	69%	461	68%	507	68%	491	68%	543	64%
30 - 39	378	68%	397	74%	379	71%	375	71%	365	70%	456	75%
40 & Over	386	72%	418	72%	353	70%	361	71%	324	71%	369	73%

District Wide Other by Age

Completion	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
Age	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19 & Under	660	57%	1083	57%	843	55%	1075	55%	722	57%	923	59%
20 - 24	1233	61%	1201	55%	1302	59%	1223	56%	1247	60%	1124	59%
25 - 29	373	63%	425	66%	503	68%	465	65%	474	68%	443	65%
30 - 39	289	75%	307	69%	351	70%	357	71%	340	73%	338	72%
40 & Over	315	79%	397	77%	367	77%	343	77%	281	75%	284	79%

District Wide Transfer by Gender

Completion

Gender	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
F	27180	72%	32174	71%	29519	71%	32158	69%	29569	70%	32371	70%
M	23316	69%	28001	69%	25207	67%	27633	66%	24683	67%	27382	67%
N	638	70%	746	69%	733	71%	732	70%	763	72%	888	70%

District Wide Career & Technical (CTE) by Gender

Completion

Gender	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
F	2820	78%	2971	79%	2748	77%	2756	79%	2446	77%	2515	78%
M	1118	74%	1321	77%	1275	75%	1300	77%	1076	74%	1147	76%
N	85	79%	111	79%	83	80%	95	80%	103	81%	79	79%

District Wide Basic Skills & ESL by Gender

Completion

Gender	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
F	2955	69%	3353	69%	3009	65%	3170	64%	2845	64%	3186	64%
M	2069	64%	2443	62%	2123	59%	2366	58%	2013	59%	2227	57%
N	64	54%	90	61%	75	60%	79	63%	76	60%	66	57%

District Wide Other by Gender

Completion

Gender	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
F	1257	62%	1314	61%	1444	64%	1407	60%	1462	61%	1410	62%
M	1407	65%	1467	63%	1505	64%	1630	64%	1568	65%	1656	63%
N	34	66%	42	60%	42	68%	43	71%	34	51%	46	76%

District Wide Transfer by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
African American	1770	61%	2295	61%	2112	61%	2184	58%	2142	61%	2334	61%
American Indian	393	72%	498	69%	409	69%	438	70%	395	67%	392	68%
Asian	9181	76%	10969	76%	9467	75%	10509	73%	9117	74%	10528	74%
Filipino	2752	73%	3337	72%	3069	74%	3378	71%	3064	72%	3299	72%
Hispanic	20837	67%	25771	66%	24698	65%	27438	64%	25791	65%	28618	64%
Pacific Islander	264	61%	259	56%	250	62%	235	59%	259	62%	289	64%
Unknown	1269	72%	1268	75%	836	72%	732	71%	570	70%	546	68%
White Non-Hispanic	14207	73%	16054	73%	14347	73%	15345	72%	13491	73%	14410	73%

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

Completion

Race/Ethnicity	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
African American	149	76%	188	74%	145	72%	125	71%	133	67%	135	76%
American Indian	13	59%	19	67%	18	72%	32	88%	42	84%	30	81%
Asian	715	81%	773	81%	733	78%	763	83%	621	78%	695	79%
Filipino	301	82%	297	85%	296	81%	323	87%	242	82%	224	82%
Hispanic	1379	72%	1598	75%	1536	73%	1562	73%	1481	73%	1483	73%
Pacific Islander	21	63%	20	71%	13	72%	14	58%	8	80%	5	50%
Unknown	164	72%	206	77%	152	79%	139	78%	158	79%	119	76%
White Non-Hispanic	1236	80%	1264	80%	1158	81%	1152	81%	914	80%	1012	82%

District Wide Basic Skills & ESL, by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
African American	186	57%	219	50%	206	53%	225	51%	183	49%	222	53%
American Indian	24	57%	30	65%	30	71%	30	57%	16	48%	26	49%
Asian	747	75%	851	74%	709	70%	801	71%	728	74%	840	74%
Filipino	196	75%	215	66%	173	63%	218	68%	174	67%	201	63%
Hispanic	2841	65%	3385	64%	3042	61%	3251	59%	2898	59%	3220	58%
Pacific Islander	15	44%	29	70%	31	57%	29	45%	30	58%	23	51%
Unknown	86	71%	67	69%	48	60%	63	64%	41	75%	48	66%
White Non-Hispanic	962	68%	1065	68%	953	63%	979	66%	852	66%	863	63%

District Wide Other, by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
African American	112	57%	89	51%	102	57%	105	49%	120	61%	99	53%
American Indian	24	72%	24	58%	32	62%	33	55%	30	69%	27	75%
Asian	298	69%	345	69%	355	71%	372	69%	364	71%	338	66%
Filipino	124	70%	109	63%	109	64%	133	68%	110	64%	120	60%
Hispanic	1161	60%	1322	60%	1400	60%	1543	59%	1560	59%	1601	60%
Pacific Islander	8	34%	12	50%	12	54%	10	58%	15	60%	15	71%
Unknown	56	61%	47	67%	35	59%	33	62%	24	55%	30	66%
White Non-Hispanic	898	68%	867	66%	931	70%	845	66%	835	67%	879	68%

District Wide Transfer, by Student Ed Goals

Completion

Student Ed Goals	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
Certificate seeking	908	75%	1061	73%	1053	72%	1125	73%	1151	76%	1204	73%
Degree seeking	6360	69%	7126	68%	6659	70%	6851	69%	6262	68%	6485	69%
Other	14970	70%	17078	69%	16544	70%	16463	68%	15527	69%	15930	69%
Transfer seeking	42563	69%	51238	69%	46539	68%	51379	67%	46882	68%	52105	68%

District Wide Career Technical (CTE), by Student Ed Goals

Completion

Student Ed Goals	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	298	82%	342	78%	347	78%	397	82%	312	78%	346	77%
Degree seeking	664	81%	757	84%	654	83%	683	86%	589	85%	661	86%
Diploma seeking	64	66%	65	73%	70	63%	74	77%	68	66%	69	75%
Other	2713	76%	2752	77%	2752	76%	2671	77%	2430	75%	2372	76%
Transfer seeking	830	75%	993	77%	894	76%	957	76%	790	75%	896	77%
Transfer to Credit	1	100%	1	100%	0	0%	1	100%	2	100%	2	100%

District Wide Basic Skills & ESL by Student Ed Goals

Completion

Student Ed Goals	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	67	76%	61	70%	58	60%	62	72%	72	61%	81	64%
Degree seeking	586	62%	616	63%	530	58%	576	58%	545	59%	595	59%
Diploma seeking	290	99%	285	96%	172	95%	273	97%	197	97%	291	96%
Other	1986	70%	1999	70%	2036	68%	1973	66%	1885	66%	1882	64%
Transfer seeking	3393	62%	3593	63%	3434	61%	3607	60%	3623	60%	3940	59%
Transfer to Credit	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%

District Wide Other by Student Ed Goals

Completion

Student Ed Goals	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	167	82%	201	76%	170	74%	204	79%	231	81%	257	79%
Degree seeking	517	69%	548	64%	575	67%	597	65%	565	69%	491	65%
Other	1189	67%	1381	67%	1267	68%	1410	66%	1138	68%	1250	71%
Transfer seeking	1837	58%	2248	55%	2340	58%	2238	54%	2053	58%	2042	57%

District Wide Transfer by Socioeconomic Status

Completion

Socioeconomic status	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	69348	68%	85122	67%	64743	68%	71885	66%	64511	68%	72859	67%
No FA	20800	71%	23842	72%	23592	70%	25467	70%	21321	72%	22972	72%

District Wide Career & Technical (CTE) by Socioeconomic Status

Completion

Socioeconomic status	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	2554	78%	3206	80%	2016	78%	2313	78%	1900	80%	2375	81%
No FA	797	80%	804	80%	878	80%	970	83%	726	82%	799	81%

District Wide Basic Skills and ESL by Socioeconomic Status

Completion

Socioeconomic status	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	7035	62%	8402	61%	6545	62%	7144	59%	6365	60%	6969	59%
No FA	1439	65%	1623	64%	1686	62%	1786	61%	1391	64%	1445	61%

District Wide Other by Socioeconomic Status

Completion

Socioeconomic status	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	4220	63%	4249	60%	3504	61%	3549	60%	3605	63%	3525	61%
No FA	1048	62%	1164	65%	1242	64%	1304	63%	1120	64%	1234	66%

District Wide Transfer by Distance Ed/On Campus

Completion

Distance Ed / On Campus	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Distance Ed	18303	65%	24784	66%	21769	64%	24495	63%	23421	65%	26595	65%
On Campus	32860	71%	36310	71%	33728	71%	36076	70%	31601	71%	34065	71%

District Wide Career & Technical (CTE) by Distance Ed/On Campus

Completion

Distance Ed / On Campus	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Distance Ed	708	72%	724	72%	756	73%	759	73%	567	72%	548	76%
On Campus	1324	84%	1562	84%	1259	83%	1475	85%	1288	85%	1615	83%

District Wide Basic Skills & ESL, by Distance Ed/On Campus

Completion

Distance Ed / On Campus	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Distance Ed	1100	50%	1550	54%	1243	50%	1371	47%	1186	49%	1226	46%
On Campus	3255	68%	3604	66%	3507	65%	3656	64%	3343	65%	3692	64%

District Wide Other, by Distance Ed/On Campus

Completion

Distance Ed / On Campus	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Distance Ed	870	51%	905	53%	930	54%	871	47%	937	55%	1014	55%
On Campus	2000	69%	2112	66%	2066	66%	2212	69%	2127	67%	2098	67%

Appendix C

Fullerton College Student Achievement Tables

Fullerton Transfer by Age

Age	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
19 & Under	13345	70%	12432	68%	14857	68%	13308	66%	14657	67%	13094	67%
20 - 24	14937	67%	16940	67%	17311	65%	17868	65%	17319	65%	17888	66%
25 - 29	3219	67%	3754	68%	3821	65%	3946	64%	4099	66%	4303	67%
30 - 39	1835	70%	2071	69%	2115	66%	2226	68%	2121	66%	2161	70%
40 & Over	1381	74%	1429	70%	1525	67%	1537	65%	1500	69%	1425	71%

