



Fullerton College Institutional Effectiveness Report 2015-2016

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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 103rd year of operation Fullerton College continues to provide a high quality education at an affordable cost with a student-centered mission.

The 2015-2016 year continued the statewide fiscal improvement experienced over the previous two funding cycles 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 *2015-2016 Institutional Effectiveness Report* highlights Fullerton College's commitment to providing a high quality and affordable education to our ever-growing diverse 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 2016 Fact Book and 2016 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 Fullerton College student demographics and background characteristics. Trends in the characteristics of students enrolling at Fullerton College are exhibited and discussed.

Chapter two focuses on institutional effectiveness measures, including course success rates, Fullerton College Student Success Scorecard indicators, degree and certification completion, transfer, CTE outcomes, 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.

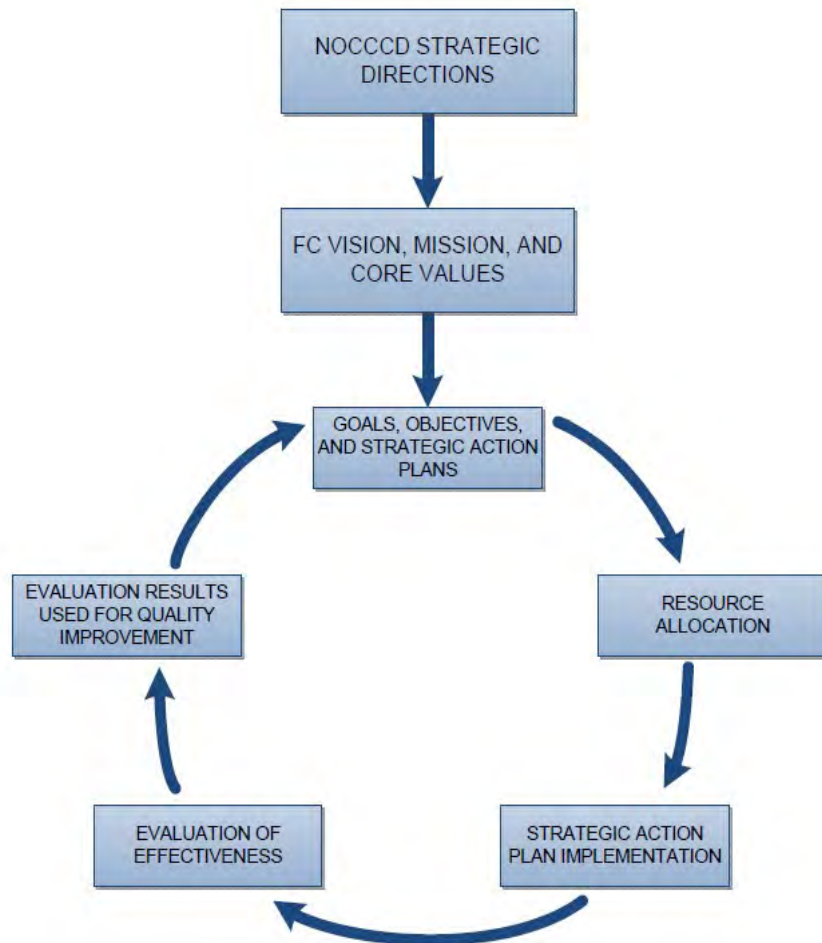
Chapter three highlights data compiled by North Orange County Community College District Information Services. The data examines successful course completion rates of varying student populations and demographic groups, both from a district-wide and individual college (Fullerton College) level.

As accompanying pieces to the Fullerton College 2015-2016 Institutional Effectiveness report, the 2016 Fact Book and 2016 Environmental Scan can be found in the appendix of this report.

Fullerton College's Integrated Planning Cycle

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

Fullerton College Integrated Planning Cycle



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

Fullerton College Institutional Philosophy

Fullerton College 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: 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.

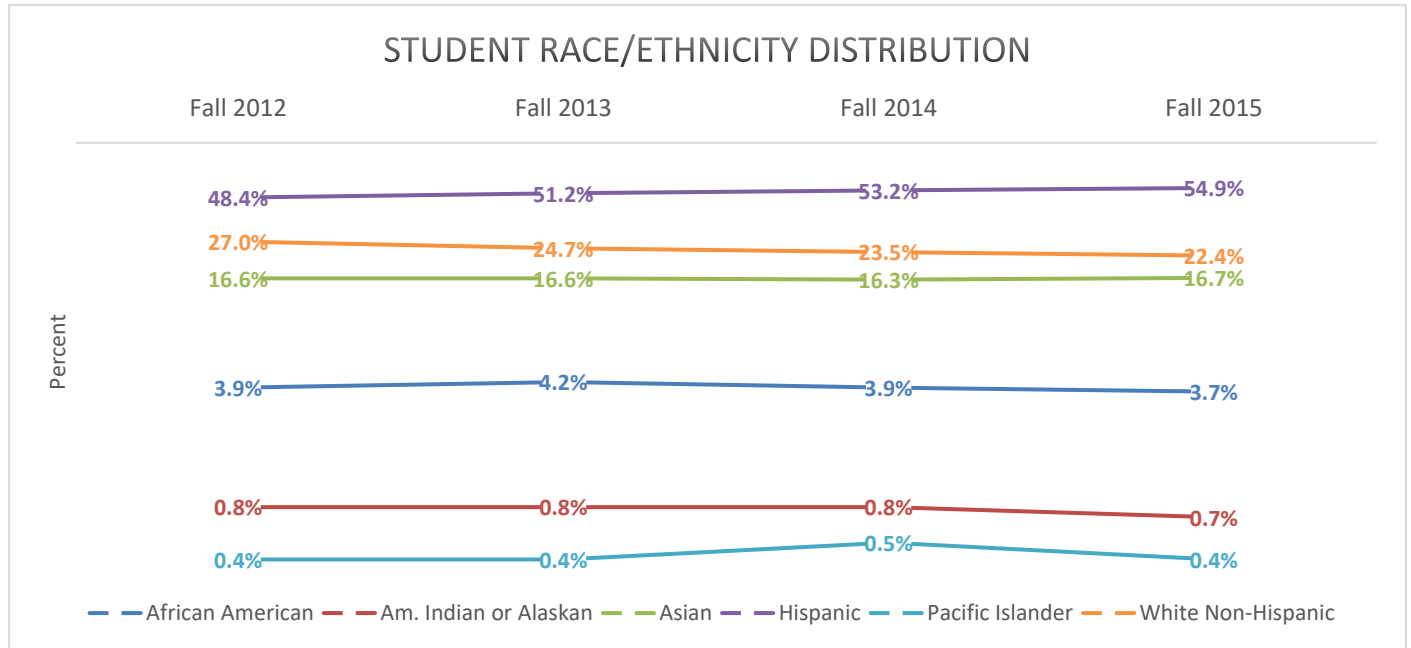
Fullerton College Student Gender, Fall Semester 2011 to 2015

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female	50%	50%	50%	51%	51%
Male	49%	48%	48%	48%	49%
Unknown	1%	2%	2%	2%	2%

(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 57% of all U.S. undergraduates in Fall 2015 (National Center for Education Statistics), 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 2015



(Source: NOCCCD Argos Files)

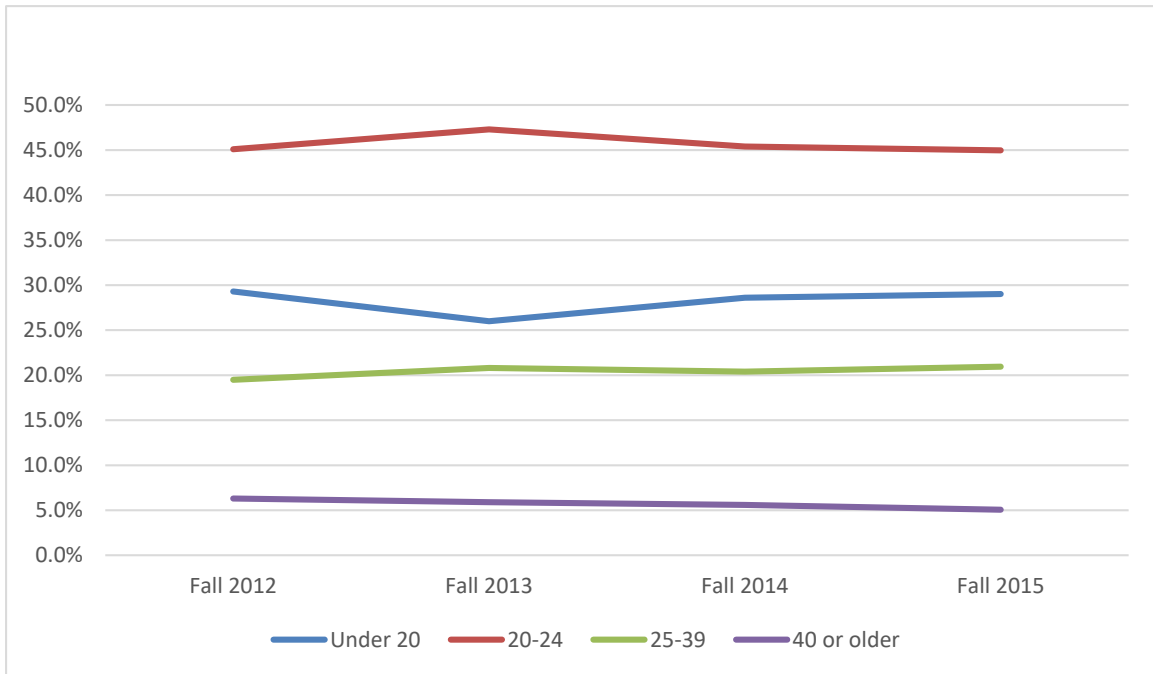
Fullerton College is a Hispanic Serving Institution. The largest ethnic representation among Fullerton College students is students of Hispanic/Latino origin, with a 55% share of the population. This represents a 3% increase over the previous fall semester. White non-Hispanic and Asian students represent 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 offers to students.

Fullerton College Student Race/Ethnicity, Fall Semester 2011 to 2015

Race/Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Am. Indian or Alaskan	171	0.9%	162	0.8%	199	0.8%	201	0.8%	179	0.7%
Asian	3,366	12.6%	3,487	16.6%	4,126	16.6%	4,172	16.33	4,215	16.7%
African American	785	3.9%	825	3.9%	1,032	4.2%	999	3.9%	931	3.7%
Hispanic	8,886	44.2%	10,126	48.4%	12,719	51.2%	13,588	53.2%	13,900	54.9%
Pacific Islander	93	0.4%	93	0.4%	102	0.4%	117	0.5%	124	0.4%
White Non-Hispanic	5,887	29.3%	5,653	27.0%	6,131	24.7%	5,996	23.5%	5,663	22.4%
Other	--	--	--	--	--	--	25	0.1%	16	0.1%
Unknown	901	4.5%	588	2.8%	511	2.1%	456	1.8%	277	1.1%

(Source: NOCCCD Argos Files)

Fullerton College Student Age, Fall Semester 2011 to 2015



(Source: NOCCCD Argos Files)

The majority of Fullerton College students are between the ages of 20 and 24. There has been a steady increase in the representation of students aged below 20, with a three-percentage point increase occurring between fall 2013 and fall 2015. This increase is likely the result of increased outreach and collaboration with local feeder high schools.

Student Age Distribution, Fall Semester 2011 to 2015

Age Group	Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	6,130	29.3%	6,442	26.0%	7,306	28.6%	7,341	29.0%
20-24	9,447	45.1%	11,736	47.3%	11,607	45.4%	11,381	45.0%
25-39	4,047	19.5%	5,168	20.8%	5,217	20.4%	5,300	20.9%
40 or older	1,282	6.3%	1,474	5.9%	1,424	5.6%	1,283	5.1%

(Source: NOCCCD Argos Files)

Parent Educational Attainment, Fall Semester 2012 to 2015

Parent Level of Education	Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
No High School Diploma	3,326	15.9%	4,077	16.5%	4,142	17.4%	4,155	17.5%
High School Diploma	5,346	25.6%	6,589	26.6%	6,218	26.1%	6,271	26.5%
Total No College	8,672	41.4%	10,666	43.0%	10,360	43.5%	10,426	44.0%
Some College/No Degree	4,946	23.6%	5,832	23.5%	5,576	23.4%	5,415	22.9%
Associate Degree	1,794	8.6%	2,024	8.2%	1,903	8.0%	1,865	7.9%
Bachelors Degree	3,427	16.4%	3,957	16.0%	3,805	16.0%	3,721	15.7%
Graduate Degree	1,774	8.5%	1,932	7.8%	1,786	7.5%	1,878	7.9%
No Response	310	1.5%	371	1.5%	394	1.7%	372	1.6%

(Source: NOCCCD Argos Files)

In fall 2015, 44% of Fullerton College students were first-generation college students. Moreover, 67% of students enrolled in fall 2015 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 2012 to 2015

BOG Eligibility	Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes - BOG eligible	10,545	50.4%	13,106	52.9%	12,855	54.0%	13,037	55.1%
No - Not eligible	9,607	45.9%	10,762	43.4%	10,094	42.4%	9,818	41.5%
No Response	771	3.7%	914	3.7%	875	3.7%	822	3.4%

(Source: NOCCCD Argos Files)

In fall 2015, 55% 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, 2014) 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 \$35,775. 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 2012 to 2015

Educational Goal	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	% of Total	% of Total	% of Total	% of Total
4 Year Student	5.6%	4.5%	4.1%	4.0%
Associate Degree and Transfer	48.4%	51.1%	52.0%	54.0%
Associate Degree Only	4.3%	4.3%	4.5%	4.4%
HS Completion	0.7%	0.5%	0.4%	0.5%
Career Advancement/Change	5.5%	5.2%	3.8%	3.6%
Educational Development	3.2%	2.7%	1.4%	2.5%
Career Exploration	1.6%	1.6%	1.7%	1.7%
Non-Credit to Credit	0.1%	0.1%	< 0.1%	0.1%
Transfer to university Only	15.4%	15.2%	15.2%	15.0%
Vocational Certificate/Degree	2.4%	2.4%	2.6%	2.1%
Missing	3.4%	3.3%	2.8%	2.5%
Undecided	9.4%	9.4%	9.0%	9.0%

(Source: NOCCCD Argos Files)

More than half of all Fullerton College students declare the goal of earning an Associate 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 2012-2015

Fall 2012			Fall 2013			Fall 2014			Fall 2015		
Majors	Total	%	Total	#	%	Total	#	%	Total	#	%
Liberal Studies	4,104	19.6%	Liberal Studies	1,595	6.4%	Business Administration	1,273	6.0%	Business Administration	1,507	5.9%
Business Administration	1,010	4.8%	Business Administration	1,474	5.9%	Business Management	1,309	5.1%	Business Management	1,238	4.8%
Business Management	899	4.3%	Business Management	1,207	4.9%	Pre-Nursing	1,215	4.8%	Pre-Nursing	1,231	4.8%
Psychology	840	4.0%	Biology	1,120	4.5%	Biology	1,177	4.6%	Biology	1,185	4.6%
Pre-Nursing	816	3.9%	Pre-Nursing	1,108	4.5%	Engineering	1,002	3.9%	Engineering	1,077	4.2%
Biology	813	3.9%	Psychology	945	3.8%	Psychology	913	3.6%	Psychology	871	3.4%
Engineering	627	3.0%	Engineering	892	3.6%	Art	753	2.9%	Computer Science	775	3.0%
Art	566	2.7%	Art	724	2.9%	Liberal Studies	716	2.8%	Art	759	3.0%
Music	490	2.3%	Administration of Justice	696	2.8%	Computer Science	696	2.7%	Kinesiology AA-T	707	2.7%
Accounting	435	2.1%	Accounting	607	2.4%	Administration of Justice	664	2.6%	Administration of Justice	675	2.6%

(Source: NOCCCD Argos Files)

Business Administration continues to be the largest single declared major among Fullerton College students, excluding Liberal Studies. In the fall 2015, semester career technical fields and STEM fields comprised seven of the top ten declared majors.