Fullerton Career & Technical (CTE) by Age

Age	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
19 & Under	171	77%	146	75%	131	75%	139	71%	124	75%	146	82%
20 - 24	344	76%	359	77%	336	73%	359	74%	307	74%	351	76%
25 - 29	135	73%	137	75%	155	78%	170	77%	152	71%	181	82%
30 - 39	107	76%	91	77%	120	79%	123	76%	133	80%	154	79%
40 & Over	107	73%	95	74%	109	84%	124	74%	110	76%	117	78%

Fullerton Basic Skills and ESL by Age

Age	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
19 & Under	2070	66%	1770	62%	2503	62%	1759	56%	2564	61%	1561	53%
20 - 24	902	61%	1001	58%	1078	56%	1028	52%	973	57%	1016	53%
25 - 29	222	62%	269	61%	334	64%	341	60%	283	62%	279	58%
30 - 39	185	63%	218	69%	221	65%	236	64%	211	64%	220	65%
40 & Over	194	69%	215	66%	196	65%	191	65%	187	68%	203	67%

Fullerton Other by Age

Age	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
19 & Under	583	61%	1418	74%	547	56%	1324	70%	665	58%	1512	73%
20 - 24	653	60%	649	62%	746	62%	681	58%	760	60%	693	60%
25 - 29	199	63%	234	68%	302	69%	256	64%	311	70%	298	67%
30 - 39	150	76%	143	69%	198	70%	207	70%	216	71%	244	75%
40 & Over	164	74%	176	76%	256	80%	226	72%	205	78%	207	78%

Fullerton Transfer by Gender

Gender	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
F	17706	70%	18614	68%	20332	68%	19913	67%	20481	67%	20025	68%
M	16528	67%	17470	66%	18720	65%	18459	64%	18599	64%	18165	65%
N	479	68%	537	70%	570	70%	506	68%	611	70%	681	72%

Fullerton Career & Technical (CTE) by Gender

Gender	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
F	420	77%	394	78%	442	78%	460	75%	430	76%	484	80%
M	421	73%	426	75%	394	74%	433	73%	379	73%	448	77%
N	23	96%	8	62%	15	94%	22	88%	17	90%	17	71%

Fullerton Basic Skills & ESL by Gender

Gender	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
F	2020	68%	1913	64%	2476	65%	1935	59%	2372	64%	1813	57%
M	1494	61%	1505	59%	1789	56%	1568	53%	1780	57%	1424	52%
N	59	55%	55	53%	67	63%	52	58%	66	60%	42	49%

Fullerton Other by Gender

Gender	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
F	703	62%	1220	71%	816	61%	1175	65%	918	63%	1320	69%
M	1024	64%	1346	69%	1198	65%	1470	67%	1206	64%	1558	69%
N	22	54%	54	71%	35	66%	49	68%	33	57%	76	82%

Fullerton Transfer by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
African American	1234	59%	1289	54%	1469	53%	1308	50%	1383	54%	1356	58%
American Indian	267	66%	305	71%	308	67%	296	66%	308	64%	273	67%
Asian	5300	75%	5731	74%	5776	73%	5738	71%	5558	71%	5665	72%
Filipino	1295	73%	1390	68%	1627	70%	1557	69%	1664	71%	1579	72%
Hispanic	15659	65%	16735	64%	19037	64%	18926	63%	19663	63%	19452	64%
Pacific Islander	144	60%	118	48%	141	56%	135	56%	179	59%	191	61%
Unknown	823	72%	856	75%	634	54%	613	51%	583	49%	491	67%
White Non-Hispanic	9995	72%	10203	72%	10638	71%	10312	71%	10358	72%	9864	72%

Fullerton Career & Technical (CTE) by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
African American	28	74%	32	68%	37	61%	41	72%	40	76%	33	73%
American Indian	1	25%	5	71%	4	100%	11	92%	17	94%	8	57%
Asian	115	76%	93	77%	106	79%	108	77%	100	69%	115	80%
Filipino	30	81%	33	85%	34	85%	30	83%	21	72%	30	83%
Hispanic	361	72%	376	73%	383	73%	414	71%	398	75%	442	77%
Pacific Islander	2	40%	0	0%	0	0%	1	50%	3	75%	3	100%
Unknown	20	83%	23	85%	16	89%	17	47%	18	72%	27	87%
White Non-Hispanic	307	81%	266	79%	271	81%	293	79%	229	76%	291	80%

Fullerton Basic Skills & ESL by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2012 Count	Fall 2012 Percent	Spring 2013 Count	Spring 2013 Percent	Fall 2013 Count	Fall 2013 Percent	Spring 2014 Count	Spring 2014 Percent	Fall 2014 Count	Fall 2014 Percent	Spring 2015 Count	Spring 2015 Percent
African American	116	49%	105	42%	138	48%	136	46%	135	47%	134	48%
American Indian	18	64%	10	48%	26	77%	25	58%	17	41%	16	36%
Asian	463	76%	461	70%	504	69%	455	67%	506	70%	450	70%
Filipino	90	65%	95	64%	110	66%	102	62%	121	67%	91	54%
Hispanic	2086	62%	2068	60%	2673	59%	2108	53%	2633	58%	1984	52%
Pacific Islander	8	57%	9	50%	18	49%	29	48%	18	53%	11	33%
Unknown	40	69%	31	54%	42	58%	37	56%	38	73%	37	64%
White Non-Hispanic	752	69%	694	67%	821	65%	663	63%	750	67%	556	59%

Fullerton Other by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	47	46%	63	50%	63	48%	79	50%	69	63%	71	59%
American Indian	18	72%	19	61%	24	69%	33	70%	28	78%	22	73%
Asian	173	71%	219	75%	194	69%	193	65%	195	68%	238	68%
Filipino	52	73%	77	75%	56	66%	80	77%	57	69%	87	69%
Hispanic	870	60%	1509	70%	1007	61%	1554	65%	1170	60%	1745	69%
Pacific Islander	5	50%	10	67%	3	43%	14	82%	11	69%	9	75%
Unknown	41	61%	44	73%	38	54%	33	53%	21	43%	26	57%
White Non-Hispanic	543	68%	679	71%	664	71%	708	70%	606	70%	756	72%

Fullerton Transfer by Student Ed Goal

Completion

Student Ed Goals	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	389	75%	375	67%	443	68%	482	72%	525	62%	558	71%
Degree seeking	1758	67%	1804	64%	1930	64%	1995	62%	2005	63%	1972	65%
Other	4699	67%	5113	66%	5722	64%	5153	62%	5336	63%	4984	67%
Transfer seeking	27871	69%	29335	68%	31535	67%	31255	66%	31830	66%	31357	67%

Fullerton Career & Technical (CTE) by Student Ed Goal

Completion

Student Ed Goals	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	101	88%	81	77%	112	83%	127	80%	100	86%	121	85%
Degree seeking	111	70%	110	76%	126	79%	146	82%	132	75%	132	80%
Other	244	78%	244	78%	293	80%	308	76%	297	78%	357	85%
Transfer seeking	408	73%	393	74%	320	70%	334	67%	297	69%	339	71%

Fullerton Basic Skills & ESL by Student Ed Goal

Completion

Student Ed Goals	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	16	59%	15	63%	10	35%	16	52%	22	49%	28	62%
Degree seeking	223	63%	234	59%	257	58%	254	54%	274	56%	249	55%
Other	636	63%	723	65%	821	62%	673	58%	709	62%	591	56%
Transfer seeking	2698	65%	2501	61%	3244	61%	2612	56%	3213	61%	2411	54%

Fullerton Other by Student Ed Goal

Completion

Student Ed Goals	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	80	83%	86	78%	114	73%	155	83%	130	79%	186	81%
Degree seeking	133	61%	206	72%	190	68%	219	67%	219	68%	232	69%
Other	418	70%	642	74%	483	72%	622	70%	508	70%	645	76%
Transfer seeking	1118	60%	1686	68%	1262	60%	1698	64%	1300	59%	1891	67%

Fullerton Transfer by Socioeconomic Status

Completion

Socioeconomic status	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	20433	67%	21630	65%	24503	64%	23917	63%	25090	63%	24579	65%
No FA	14284	72%	14997	71%	15127	71%	14968	71%	14606	71%	14292	71%

Fullerton Career & Technical (CTE) by Socioeconomic Status

Completion

Socioeconomic status	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	523	75%	490	74%	511	74%	571	71%	540	74%	641	78%
No FA	341	77%	338	80%	340	80%	344	80%	286	76%	308	80%

Fullerton Basic Skills & ESL by Socioeconomic Status

Completion

Socioeconomic status	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	2368	63%	2298	59%	3037	59%	2487	54%	3011	59%	2393	53%
No FA	1205	69%	1175	66%	1295	65%	1068	61%	1207	66%	886	58%

Fullerton Other by Socioeconomic Status

Completion

Socioeconomic status	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	1058	61%	1089	62%	1252	62%	1214	59%	1324	61%	1327	62%
No FA	691	65%	1531	76%	797	67%	1480	74%	833	67%	1627	76%

Fullerton Transfer by Distance Ed/On Campus

Completion

Distance Ed / On Campus	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Distance Ed	15403	66%	19631	65%	19226	63%	19632	62%	20897	63%	21314	64%
On Campus	19314	71%	16996	70%	20404	70%	19253	70%	18799	69%	17557	70%

Fullerton Career & Technical (CTE) by Distance Ed/On Campus

Completion

Distance Ed / On Campus	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Distance Ed	213	61%	163	61%	321	69%	349	67%	209	60%	251	70%
On Campus	651	82%	665	81%	530	81%	566	80%	617	82%	698	82%

Fullerton Basic Skills & ESL by Distance Ed/On Campus

Completion

Distance Ed / On Campus	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Distance Ed	1173	50%	1377	54%	1447	50%	1202	46%	1243	46%	1011	42%
On Campus	2400	76%	2096	68%	2885	68%	2353	64%	2975	70%	2268	63%

Fullerton Other by Distance Ed/On Campus

Completion

Distance Ed / On Campus	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Distance Ed	749	55%	1603	67%	907	55%	1496	62%	948	54%	1792	66%
On Campus	1000	71%	1017	75%	1142	73%	1198	71%	1209	73%	1162	75%