Top Ten Cities of Residence, Fall Semester 2012-2015

Fall 2012			Fall 2013			Fall 2014			Fall 2015		
Top 10 Cities	Total	%	Top 10 Cities	Total	%	Top 10 Cities	Total	%	Top 10 Cities	Total	%
Anaheim	4,418	21.1%	Anaheim	5,282	21.3%	Anaheim	5,551	21.7%	Anaheim	6,260	24.7%
Fullerton	3,656	17.5%	Fullerton	4,046	16.3%	Fullerton	4,164	16.3%	Fullerton	4,711	18.6%
La Habra	1,422	6.8%	La Habra	1,591	6.4%	La Habra	1,615	6.3%	La Habra	1,898	7.5%
Whittier	1,196	5.7%	Whittier	1,451	5.9%	Whittier	1,533	6.0%	Whittier	1,754	6.9%
Placentia	986	4.7%	Placentia	1,126	4.5%	Placentia	1,136	4.4%	Placentia	1,300	5.1%
Yorba Linda	925	4.4%	Buena Park	1,059	4.3%	Buena Park	1,118	4.4%	Buena Park	1,129	4.5%
Buena Park	881	4.2%	Yorba Linda	943	3.8%	Brea	951	3.7%	Brea	1,104	4.4%
Brea	869	4.2%	Brea	924	3.7%	Yorba Linda	872	3.4%	Yorba Linda	1,027	4.1%
La Mirada	634	3.0%	La Mirada	746	3.0%	La Mirada	775	3.0%	La Mirada	869	3.4%
Orange	490	2.3%	Orange	565	2.3%	Orange	559	2.2%	Garden Grove	600	2.4%
Top Ten	15,477	73.9%	Top Ten	17,733	71.5%	Top Ten	18,274	71.5%	Top Ten	20,652	81.6%

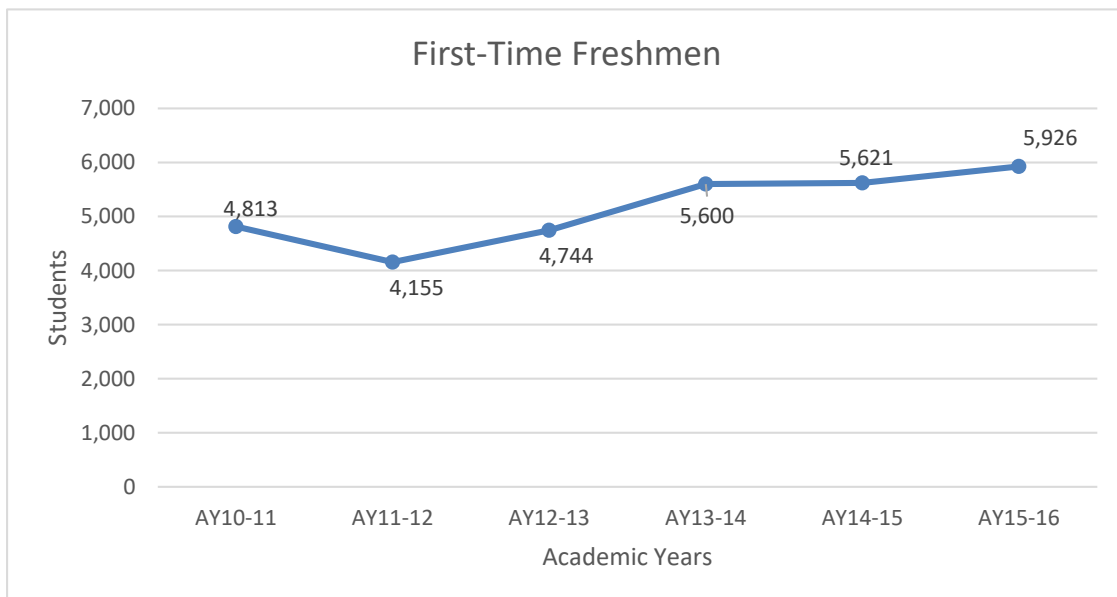
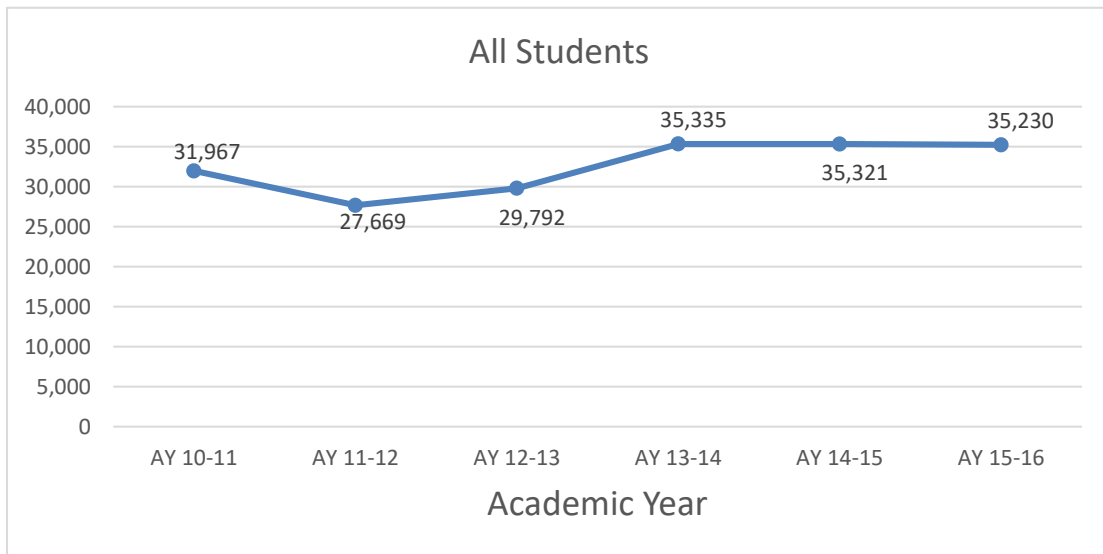
(Source: NOCCCD Argos Files)

The cities of Anaheim, Fullerton, La Habra, Whittier, and Placentia consistently rank as the top five cities of origin for Fullerton College students. Overall, the top nine cities have remained in the top nine the past four fall semesters. Students from these top ten cities made up a combined 81% of the student population in fall 2015. This is a prominent increase from fall 2014 to fall 2015. Increased outreach and course offerings at local high schools may be impacting where students choose to go to college.

Chapter II: 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.

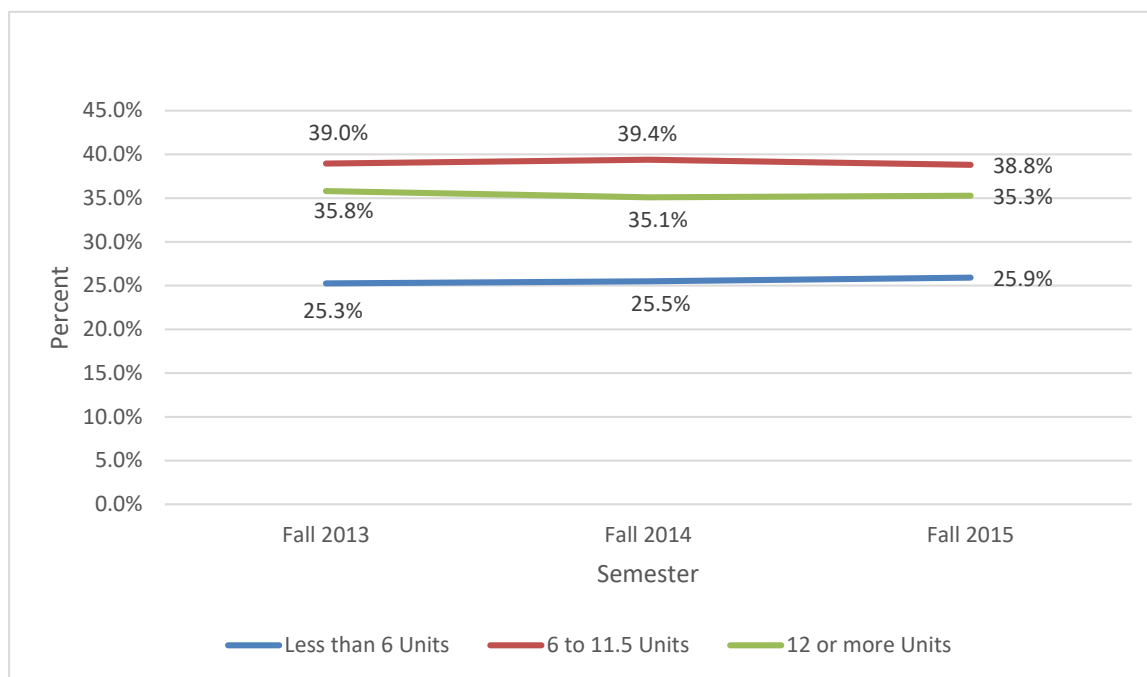
Academic Year Enrollment Trends, 2009-2010 to 2015-2016



Source: NOCCCD Argos Reports

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 2012-2013 to 2013-2014 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. Enrollment growth from 2013-2014 to 2015-2016 has plateaued, yet we continue to see steady increases in first-time freshmen enrollment.