Appendix D

Fullerton College Fact Book 2015

Administration/Faculty/Staff Information

EMPLOYEES BY CATEGORY

Employees by Category, Fall 2014
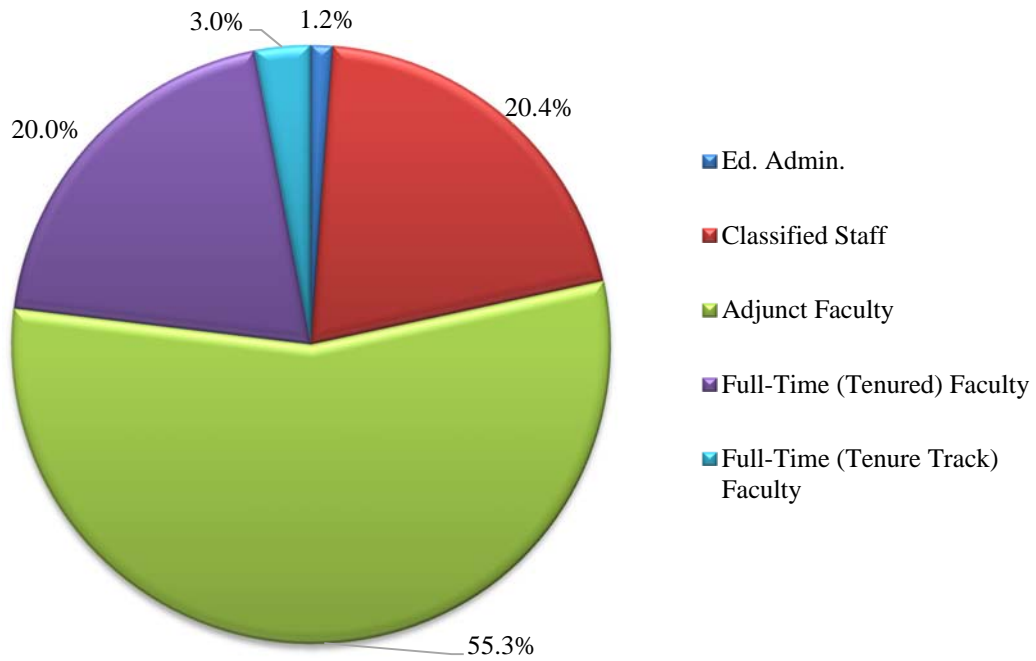
Employees by Category Fall 2014		
Category	Number	Percent
Educational Administration	15	1.2%
Classified Staff	262	20.4%
Adjunct Faculty	710	55.3%
Full-Time (Tenured) Faculty	257	20.0%
Full-Time (Tenure Track) Faculty	39	3.0%
Total	1,283	100.0%

Employees Gender by Category, Fall 2014
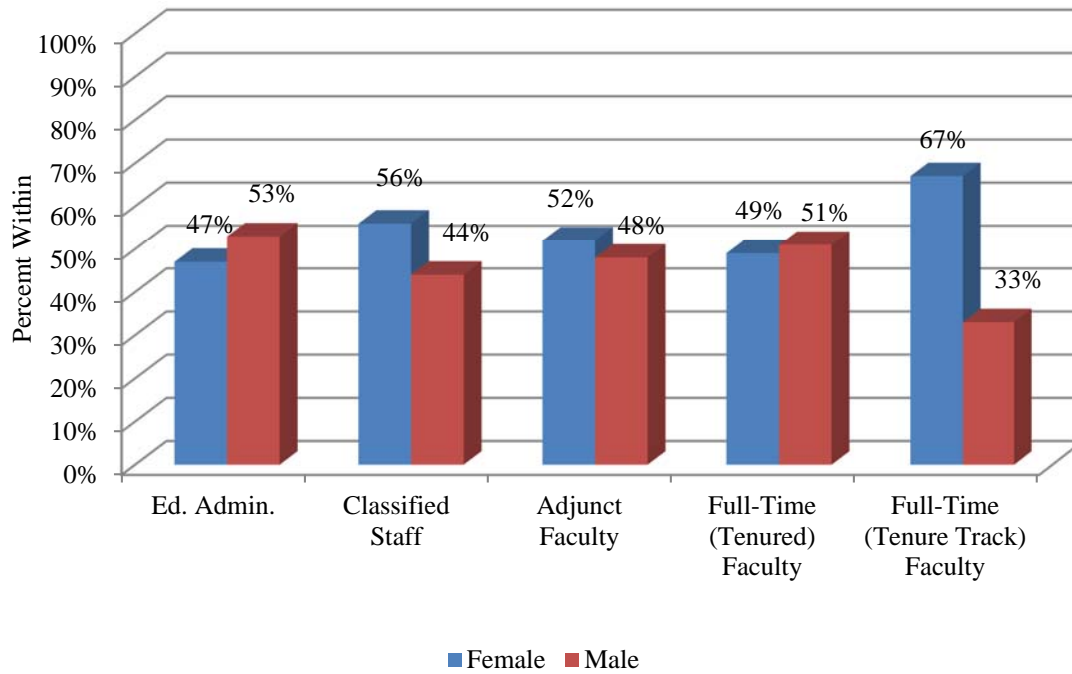
Employees Gender by Category Fall 2014				
Category	Female	Percent	Male	Percent
Educational Administration	7	47%	8	53%
Classified Staff	147	56%	115	44%
Adjunct Faculty	369	52%	341	48%
Full-Time (Tenured) Faculty	127	49%	130	51%
Full-Time (Tenure Track) Faculty	26	67%	13	33%
Total	676	53%	607	47%

Employees Race/Ethnicity by Category Fall 2014						
Category	Asian/ Pacific Islander	Black	Hispanic	Native American	White	Unknown
Administration	2	1	3	0	9	0
Classified Staff	29	15	99	4	109	6
Adjunct Faculty	105	31	113	5	444	12
Full-Time (Tenured) Faculty	26	6	34	6	180	5
Full-Time (Tenure Track) Faculty	4	3	13	1	18	0
Total	166	56	262	16	760	23

Employees Race/Ethnicity, Fall 2014

Employees Race/Ethnicity by Category Fall 2014						
Category	Asian/Pacific Islander	Black	Hispanic	Native American	White	Unknown
Administration	13%	7%	20%	0%	60%	0%
Classified Staff	11%	6%	38%	2%	42%	2%
Adjunct Faculty	15%	4%	16%	1%	63%	2%
Full-Time (Tenured) Faculty	10%	2%	13%	2%	70%	2%
Full-Time (Tenure Track) Faculty	10%	8%	33%	3%	46%	0%
Total	13%	4%	20%	1%	59%	2%

OCCUPATIONAL ACTIVITY

Employees Occupational Activity, Fall 2014
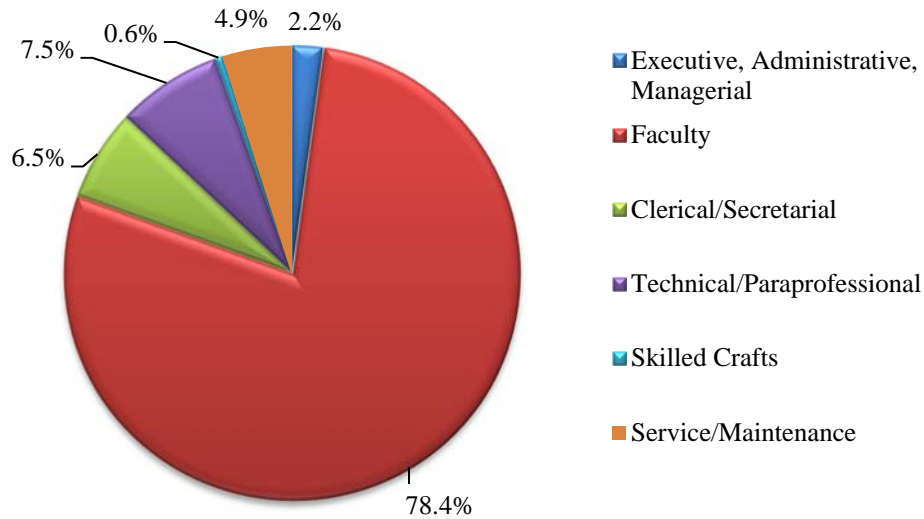
Employees by Occupational Activity Fall 2014		
Occupational Activity	Number	Percent
Executive, Administrative, Managerial	28	2.2%
Faculty	1,006	78.4%
Clerical/Secretarial	83	6.5%
Technical/Paraprofessional	96	7.5%
Skilled Crafts	7	0.6%
Service/Maintenance	63	4.9%
Total	1,283	100.0%

Employees Gender by Occupational Activity, Fall 2014
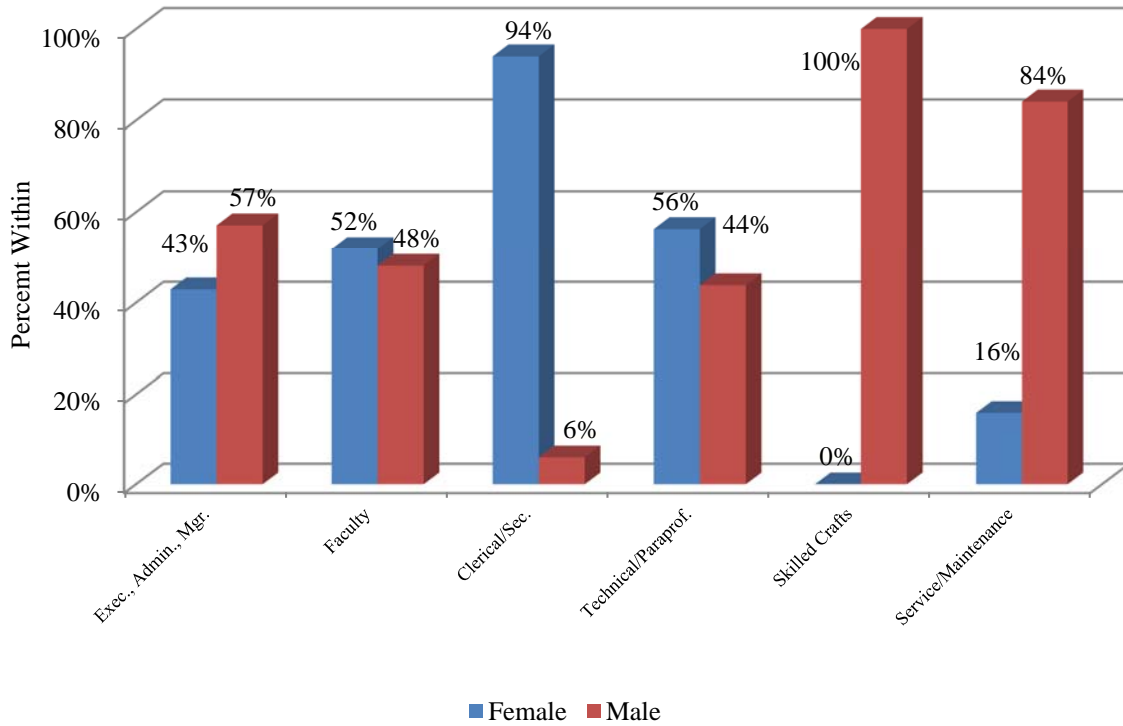
Employees Gender by Occupational Activity Fall 2014				
Occupational Activity	Female	Percent	Male	Percent
Executive, Administrative, Managerial	12	42.9%	16	57.1%
Faculty	522	51.9%	484	48.1%
Clerical/Secretarial	78	94.0%	5	6.0%
Technical/Paraprofessional	54	56.3%	42	43.8%
Skilled Crafts	0	0.0%	7	100.0%
Service/Maintenance	10	15.9%	53	84.1%
Total	676	52.7%	607	47.3%

EMPLOYEES RACE/ETHNICITY BY OCCUPATIONAL ACTIVITY

Employees Race/Ethnicity by Occupational Activity Fall 2014						
Occupational Activity	Asian/ Pacific Islander	Black	Hispanic	Native American	White	Unknown
Executive, Admin, Managerial	3	2	6	0	16	1
Faculty	135	40	160	12	642	17
Clerical/Secretarial	6	4	31	2	38	2
Technical/Paraprofessional	19	4	28	2	41	2
Skilled Crafts	0	1	4	0	2	0
Service/Maintenance	3	5	33	0	21	1
Total	166	56	262	16	760	23

EMPLOYEES RACE/ETHNICITY BY OCCUPATIONAL ACTIVITY (PERCENT)

Employees Race/Ethnicity by Occupational Activity Fall 2014						
Occupational Activity	Asian/ Pacific Islander	Black	Hispanic	Native American	White	Unknown
Executive, Admin, Managerial	11%	7%	21%	0%	57%	4%
Faculty	13%	4%	16%	1%	64%	2%
Clerical/Secretarial	7%	5%	37%	2%	46%	2%
Technical/Paraprofessional	20%	4%	29%	2%	43%	2%
Skilled Crafts	0%	14%	57%	0%	29%	0%
Service/Maintenance	5%	8%	52%	0%	33%	2%
Total	11%	7%	21%	0%	57%	4%

FULL-TIME FACULTY BY DIVISION

Full-Time Faculty by Division, Fall 2014
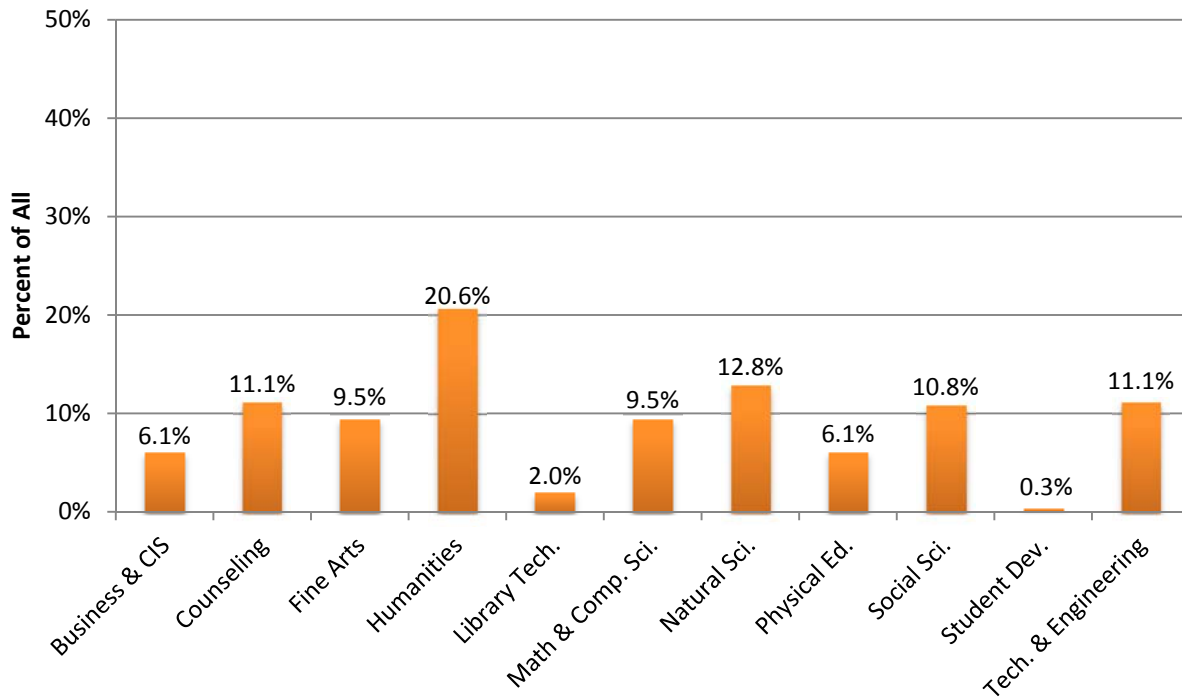
Full-Time Faculty by Division Fall 2014		
Division	Number	Percent
Business and Computer Information Systems	18	6.1%
Counseling	33	11.2%
Fine Arts	28	9.5%
Humanities	61	20.6%
Library Technology	6	2.0%
Mathematics and Computer Science	28	9.5%
Natural Sciences	38	12.8%
Physical Education	18	6.1%
Social Sciences	32	10.8%
Student Development	1	0.3%
Technology and Engineering	33	11.2%
Total	296	100.0%

FULL-TIME FACULTY GENDER BY DIVISION

Full-Time Faculty Gender by Division Fall 2014				
Division	Female	Percent	Male	Percent
Business and Computer Information Systems	9	50%	9	50%
Counseling	24	73%	9	27%
Fine Arts	8	29%	20	71%
Humanities	37	61%	24	39%
Library Technology	4	67%	2	33%
Mathematics and Computer Science	12	43%	16	57%
Natural Sciences	15	39%	23	61%
Physical Education	9	50%	9	50%
Social Sciences	19	59%	13	31%
Student Development	1	100%	0	0%
Technology and Engineering	15	45%	18	55%
Total	153	52%	143	48%

FULL-TIME FACULTY RACE/ETHNICITY BY DIVISION

Full-Time Faculty Race/Ethnicity by Division Fall 2014						
Division	Asian/ Pacific Islander	Black	Hispanic	Native American	White	Unknown
Business and CIS	1	0	2	2	13	0
Counseling	4	2	15	1	10	1
Fine Arts	1	0	2	1	24	0
Humanities	6	0	7	0	48	0
Library Technology	2	0	1	0	1	2
Mathematics and Computer Science	5	0	4	0	19	0
Natural Sciences	8	2	1	0	26	1
Physical Education	0	1	0	0	16	1
Social Sciences	1	1	4	3	23	0
Student Development	0	0	1	0	0	0
Technology and Engineering	2	3	10	0	18	0
Total	30	9	47	7	198	5

Full-Time Faculty Race/Ethnicity, Fall 2014

Legend:
- Asian/ Pacific Islander
- Black
- Hispanic
- Native American
- White

- 1.7%
- 10.5%
- 3.1%
- 16.4%
- 2.4%
- 69.0%
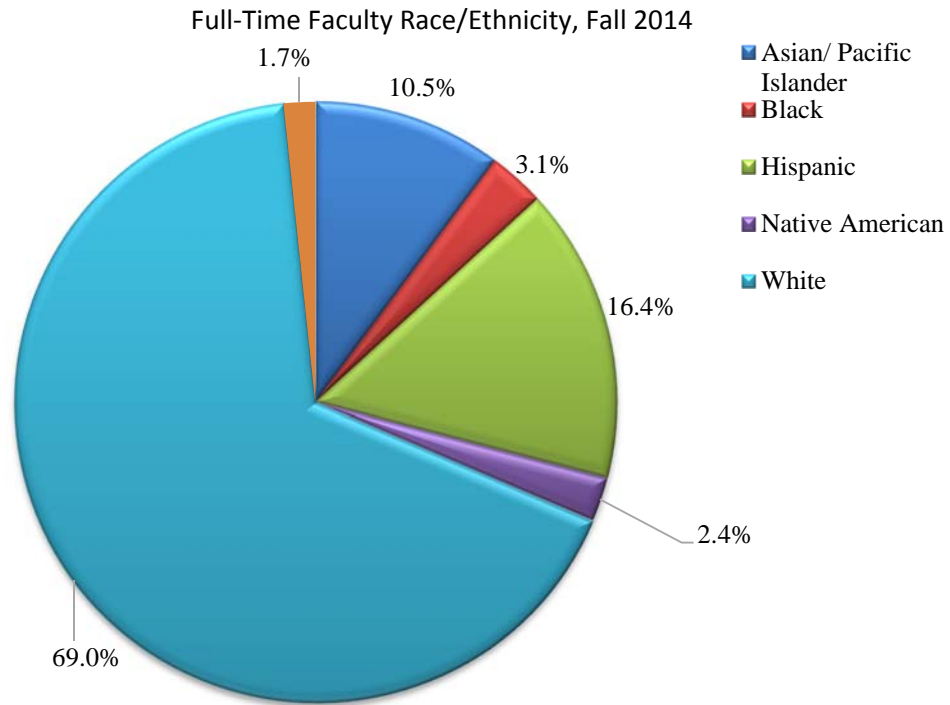
FULL-TIME FACULTY RACE/ETHNICITY BY DIVISION (PERCENT)