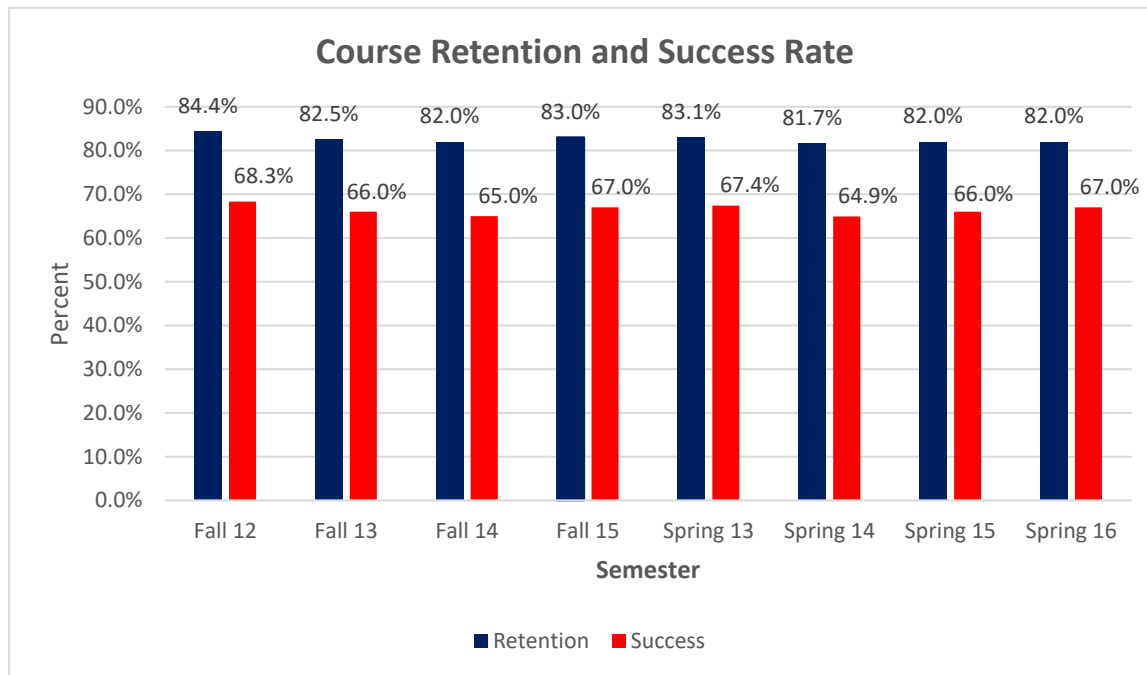
Fall Semester Student Unit Load, 2013 to 2015



(Source: NOCCCD Argos Files.)

Approximately 35% of Fullerton College students enrolled at full-time status during the fall 2015 semester. The rate for full-timers has remained fairly constant, with an increase in students enrolling less than 6 units, and decrease in those enrolling in 6 to 11.5 units. This may be the product of an improved economic climate.

Overall Course Retention and Success Rates, 2012-2013 to 2014-2016



(Source: NOCCCD Argos Files)

Course Success Rates by Course Type and Race/Ethnicity, Fall Semester 2015

Race/Ethnicity	Overall	Basic Skills	Transfer	Vocational
African-American	52.2%	43.9%	54.1%	49.1%
American Indian	54.3%	57.1%	53.9%	54.4%
Asian	74.8%	70.2%	75.1%	74.8%
Hispanic	64.4%	59.6%	64.7%	65.0%
Multi-Ethnicity	66.2%	62.3%	66.7%	65.6%
Pacific Islander	57.1%	50.0%	57.0%	58.1%
White	70.6%	59.8%	71.2%	70.8%
Unknown	67.2%	59.3%	67.5%	69.1%
Total	66.9%	60.2%	67.4%	67.3%

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

Retention rates across all semesters have remained stable. A slight decline is visible across some semesters. As Fullerton College has increased its section offerings, it has experienced slight declines in success rates. This may be the product of increased overall enrollments and higher enrollments of at-risk populations, as the proportions of first generation, BOG eligible, and 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, CCCCCO Datamart.
- The fourth or most detailed level is the ability for researchers to download the datasets (Data-on-Demand) pertaining to each metric for their particular college.

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

Persistence Rate

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

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

In the following chart we see the Fullerton College overall cohort rate, and those of prepared and unprepared students are higher than the statewide figures. Female 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 2009-2010 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	82.3%	73.4%	81.9%	75.1%	82.4%	72.9%
Female	83.6%	73.9%	83.2%	75.8%	83.7%	73.3%
Male	81.1%	73.0%	80.8%	74.6%	81.2%	72.4%
Under 20 years old	83.3%	74.4%	82.9%	75.7%	83.5%	73.9%
20 to 24 years old	70.6%	66.3%	69.7%	70.9%	70.9%	65.2%
25 to 39 years old	76.4%	70.7%	78.6%	71.1%	76.1%	70.6%
40 or more years old	91.7%	76.7%	92.3%	72.3%	91.5%	77.4%
African American	75.7%	68.2%	80.0%	69.2%	75.2%	68.1%
Am. Ind./ Al. Nat.	92.9%	71.9%	100.0%*	74.1%	91.7%	71.3%
Asian	84.1%	79.1%	79.4%	75.8%	88.9%	80.9%
Filipino	82.1%	76.9%	81.4%	77.5%	82.5%	76.7%
Hispanic	81.4%	72.3%	81.6%	75.3%	81.3%	71.7%
Pacific Islander	76.9%	69.8%	66.7%*	70.0%	80.0%	69.7%
White	83.3%	73.7%	82.7%	75.8%	83.6%	72.6%

*Cohort fewer than 10 students

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.

The 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 2009-2010 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	72.6%	67.6%	78.3%	73.2%	70.6%	65.8%
Female	74.4%	69.0%	80.3%	74.2%	72.4%	67.5%
Male	71.2%	66.1%	76.1%	72.3%	69.3%	63.9%
Under 20 years old	74.2%	69.8%	80.0%	74.8%	72.0%	68.0%
20 to 24 years old	58.4%	56.7%	60.5%	63.3%	57.6%	55.3%
25 to 39 years old	66.0%	59.8%	71.4%	63.6%	65.2%	59.3%
40 or more years old	66.7%	63.0%	69.2%	55.4%	66.0%	64.0%
African American	54.1%	55.3%	80.0%	62.4%	51.5%	54.4%
Am. Ind./ Al. Nat.	50.0%	61.6%	50.0%*	73.2%	50.0%	58.6%
Asian	80.1%	77.2%	76.3%	75.1%	84.0%	78.4%
Filipino	79.2%	71.2%	83.7%	74.8%	76.2%	69.9%
Hispanic	69.7%	65.0%	74.8%	72.6%	68.6%	63.5%
Pacific Islander	69.2%	59.9%	66.7%*	67.6%	70.0%	57.8%
White	75.1%	69.2%	81.1%	73.6%	72.7%	67.0%

*Cohort fewer than 10 students

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 \geq 2.0)

The data below show the Fullerton College cohort has higher rates overall when compared to 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 2009-2010 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	50.7%	47.1%	72.3%	70.0%	42.8%	47.1%
Female	53.4%	48.8%	76.1%	73.9%	45.5%	48.8%
Male	48.0%	45.3%	68.4%	66.9%	40.2%	45.3%
Under 20 years old	52.5%	50.4%	74.2%	72.1%	44.4%	50.4%
20 to 24 years old	35.5%	34.9%	55.3%	57.5%	28.1%	34.9%
25 to 39 years old	38.7%	33.6%	42.9%	52.6%	38.0%	33.5%
40 or more years old	41.7%	33.2%	69.2%	50.1%	34.0%	33.2%
African American	35.1%	35.2%	60.0%	62.4%	32.7%	35.2%
Am. Ind./ Al. Nat.	35.7%	41.4%	50.0%*	66.1%	33.3%	41.4%
Asian	72.0%	64.3%	78.9%	80.9%	64.9%	64.3%
Filipino	61.3%	53.7%	74.4%	74.1%	52.4%	53.7%
Hispanic	41.9%	39.7%	64.4%	63.3%	36.8%	39.7%
Pacific Islander	53.8%	38.3%	33.3%*	53.2%	60.0%	38.3%
White	54.8%	51.4%	76.1%	69.9%	46.0%	51.4%