Full-Time Faculty Race/Ethnicity by Division Fall 2014						
Division	Asian/ Pacific Islander	Black	Hispanic	Native American	White	Unknown
Business and CIS	6%	0%	11%	11%	72%	0%
Counseling	12%	6%	45%	3%	30%	3%
Fine Arts	4%	0%	7%	4%	86%	0%
Humanities	10%	0%	11%	0%	79%	0%
Library Technology	33%	0%	17%	0%	17%	33%
Mathematics and Computer Science	18%	0%	14%	0%	68%	0%
Natural Sciences	21%	5%	3%	0%	68%	3%
Physical Education	0%	6%	0%	0%	89%	6%
Social Sciences	3%	3%	13%	9%	72%	0%
Student Development	0%	0%	100%	0%	0%	0%
Technology and Engineering	6%	9%	30%	0%	55%	0%
Total	10%	3%	16%	2%	67%	2%

Adjunct Faculty by Division, Fall 2014
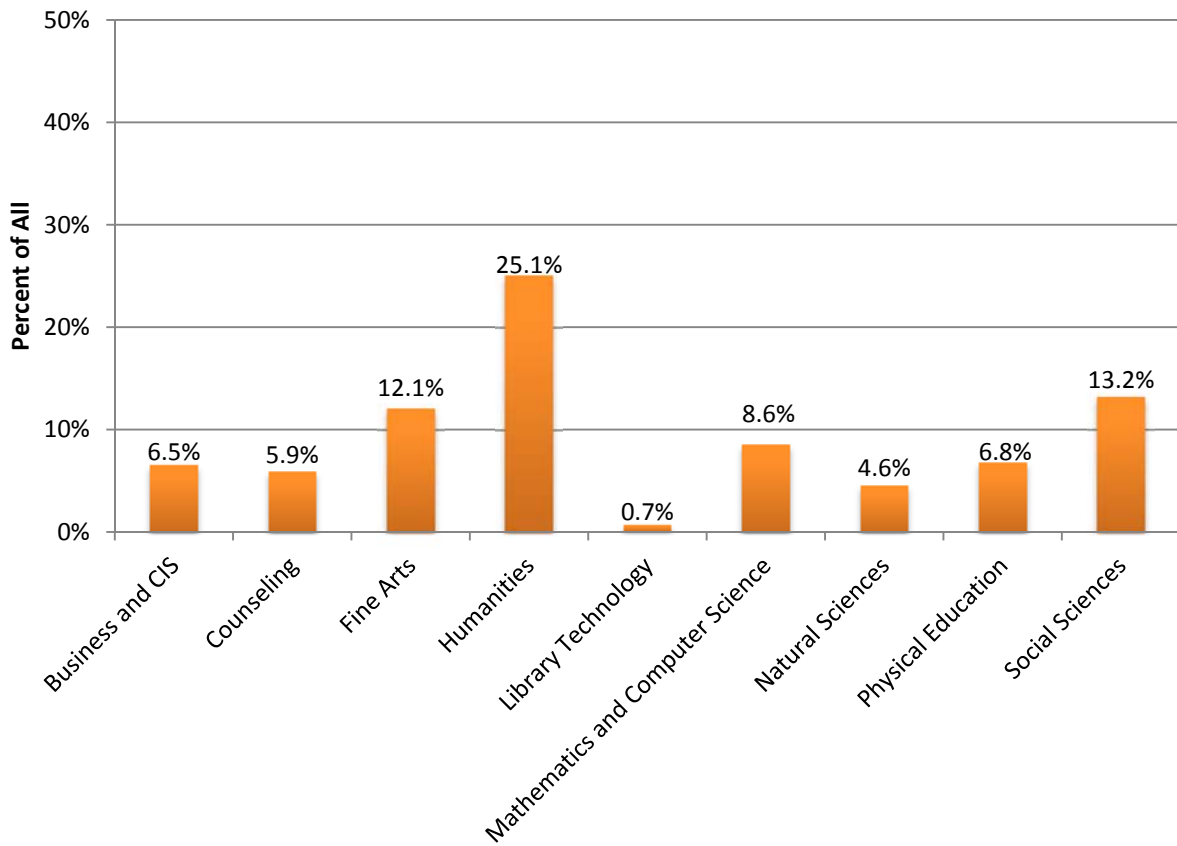
Adjunct Faculty by Division Fall 2014		
Occupational Activity	Number	Percent
Business and Computer Information Systems	46	6.5%
Counseling	42	5.9%
Fine Arts	86	12.1%
Humanities	178	25.1%
Library Technology	5	0.7%
Mathematics and Computer Science	61	8.6%
Natural Sciences	33	4.6%
Physical Education	48	6.8%
Social Sciences	94	13.2%
Student Development	0	0.0%
Technology and Engineering	117	16.5%
Total	710	100.0%

ADJUNCT FACULTY GENDER BY DIVISION

Adjunct Faculty Gender by Division Fall 2014				
Division	Female	Percent	Male	Percent
Business and Computer Information Systems	13	28%	33	72%
Counseling	34	81%	8	19%
Fine Arts	41	48%	45	52%
Humanities	122	69%	56	31%
Library Technology	4	80%	1	20%
Mathematics and Computer Science	30	49%	31	51%
Natural Sciences	15	45%	18	55%
Physical Education	21	44%	27	56%
Social Sciences	55	59%	39	41%
Student Development	0	0%	0	0%
Technology and Engineering	34	29%	83	71%
Total	369	52%	341	48%

ADJUNCT FACULTY RACE/ETHNICITY BY DIVISION

Adjunct Faculty Race/Ethnicity by Division Fall 2014						
Division	Asian / Pacific Islander	Black	Hispanic	Native American	White	Unknown
Business and CIS	4	1	1	0	39	1
Counseling	10	3	20	2	7	0
Fine Arts	11	2	8	1	63	1
Humanities	21	8	32	1	112	4
Library Technology	1	0	0	0	3	1
Mathematics and Computer Science	28	2	9	0	22	0
Natural Sciences	8	0	4	0	20	1
Physical Education	5	4	12	0	27	0
Social Sciences	7	5	12	1	68	1
Student Development	0	0	0	0	0	0
Technology and Engineering	10	6	15	0	83	3
Total	105	31	113	5	444	12

Adjunct Faculty Race/Ethnicity, Fall 2014

Legend:
- Asian/ Pacific Islander
- Black
- Hispanic
- Native American
- White
- Unknown

Pie chart values: 17.8%, 5.2%, 19.1%, 0.8%, 75.1%, 2.0%
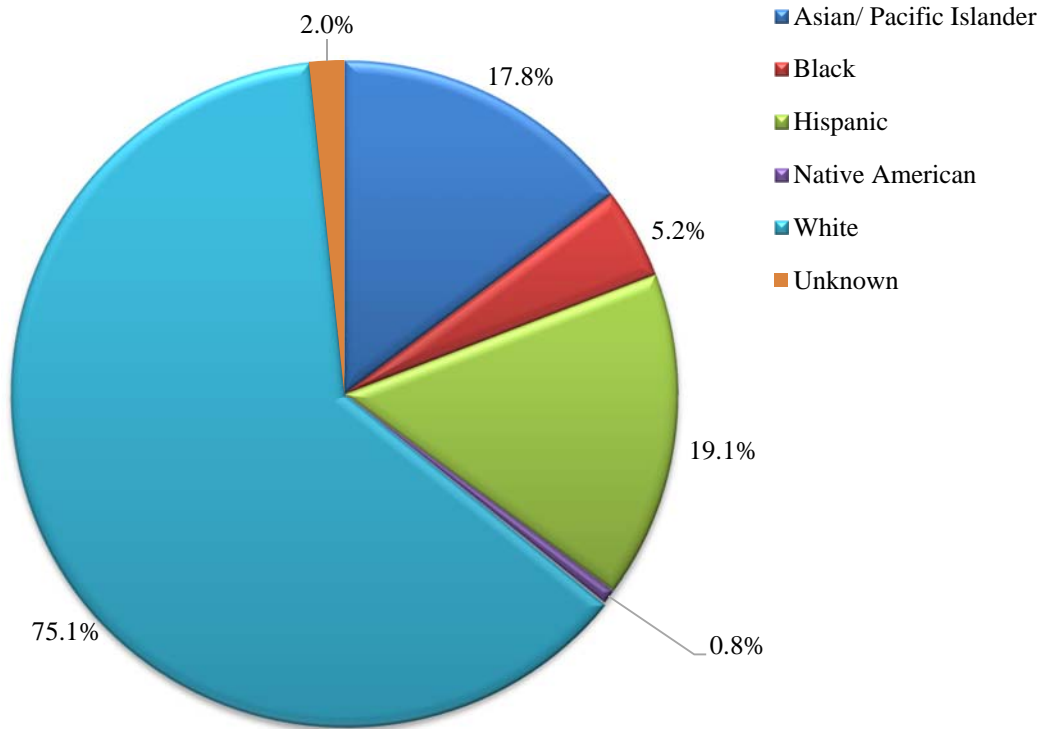
ADJUNCT FACULTY RACE/ETHNICITY BY DIVISION (PERCENT)

Adjunct Faculty Race/Ethnicity by Division Fall 2014						
Division	Asian/ Pacific Islander	Black	Hispanic	Native American	White	Unknown
Business and CIS	9%	2%	2%	0%	85%	2%
Counseling	24%	7%	48%	5%	17%	0%
Fine Arts	13%	2%	9%	1%	73%	1%
Humanities	12%	4%	18%	1%	63%	2%
Library Technology	20%	0%	0%	0%	60%	20%
Mathematics and Computer Science	46%	3%	15%	0%	36%	0%
Natural Sciences	24%	0%	12%	0%	61%	3%
Physical Education	10%	8%	25%	0%	56%	0%
Social Sciences	7%	5%	13%	1%	72%	1%
Student Development						
Technology and Engineering	9%	5%	13%	0%	71%	3%
Total	15%	4%	16%	1%	63%	2%

Student Information

Gender Fall 2014		
Gender	Students	Percent
Female	12,910	50.5%
Male	12,255	48.0%
Unknown	389	1.5%
Total	25,554	100.0%