*Cohort fewer than 10 students

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 \geq 2.0)

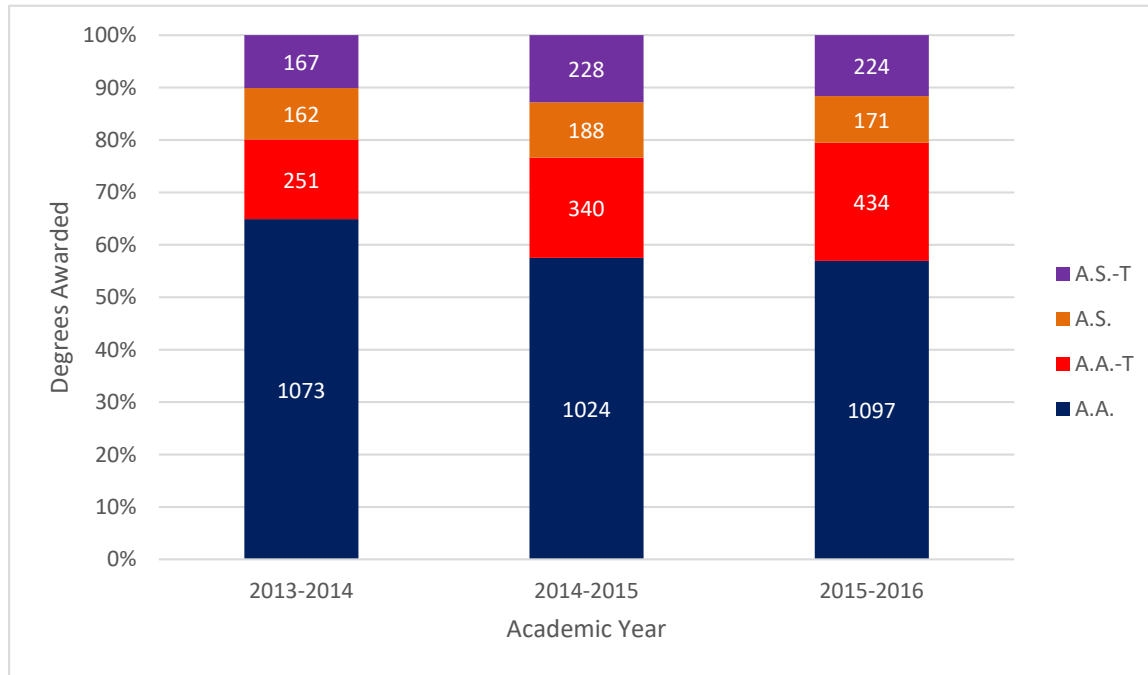
The chart below shows the Fullerton College cohort has higher rates overall than statewide data. Female students have higher rates of CTE completion than male students. By race/ethnicity group, Filipino students are the highest, with Hispanic and Asian student following closely behind. It is important to note here that there is no equity gap in CTE completion rate across gender and racial/ethnic groups.

CCCCO Scorecard 2009-2010 Cohort	Overall	
	Fullerton College	Statewide
Cohort	59.5%	51.4%
Female	60.6%	54.6%
Male	58.8%	48.5%
Under 20 years old	66.9%	63.6%
20 to 24 years old	55.9%	54.3%
25 to 39 years old	52.4%	44.3%
40 or more years old	36.9%	38.2%
African American	55.0%	45.1%
Am. Ind./ Al. Nat.	40.0%*	49.1%
Asian	62.5%	57.3%
Filipino	72.7%	60.3%
Hispanic	57.3%	50.1%
Pacific Islander	57.1%	51.3%
White	58.4%	51.4%

*Cohort fewer than 10 students

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

Fullerton College Associate Degrees Awarded, 2013-2014 to 2015-2016

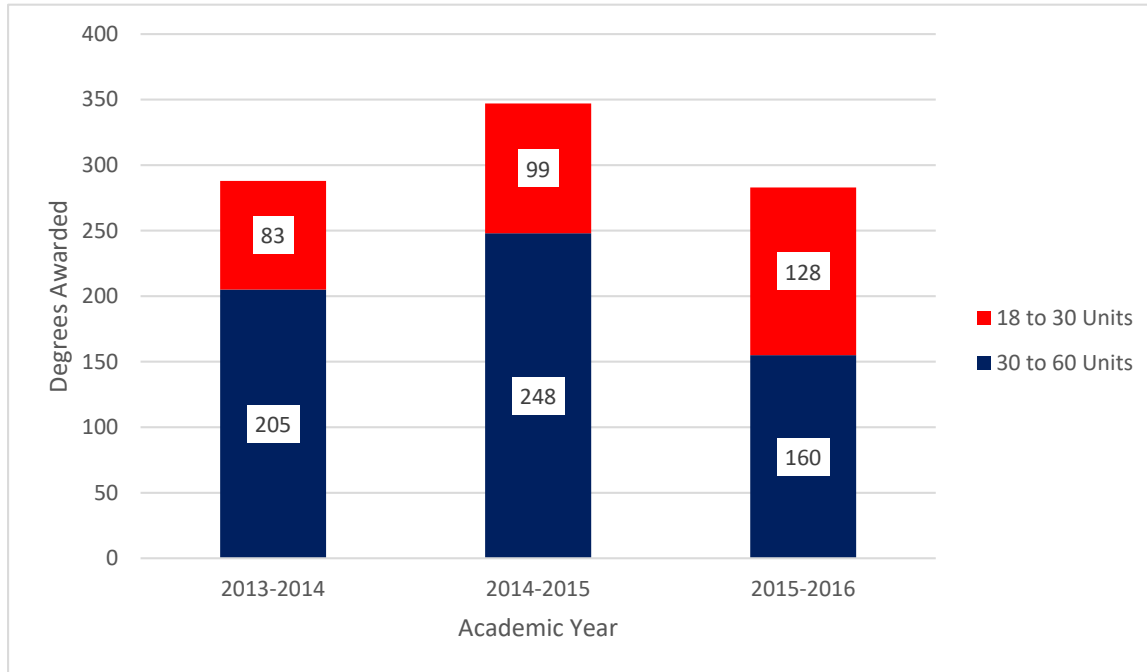


Source: NOCCCD Argos Reports as of October 10, 2016

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% between 2014-15 and 2015-16. There has been an increase in AA and AA-T degrees, and slight decline in AS/AS-T degrees awarded. The transfer degrees (AA-T and AS-T) 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 Certificates Awarded, 2013-2014 to 2015-2016



(Source: NOCCCD Argos Files)

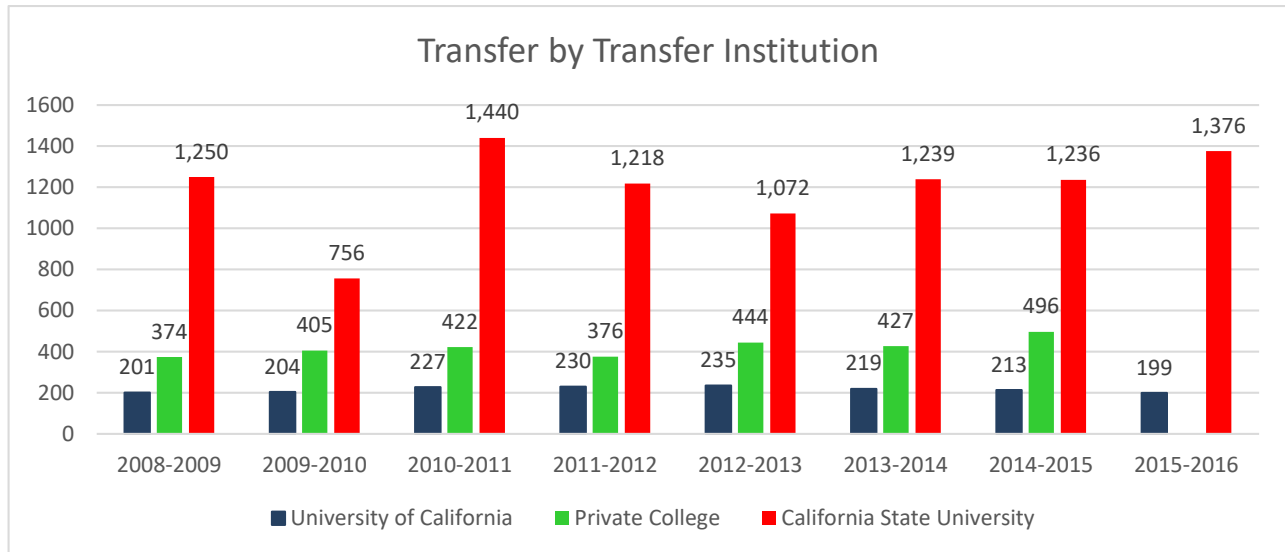
Total number of certificates awarded declined from 444 in 2010-11 to 257 in 2012-13, and increased to 347 in 2014-2015. This was a 21% increase in certificates awarded from 2013-2014 to 2014-2015. The significant decline is indicative of a short-term displacement of some technical programs to achieve 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 saw the number of certificates awarded increased in 2014-2015. From 2014-2015 to 2015-2016 there was an 17% decrease in the number of certificates completed. Part of this decrease is attributed to the Administration of Justice FCPA certificate program not being offered in 2015-2016.

Degrees and Certificates Awarded, 2013-2014 to 2015-2016

Degree/Certificate	2013-2014	2014-2015	2015-2016
Associate of Arts (A.A) degree	1,073	1,024	1,097
Associate in Arts for Transfer (A.A.-T) degree	251	340	434
Associate of Science (A.S.) degree	162	188	171
Associate in Science for Transfer (A.S.-T) degree	167	228	224
Associate degree total	1,653	1,780	1,926
Certificate requiring 18 to 30 units	83	99	128
Certificate requiring 30 to 60 units	205	248	160
Certificate Total	288	347	288
Overall Total	1,941	2,127	2,214

Source: NOCCCD Argos Reports as of October 10, 2016

Fullerton College Transfer by Volume, 2008-2009 to 2015-2016



*At the time of this report Private College transfer data was not available

Fullerton College has a rich history of strong transfer programs. One of the difficulties in analyzing trends in transfer are the various external influences, such as UC/CSU admissions policies, that impact how many FC students transfer. In 2015-2016, the number of students that Fullerton College transferred to the CSU was the 2nd most in the past 8 years. Fullerton College is consistently one of the top colleges transferring Hispanic/Latino students to CSU campuses.

Transfer Velocity, Cohorts 2006-2007 to 2008-2009

“The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student’s transfer outcome is calculated for a variety of time frames ranging from three years after initial enrollment to as high as twelve years after initial enrollment, time allowing. Obviously, more recent cohorts will have a smaller range of time windows available with the more recent cohort showing transfer rates for just three years, four years, five years, etc. after initial enrollment at a CCC.”

Cohort Year 2006-2007		Cohort Year 2007-2008		Cohort Year 2008-2009	
Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
2,117	949	2,335	1,013	2,614	1,140

(Source: 2016 Transfer Velocity Cohort)

Transfer rates by cohort have remained around 44% over the past three cohorts, while the overall volume has increased.

Gender	Cohort Year 2006-2007		Cohort Year 2007-2008		Cohort Year 2008-2009	
	Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
Female	1,116	504	1,213	544	1,339	605
Male	987	436	1,084	458	1,236	524
Unknown	14	9	38	11	39	11
Total	2,117	949	2,335	1,013	2,614	1,140

(Source: 2016 Transfer Velocity Cohort)

Ethnicity	Cohort Year 2006-2007		Cohort Year 2007-2008		Cohort Year 2008-2009	
	Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
African-American	55	31	51	29	99	50
American Indian/ Alaskan Native	17	5	10	6	20	6
Asian	288	170	296	185	357	224
Filipino	75	31	70	35	89	39
Hispanic	751	277	882	290	972	334
Pacific Islander	16	8	13	5	26	6
Unknown	186	88	220	95	239	100
White Non-Hispanic	729	339	793	368	812	381
Total	2,117	949	2,335	1,013	2,614	1,140

(Source: 2016 Transfer Velocity Cohort)

Age Group	Cohort Year 2006-2007		Cohort Year 2007-2008		Cohort Year 2008-2009	
	Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
Under 20	1,911	882	2,113	925	2,373	1,070
20-24	149	50	142	62	154	47
25-39	38	11	59	22	56	14
40 or Older	19	6	21	4	31	9
Total	2,117	949	2,335	1,013	2,614	1,140

(Source: 2016 Transfer Velocity Cohort)

CTE Job Placement Related Data for Fullerton College

Source: CTE Employment Outcomes Survey 2015

- 77% of skills-building students reported being employed for pay after completing their studies at Fullerton College.
- There was a 13 percentage point increase in full-time employment among skills-building students who completed their studies at Fullerton College (29% were employed full time before their studies, and 42% were employed full-time after their studies).

Source: CCCC Perkins IV Report for 2016-17 Fiscal Year as Reported to ACCJC

Percent of 2013-14 cohort that is employed by TOP Codes for CTE (based on EDD data)

Program	TOP Code	Job Placement Rate (%)
Applied Photography	101200	100.00
Police Academy	210550	94.29
Computer Information Systems	070200	92.31
Computer Programming	070710	90.00
Automotive Technology	094800	85.29
Radio and Television	060400	84.00
Administration of Justice	210500	82.89
Journalism	060200	80.00
Interior Design and Merchandising	130200	80.00
Preschool Age Children	130540	80.00
Business Management	050600	78.00
Business Administration	050500	77.63
Fashion	130300	76.47
Manufacturing and Industrial Technology	095600	75.51
Child Development/Early Care and Education	130500	75.00
Construction Crafts Technology	095200	75.00
Paralegal	140200	73.08
Music	100400	68.89
Graphic Art and Design	103000	66.67
Accounting	050200	65.85
Drafting Technology	095300	64.71
Cosmetology and Barbering	300700	63.72
Television (Including Combined TV/Film/Video)	060420	63.16
Commercial Music	100500	54.55
Horticulture	010900	38.46

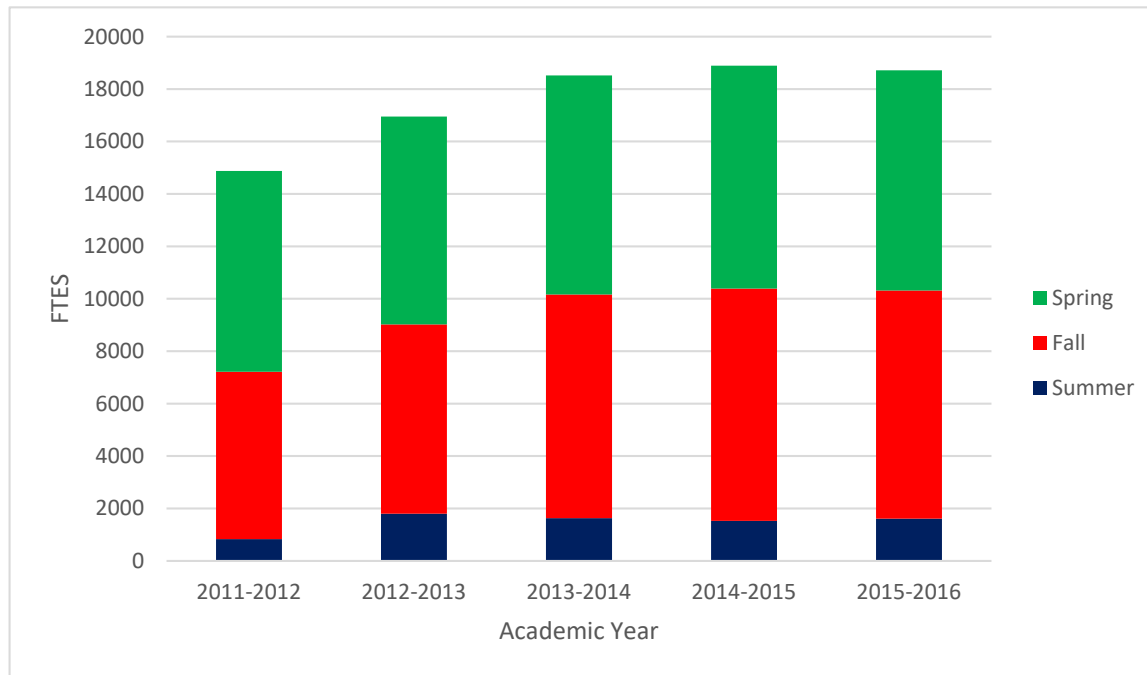
Skills Builder Outcomes, 2016 CCCCO Scorecard

Skills Builder Data – The median percentage change in wages for students who completed higher level CTE coursework in 2012-2013 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate. Overall, the median % change in wages for these students was 19%.