AGE

Age, Fall 2014
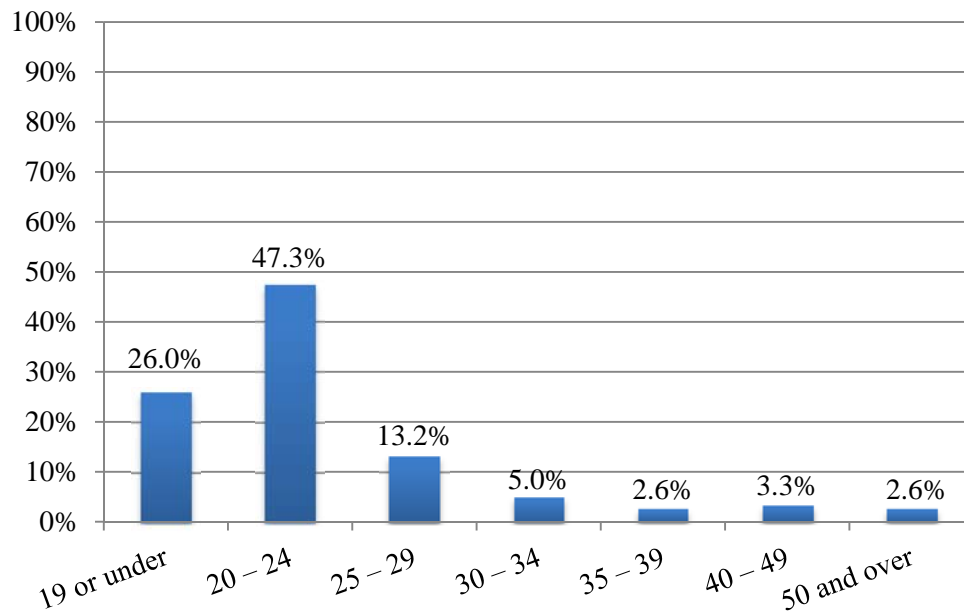
Age Fall 2014		
Age	Students	Percent
19 or under	7,305	28.6%
20 – 24	11,608	45.4%
25 – 29	3,349	13.1%
30 – 34	1,193	4.7%
35 – 39	675	2.6%
40 – 49	785	3.1%
50 and over	639	2.5%
Total	25,554	100.0%

Race/Ethnicity, Fall 2014
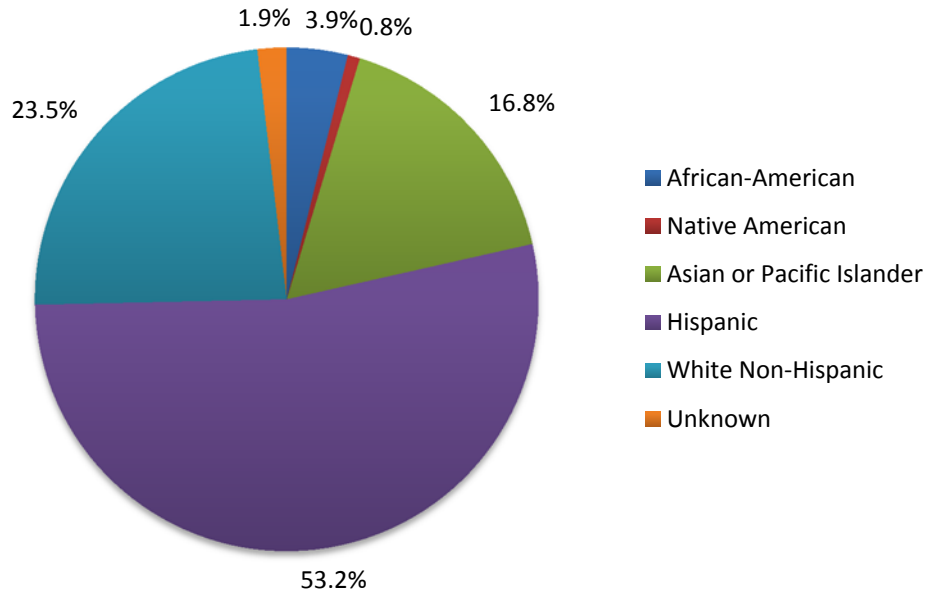
Race/Ethnicity Fall 2014		
Race/Ethnicity	Students	Percent
African-American	998	3.9%
Native American	201	0.8%
Asian or Pacific Islander	4,288	16.8%
Hispanic	13,590	53.2%
White Non-Hispanic	5,998	23.5%
Unknown	479	1.9%
Total	25,554	100.00%

CITIZENSHIP

Citizenship Fall 2014		
Citizenship	Students	Percent
U.S. Citizen	22,751	89.0%
Permanent Resident	1,322	5.2%
Temporary Resident	36	.1%
Refugee/Asylee	37	.1%
F-1 Student Visa	297	1.2%
Other Status	1,104	4.3%
Unknown	7	.0%
Total	25,554	100.0%

RESIDENCE STATUS

Residence Fall 2014		
Residence	Students	Percent
California	25,020	97.9%
Out of State	297	.9%
Foreign	297	1.2%
Unknown	2	.0%
Total	25,554	100.0%

EDUCATIONAL STATUS

Educational Status Fall 2014		
Educational Status	Students	Percent
Not a High School Graduate	304	1.2%
High School Student Concurrently Enrolled	140	0.5%
Currently Enrolled in Adult School	67	0.3%
High School Graduate	21,162	82.8%
G.E.D./High School Equivalency	977	3.8%
California High School Proficiency Certificate	441	1.7%
Foreign High School Diploma or Certificate	632	2.5%
AA Degree	654	2.6%
BA Degree or Higher	1,134	4.4%
Unknown	43	0.2%
Total	25,554	100.0%

ENROLLMENT STATUS

Enrollment Status, Fall 2014
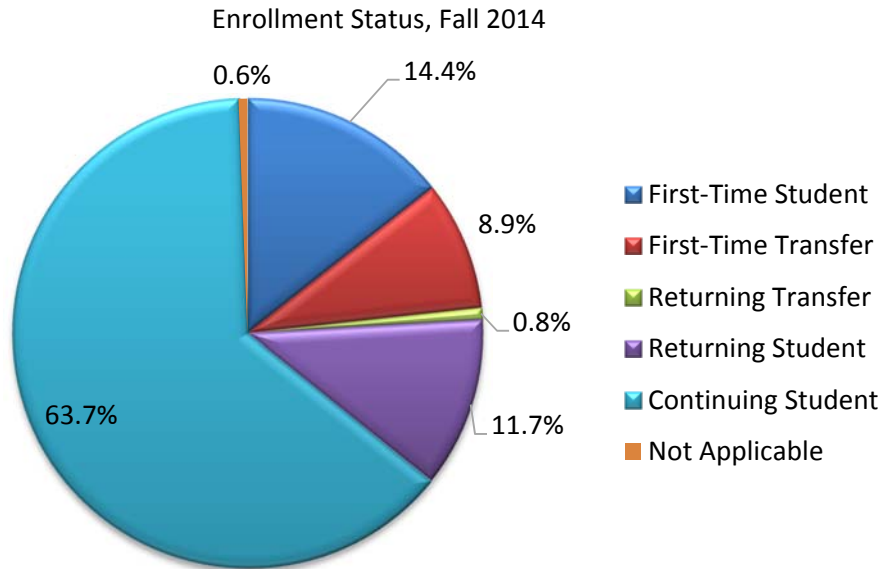
Enrollment Status Fall 2014		
Enrollment Status	Students	Percent
First-Time Student	3,676	14.4%
First-Time Transfer	2,278	8.9%
Returning Transfer	194	0.8%
Returning Student	2,997	11.7%
Continuing Student	16,268	63.7%
Not Applicable	141	0.6%
Total	25,554	100.0%

DAY/EVENING STATUS

Day/Evening Status Fall 2014		
Day/Evening	Students	Percent
Day	19,734	77.2%
Evening	3,944	15.4%
Online/Hybrid/TeleWeb	1,397	5.5%
Weekend	382	1.5%
Unknown	97	0.4%
Total	25,554	100.0%

Educational Goal Fall 2014		
Educational Goal	Students	Percent
Obtain an associate degree and transfer to a four-year institution	13,296	52.0%
Transfer to a four-year institution without an associate degree	3,886	15.2%
Obtain a two year associate's degree without transfer	1,161	4.5%
Obtain a two year vocational degree without transfer	174	0.7%
Earn a vocational certificate without transfer	493	1.9%
Discover/formulate career interests, plans, goals	427	1.7%
Prepare for a new career (acquire job skills)	669	2.6%
Advance in current job/career (update job skills)	298	1.2%
Maintain certificate or license (e.g. Nursing, Real Estate)	295	1.2%
Educational development (intellectual, cultural)	378	1.5%
Improve basic skills in English, reading or math	297	1.2%
Complete credits for high school diploma or GED	113	0.4%
Undecided on goal	2,295	9.0%
Move from noncredit coursework to credit coursework	11	0.0%
University student taking courses to meet university requirements	1,048	4.1%
Uncollected/Unreported	713	2.8%
Total	25,554	100.0%

Term Units Attempted, Fall 2014
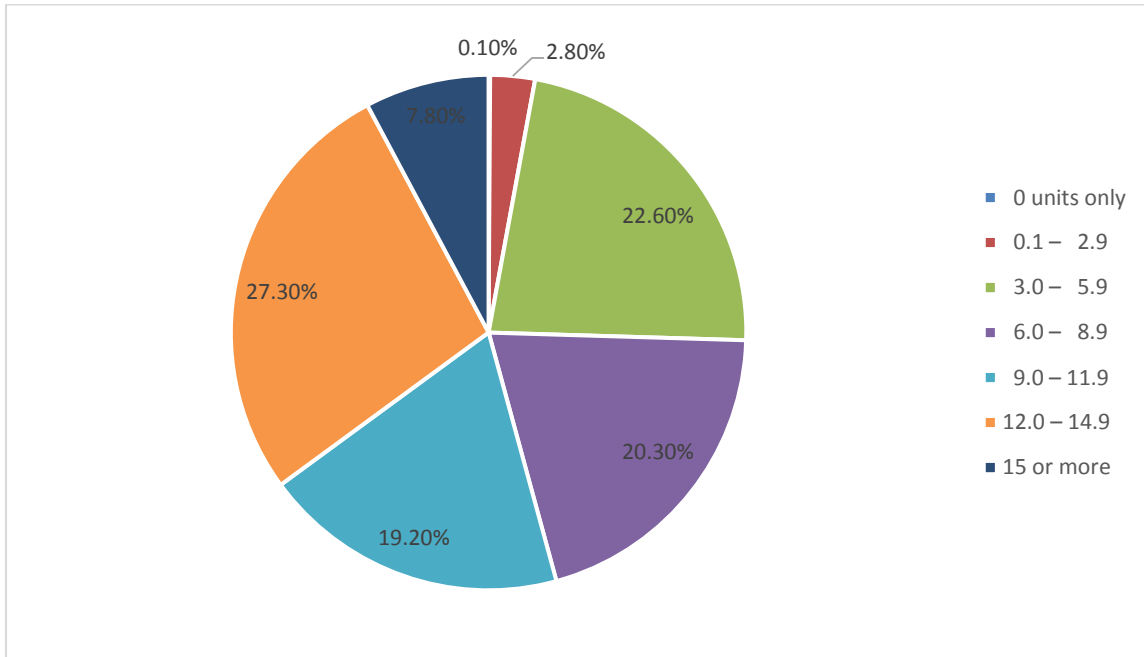
Units Attempted Fall 2014		
Units Attempted	Students	Percent
0 units only	16	.1%
0.1 – 2.9	726	2.8%
3.0 – 5.9	5,777	22.6%
6.0 – 8.9	5,175	20.3%
9.0 – 11.9	4,894	19.2%
12.0 – 14.9	6,970	27.3%
15 or more	1,996	7.8%
Total	25,554	100.0%

ACADEMIC STANDING

<table>
<tr><td colspan="3">Academic Standing
Fall 2014</td></tr>
<tr><td>Academic Standing</td><td>Students</td><td>Percent</td></tr>
<tr><td>Academic Good Standing</td><td>21,022</td><td>82.3%</td></tr>
<tr><td>Progress Probation</td><td>1,108</td><td>4.3%</td></tr>
<tr><td>Academic Probation</td><td>3,252</td><td>12.7%</td></tr>
<tr><td>Both Progress and Academic Probation</td><td>170</td><td>0.7%</td></tr>
<tr><td>Progress Dismissal/Disqualification</td><td>0</td><td>0.0%</td></tr>
<tr><td>Academic Dismissal/Disqualification</td><td>0</td><td>0.0%</td></tr>
<tr><td>Both Progress and Academic Dismissal/Disqualification</td><td>0</td><td>0.0%</td></tr>
<tr><td>Unknown</td><td>2</td><td>0.0%</td></tr>
<tr><td>Total</td><td>25,554</td><td>100.0%</td></tr>
</table>

LAST HIGH SCHOOL ATTENDED

Last High School Attended, Fall 2014

High School District	Number of Students
Anaheim Union HSD	3,960
Brea-Olinda USD	674
Fullerton Joint Union HSD	4,737
Placentia-Yorba Linda USD	1,883
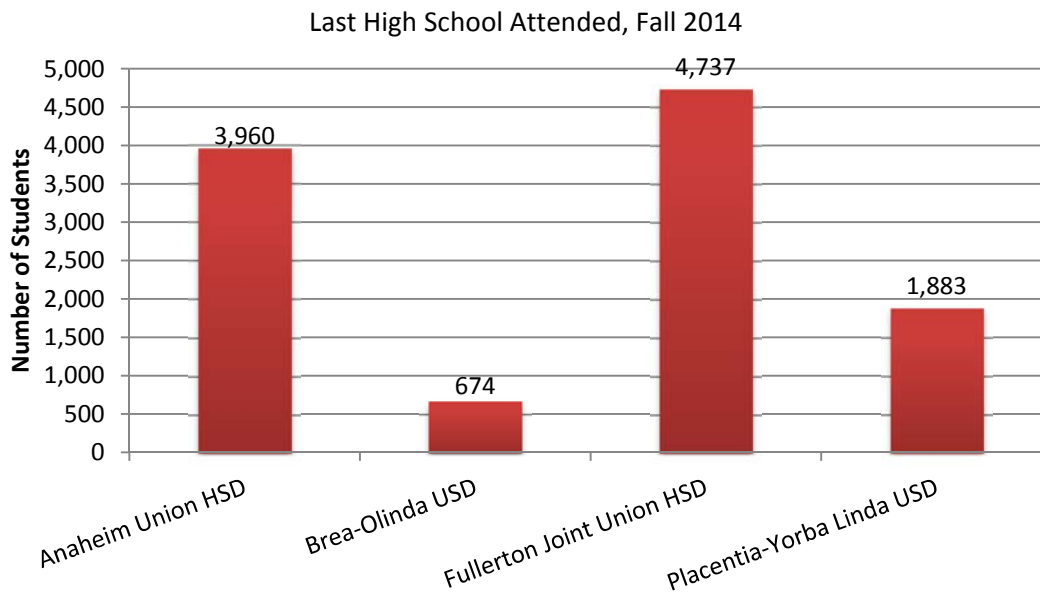
Last High School Attended Fall 2014			
District/High School	Students	District/High School	Students
Anaheim Union HSD	3,960	Fullerton Joint Union HSD	4,737
Anaheim	1,034	Buena Park	565
Cypress	129	Fullerton	948
Gilbert Continuation	74	La Habra	832
Katella	770	La Vista Continuation	235
Kennedy	266	Sonora	696
Loara	497	Sunny Hills	838
Magnolia	383	Troy	623
Savanna	519	Placentia-Yorba Linda USD	1,883
Trident Continuation	2	El Camino Real Continuation	87
Western	286	El Dorado	641
Brea-Olinda USD	674	Esperanza	470
Brea-Olinda	635	Valencia	685
Brea Canyon Continuation	39		

HIGH SCHOOL GRADUATION YEAR

High School Graduation Year Fall 2014		
Year	Students	Percent
1940 – 2000	1,699	6.6%
2001 – 2009	5,545	21.7%
2010	1,964	7.7%
2011	2,634	10.3%
2012	3,519	13.8%
2013	4,066	15.9%
2014	3,781	14.8%
Not a Graduate	511	2.0%
College Degree	1,788	7.0%
Unreported	47	0.2%
Total	25,554	100.0%

RESIDENCE BY CITY (ORANGE COUNTY)

Residence City Fall 2014	
City	Students
Aliso Viejo	12
Anaheim	5,527
Brea	945
Buena Park	1,119
Corona Del Mar	1
Costa Mesa	46
Cypress	163
Dana Point	5
Foothill Ranch	1
Fountain Valley	26
Fullerton	4,160
Garden Grove	519
Huntington Beach	80
Irvine	94
La Habra	1,616
La Palma	84
Ladera Ranch	3
Laguna Beach	0
Laguna Hills	6
Laguna Niguel	9
Lake Forest	22
Midway City	5
Mission Viejo	17
Newport Beach	17
Orange	552
Placentia	1,138
Rancho Santa Margarita	1
San Clemente	7
San Juan Capistrano	6
Santa Ana	299
Stanton	179
Trabuco Canyon	6
Tustin	79
Villa Park	20
Westminster	80
Yorba Linda	876

Appendix E

Fullerton College Environmental Scan 2015

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 2015 Fullerton College Fact Book and the 2015 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 2015 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 137,423 since 2010. Growth for the Fullerton College community cities was 4.7%, with Brea growing 10.5%. 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 2015

Area	2010	2011	2012	2013	2014	2015	Change 2010-2015
Orange County	3,010,232	3,028,846	3,057,233	3,087,715	3,114,209	3,147,655	4.5%
California	37,253,956	37,427,946	37,680,593	38,030,609	38,357,121	38,714,725	3.9%
United States	310,432,082	312,801,643	315,223,904	317,583,693	319,925,152	322,259,557	3.8%

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

Area	2010	2011	2012	2013	2014	2015	Change 2010-2015
Anaheim	336,265	341,000	343,974	346,882	348,369	351,433	4.5%
Brea	39,182	39,961	40,851	41,372	42,389	43,328	10.5%
Fullerton	135,222	135,528	137,603	138,573	140,120	141,042	4.3%
La Habra	60,223	60,407	60,880	61,300	61,705	62,079	3.1%
Placentia	50,598	50,723	51,171	51,938	52,084	52,427	3.6%
Yorba Linda	64,234	64,846	65,804	66,560	67,055	67,719	5.4%
Total	685,724	692,465	700,411	706,625	711,722	718,028	4.7%

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 7.5% 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 63,000 in the Fullerton College community and nearly 228,000 in Orange County through this decade.

By the year 2030, Orange County is projected to grow by 11% over its 2010 levels, compared with the state's 18.1% and the nation's 20.4%.   By the year 2030, the Fullerton College community is projected to grow by 10%, representing a population increase of 74,536 from year 2015.

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	3,014,996	3,243,261	3,361,556	3,449,498	11.5%	14.4%
California	37,341,978	40,619,346	44,085,600	47,233,240	18.1%	26.5%
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.

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	379,563	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 2013, 2.1% of the Orange County population was African American, 19.6% was Asian/Pacific Islander, 34.2% was Hispanic, 1.1% was American Indian/Alaskan Native and 42.6% was White, and 2.3% was two or more races.

Table 5: Proportions of the Population by Ethnicity in Orange County and California: Census 2013

Area	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Other/ Decline to State	Two or More Races
Fullerton College	4.4%	18.2%	50.7%	0.7%	23.9%	2.1%	--
Orange County	2.1%	19.6%	34.2%	1.1%	42.6%	--	3.2%
California	6.6%	14.6%	38.4%	1.7%	39.0%	--	3.7%

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

Table 6: Fullerton College Community Population by Ethnicity, 2013

City	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Other	Two or More Races
Anaheim	8,174	53,204	178,723	1,676	93,099	395	5,978
Brea	227	7,640	10,768	41	20,191	38	938
Fullerton	3,476	32,657	47,230	311	49,371	151	264
La Habra	969	4,537	39,748	154	17,507	109	894
Placentia	690	7,888	19,042	25	22,449	96	1,152
Yorba Linda	460	10,865	10,430	190	41,459	87	1,934
Total	13,996	116,791	305,941	2,397	244,076	876	11,160

Source: State of California, Department of Finance.