Programs with highest enrollments	Median % Change	Total N
Accounting	44.7%	101
Administration of Justice	44.6%	64
Business Management	33.9%	63
Interior Design and Merchandising	21.0%	22
Graphic Art and Design	13.9%	25
Drafting Technology	8.9%	33
Radio and Television	6.2%	32
Manufacturing and Industrial Technology	6.0%	35
Fashion	0.7%	40
Construction Crafts Technology	-1.0%	21

Source: CCCCO Scorecard 2016

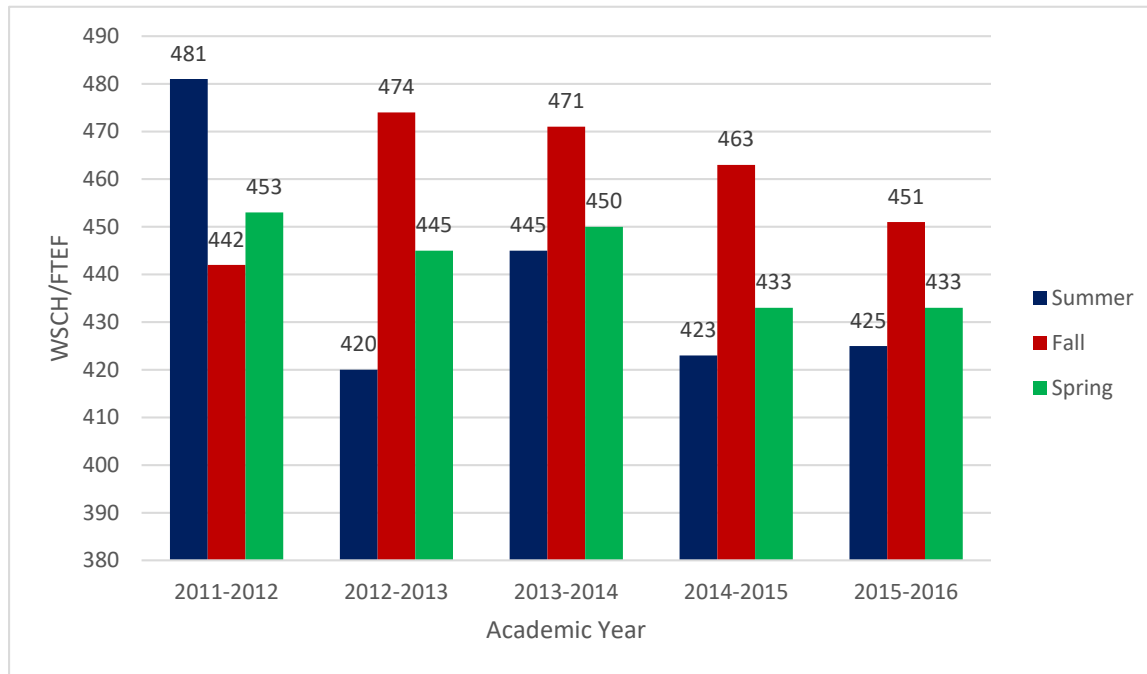
Resident Full Time Equivalent Students (FTES) Generation, 2011-2012 to 2015-2016



(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 has begun to stabilize. The 2011-2012 budget cuts are evident here and we see the recovery of FTES as state revenues and funding have been restored. In 2015-16, Fullerton College was 5th among all California community colleges in resident credit FTES.

WSCH/FTEF Ratio, 2011-2012 to 2015-2016



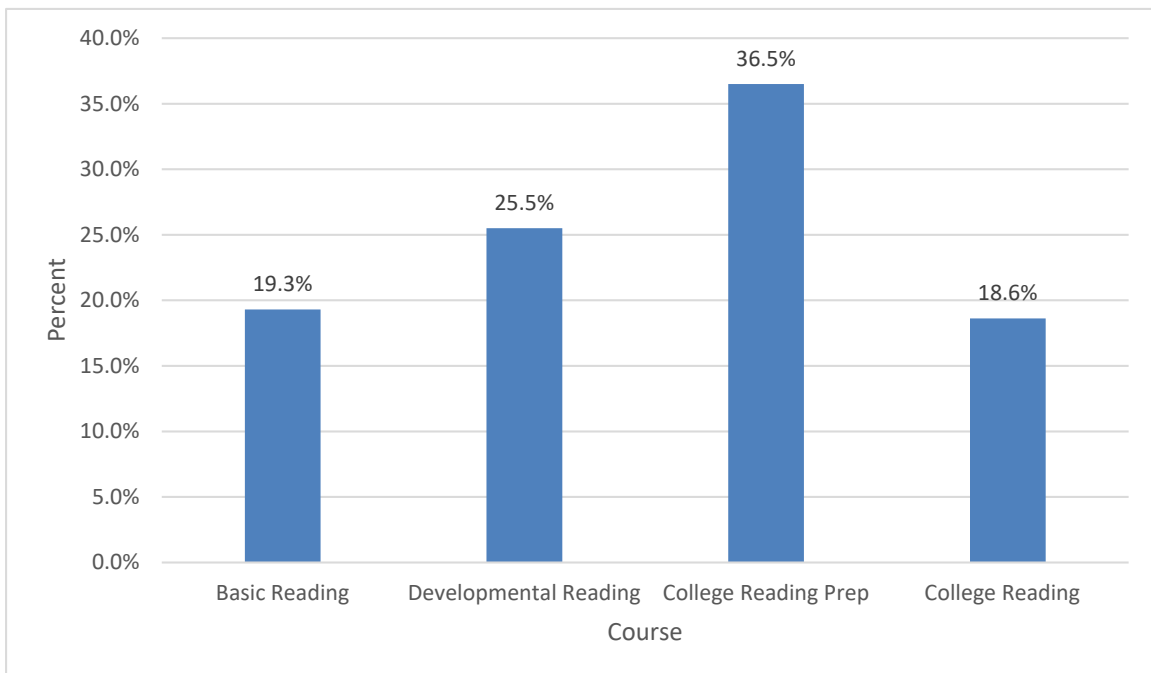
(Source: NOCCCD 5-year Comparison Table)

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.

Placement and Remedial Progress Rate

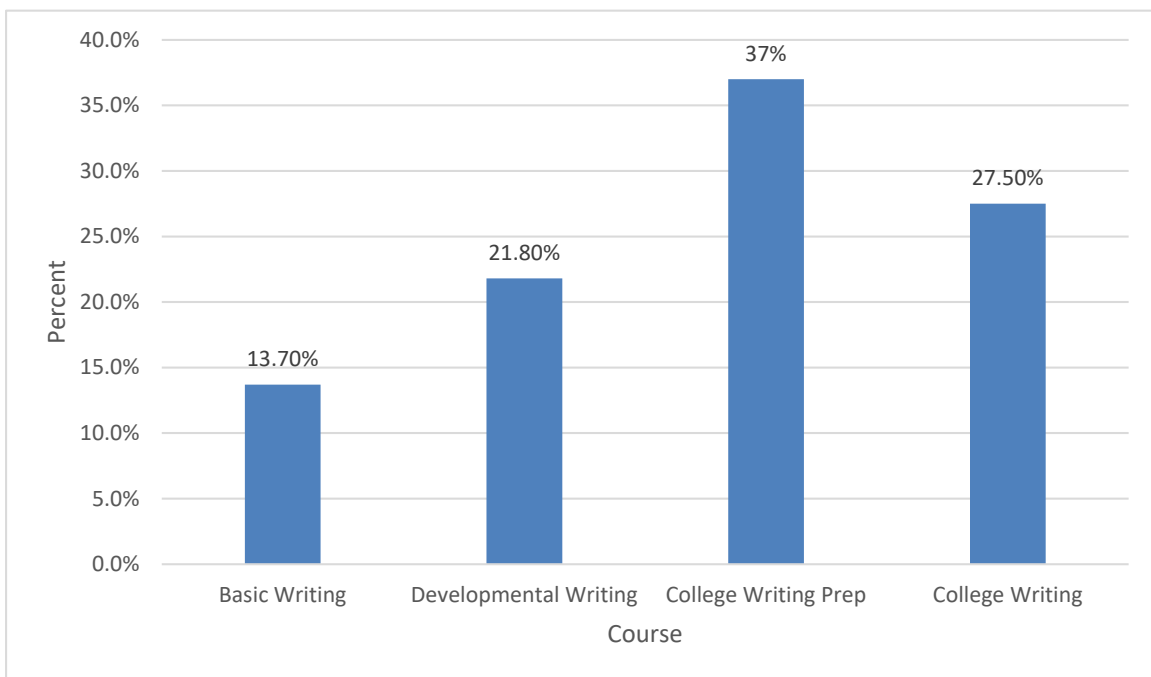
Recent years in higher education have seen a spotlight directed on the skills deficiencies present in most incoming college students as they undertake studies to fulfill their educational goals. On average nationally, nearly 70% of incoming freshmen enter with English, Math, and Reading skills that are 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 and is piloting alternative placement models that rely heavily on student high school performance to predict college success. Data analysis are being conducted on these efforts and will be provided in future reports.