In 2013, 4.4% of the Fullerton College service area population was African American, 18.2% was Asian/Pacific Islander, 50.7% was Hispanic, 0.7% was American Indian/Alaskan Native, 23.9% was White, and 2.1% was Other.

Table 7: Fullerton College Community Population Percentage by Ethnicity: Census 2013

City	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Other	Two or More Races
Anaheim	2.3%	15.3%	52.6%	0.5%	27.4%	0.1%	1.7%
Brea	0.6%	19.2%	27.0%	0.1%	50.7%	0.1%	2.4%
Fullerton	2.5%	23.9%	34.5%	0.2%	36.1%	0.1%	2.6%
La Habra	1.6%	7.5%	60.3%	0.3%	28.7%	0.2%	1.5%
Placentia	1.3%	15.4%	37.1%	<0.1%	43.7%	0.2%	2.2%
Yorba Linda	0.7%	16.7%	15.9%	0.7%	63.4%	0.1%	3.0%
Total	2.0%	16.8%	44.0%	0.3%	35.1%	0.1%	1.6%

Source: State of California, Department of Finance.

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	47,825	6,416	640,225	1,168,613	1,292,248	87,934
	2030	49,505	6,260	657,909	1,305,296	1,230,232	112,354
	2040	49,101	5,917	698,133	1,423,642	1,132,850	139,855
	2050	48,255	5,300	728,170	1,509,122	1,020,267	170,499
	2060	46,827	4,637	726,509	1,560,800	922,972	202,629
California	2020	2,285,418	178,460	5,653,028	16,398,208	14,936,172	1,168,060
	2030	2,356,684	185,093	6,320,499	18,973,905	14,798,858	1,450,561
	2040	2,357,738	183,831	7,096,451	21,475,903	14,342,695	1,776,622
	2050	2,305,377	178,345	7,797,044	23,684,647	13,690,921	2,123,028
	2060	2,225,050	171,759	8,264,210	25,486,948	13,051,099	2,464,795

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	2020	1.5%	0.2%	19.7%	36.0%	39.8%	2.7%
	2030	1.5%	0.2%	19.6%	38.8%	36.6%	3.3%
	2040	1.4%	0.2%	20.2%	41.3%	32.8%	4.1%
	2050	1.4%	0.2%	20.9%	43.3%	29.3%	4.9%
	2060	1.4%	0.1%	21.0%	45.1%	26.6%	5.8%
California	2020	5.6%	0.4%	13.9%	40.4%	36.8%	2.9%
	2030	5.3%	0.4%	14.3%	43.0%	33.6%	3.3%
	2040	5.0%	0.4%	15.0%	45.5%	30.4%	3.8%
	2050	4.6%	0.4%	15.7%	47.6%	27.5%	4.3%
	2060	4.3%	0.3%	16.0%	49.3%	25.3%	4.8%

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 2014-2015

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Change 2010-2015
Orange County	502,239	502,895	502,205	501,801	500,487	497,116	-1.0%
California	6,192,121	6,217,002	6,220,993	6,226,989	6,236,672	6,235,520	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 2020-2021

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Change 2015-2021
Orange County	493,924	489,475	485,339	479,067	474,977	470,212	-4.8%
California	6,236,807	6,228,938	6,231,481	6,214,942	6,212,898	6,218,184	-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 2014-2015

School District	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Change 2010-2015
Anaheim	22,297	22,362	22,198	21,458	21,258	21,547	-3.3%
Brea-Olinda	2,103	2,045	2,068	2,050	2,009	1,974	-6.1%
Fullerton	15,079	14,726	14,782	14,607	14,373	14,377	-4.6%
Placentia-Yorba Linda	8,827	8,712	8,577	8,517	8,559	9,412	6.6%

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 6.6% 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 13a: Public School Enrollment in Fullerton College Feeder High School Districts, By Race/Ethnicity year 2014-2015

School District	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
Anaheim Union High	2.5%	17.0%	65.8%	0.5%	11.5%	<0.1%	2.8%
Brea-Olinda	2.1%	21.5%	33.7%	0.3%	41.1%	<0.1%	1.3%
Fullerton Union High	2.3%	22.1%	54.4%	0.2%	19.1%	<0.1%	1.8%
Placentia-Yorba Linda	1.5%	15.6%	40.7%	0.2%	39.5%	0.4%	2.1%

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

Table 13b: Public School Enrollment in Fullerton College Top 10 Feeder High Schools, By Race/Ethnicity year 2014-2015

School District	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
Anaheim	0.5%	1.9%	94.2%	0.3%	2.7%	<0.1%	0.4%
Brea-Olinda	2.1%	21.5%	33.7%	0.3%	41.1%	<0.1%	1.3%
El Dorado	2.1%	10.8%	28.0%	0.1%	57.5%	0.2%	1.3%
Fullerton	2.2%	5.2%	64.5%	0.2%	26.4%	<0.1%	1.5%
Katella	0.9%	4.6%	87.9%	0.3%	5.7%	0.0%	0.5%
La Habra	2.0%	2.8%	70.6%	0.3%	23.1%	<0.1%	1.3%
Sonora	1.1%	10.6%	65.4%	0.0%	21.5%	0.0%	1.5%
Sunny Hills	1.9%	52.0%	27.9%	0.2%	16.3%	<0.0%	1.7%
Troy	1.3%	15.6%	49.2%	0.1%	21.6%	<0.0%	2.7%
Valencia	2.0%	19.3%	59.5%	0.2%	17.8%	0.5%	0.7%

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

Table 14: Fullerton College Top 10 Feeder High Schools: Demographic Indicators, 2014-2015

School	Total Students	Percent Free Or Reduced Lunch	Percent English Language Learners	Percent Disadvantaged
Anaheim	3,206	89.6%	27.0%	90.8%
Brea Olinda	1,895	23.9%	4.5%	25.0%
El Dorado	1,904	24.2%	3.5%	24.4%
Fullerton	2,155	24.8%	12.0%	57.1%
Katella	2,692	85.9%	23.3%	86.5%
La Habra	2,230	48.9%	7.8%	51.8%
Sonora	1,924	47.9%	11.0%	50.3%
Sunny Hills	2,264	24.8%	6.1%	26.0%
Troy	2,764	19.4%	3.3%	20.3%
Valencia	2,740	58.1%	10.4%	58.8%

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 15a: 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	35.1%
Brea Olinda	846	9	5	57.9%
El Dorado	842	9	8	43.5%
Fullerton	817	8	9	40.0%
Katella	731	4	6	32.1%
La Habra	796	7	5	45.7%
Sonora	812	8	8	49.8%
Sunny Hills	888	10	7	64.5%
Troy	937	10	10	77.4%
Valencia	846	9	9	48.8%

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

Table 15b. 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	June 2015	Change 2011-2015
Civilian Labor Force	1,543,000	1,564,100	1,464,800	1,569,400	1,599,800	3.7%
Employed	1,398,000	1,435,000	1,464,800	1,483,700	1,530,800	9.5%
Unemployed	145,000	129,100	106,100	85,700	69,000	-52.4%
Unemployment Percent	9.4%	8.3%	6.8%	5.5%	4.3%	-5.1%

Source: California Employment Development Department

Table 17: Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, June, 2015

Measures	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
Civilian Labor Force	172,700	21,800	71,400	31,500	26,600	34,700
Employed	163,200	20,900	67,900	29,900	25,300	33,400
Unemployed	9,500	900	3,500	1,500	1,300	1,300
Unemployment Percent	5.5%	4.1%	4.9%	4.9%	4.9%	3.8%

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 has the highest rates of unemployment, but is below the state level of 5.9%. 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: 2014 and 2015

Industry	July 2014	June 2015	Change	Percent Change
Good Producing	242,200	252,400	10,400	4.2%
Trade, Transportation & Utilities	256,300	261,400	5,100	1.9%
Information	24,100	23,800	-300	-1.2%
Financial Activities	114,700	116,300	1,600	1.4%
Professional and Business Services	276,000	281,800	5,800	2.1%
Education and Health Services	186,300	201,000	14,700	7.9%
Leisure and Hospitality	197,700	199,800	2,100	1.1%
Other Services	47,800	52,800	5,000	10.5%
Government	141,600	158,700	17,100	12.1%
Total	1,486,700	1,548,000	61,300	4.1%

Source: California Employment Development Department

Table 19: Projected Growth in Top 10 Largest Growing Orange County Occupation Requiring an Associate Degree or Post-Secondary Vocational Training, 2012-2022

Occupation	2012	2022	Change	Percent Change
Registered Nurses	18,610	21,300	2,690	14.5%
Nursing Assistants	8,560	10,610	2,050	23.9%
Medical Assistant	7,560	9,010	1,450	19.2%
Licensed Practical and Licensed Vocational Nurses	6,080	7,430	1,350	22.2%
Dental Assistants	4,990	5,750	760	15.2%
Hairdressers, Hairstylists, and Cosmetologists	3,960	5,130	1,170	29.5%
Preschool Teachers, Except Special Education	4,370	5,020	650	14.9%
Paralegals and Legal Assistants	3,690	4,720	1,030	27.9%
Telecommunications Equipment Installers and Repairers, Except Line Installers	1,990	2,872	880	44.2%
Web Developers	2,090	2,840	750	35.9%

Source: California Employment Development Department

Table 20: Projected Growth in Top 10 Largest Growing Orange County Occupation Requiring a Four-Year Degree, 2012-2022

Occupation	2012	2022	Change	Percent Change
General and Operations Manager	27,120	32,470	5,350	19.7%
Accountants and Auditors	16,720	20,050	3,330	19.9%
Management Analysts	10,070	13,120	3,050	30.3%
Market Research Analyst and Marketing Specialist	8,100	11,520	3,420	42.2%
Elementary School Teachers, Except Special Education	9,240	10,960	1,720	18.6%
Software Developers, Applications	8,900	10,320	1,420	16.0%
Financial Managers	7,980	9,340	1,360	17.0%
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	7,500	8,550	1,050	14.0%
Sales Managers	7,080	8,480	1,400	19.8%
Software Developers, Systems Software	6,900	8,220	1,320	19.1%

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 continue to require 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 publications 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 fall 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 planning and resources through the now approved Measure J Bond.

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.