Reading Assessment Test Placements, First-time Freshmen, Academic Year 2015-2016



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 2015-2016, 19% 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 43% of incoming students were assessed as needing two or more courses before being prepared for college level studies in reading alone.

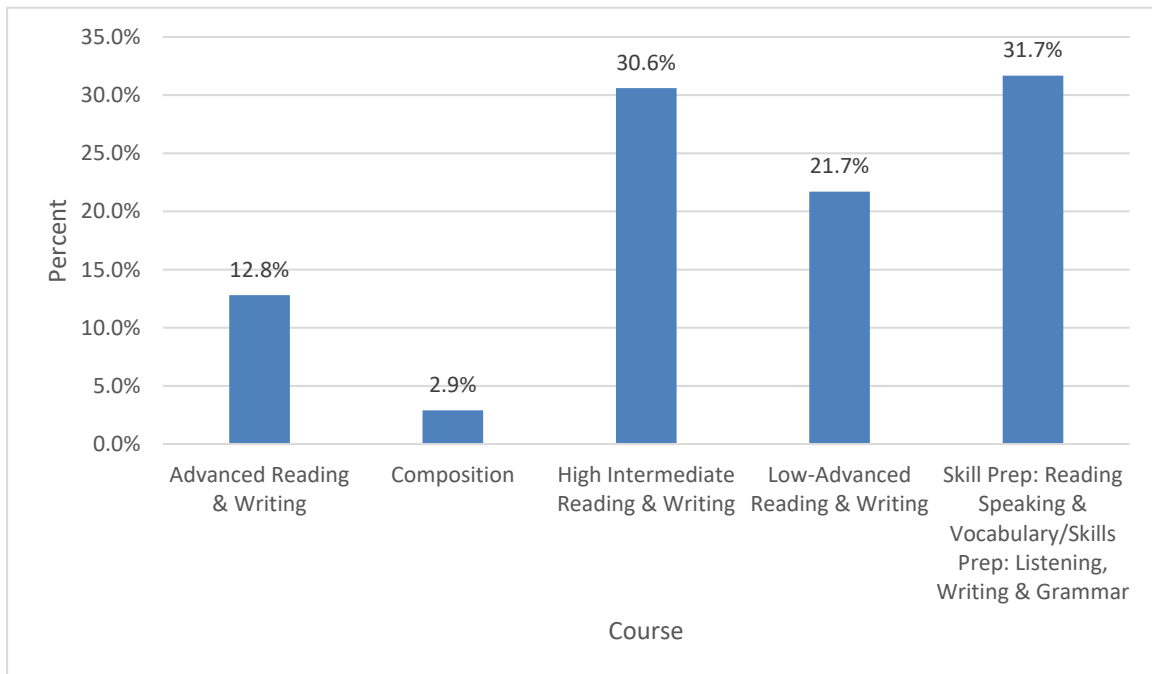
Writing Assessment Test Placements, First-time Freshmen, Academic Year 2015-2016



(Source: NOCCCD Argos Files)

In 2015-2016, approximately 28% percent of students 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. Students now have the opportunity to enroll in accelerated courses that decrease the time they spend in developmental courses, as well as enroll in an enhanced English 100 pilot.

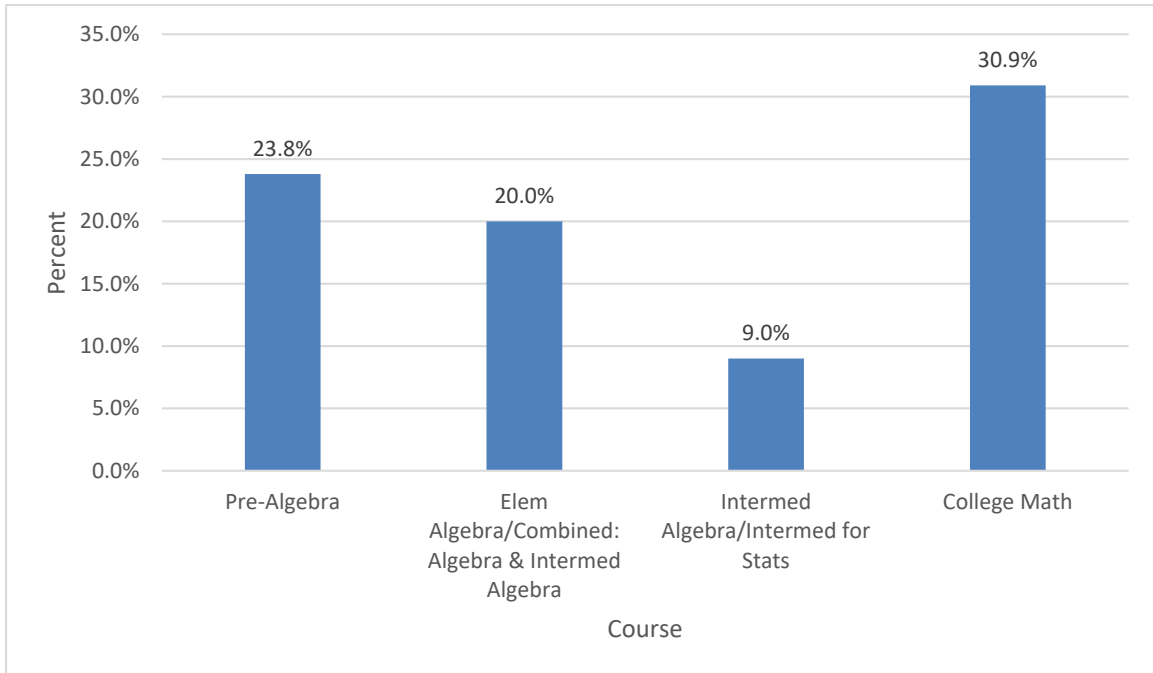
English-as-a-Second Language (ESL) Assessment Test Placements First-time Freshmen, Academic Year 2015-2016



(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 the 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 2015-2016



(Source: NOCCCD Argos Files)

During 2015-2016, approximately 31% of first-time students placed into college math. However nearly 44% of first-time freshmen placed two or more levels below college-level in math. The Fullerton College Math Department has added an accelerated math course that decreases the time spent in below-college-level courses and does not require a prerequisite course for enrollment.

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	38.3%	32.7%	51.2%	45.4%	52.9%	28.6%
Female	40.7%	34.5%	55.7%	48.0%	51.2%	30.0%
Male	35.9%	30.3%	46.8%	42.5%	58.2%	26.6%
Under 20 years old	39.4%	36.3%	54.9%	51.5%	84.2%	47.2%
20 to 24 years old	36.0%	29.0%	41.2%	37.5%	63.8%	38.5%
25 to 39 years old	38.3%	30.8%	40.0%	37.6%	48.3%	23.1%
40 or more years old	29.5%	26.4%	43.4%	32.2%	33.8%	14.4%
African American	31.3%	18.6%	31.8%	29.6%	40.0%*	22.0%
Am. Ind./ Al. Nat.	25.0%*	29.9%	55.6%*	38.2%	0.0%*	31.6%
Asian	61.5%	45.1%	64.4%	61.7%	57.9%	37.2%
Filipino	56.8%	40.0%	67.3%	55.1%	75.0%*	33.8%
Hispanic	34.9%	31.2%	47.7%	42.6%	35.6%	19.3%
Pacific Islander	27.3%	27.9%	50.0%	39.3%	0.0%*	19.5%
White	42.2%	36.8%	56.2%	49.5%	72.7%	32.4%

(Source: 2016 Student Success Scorecard)

*Cohort fewer than 10 students

Chapter III: Student Achievement Data

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).

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

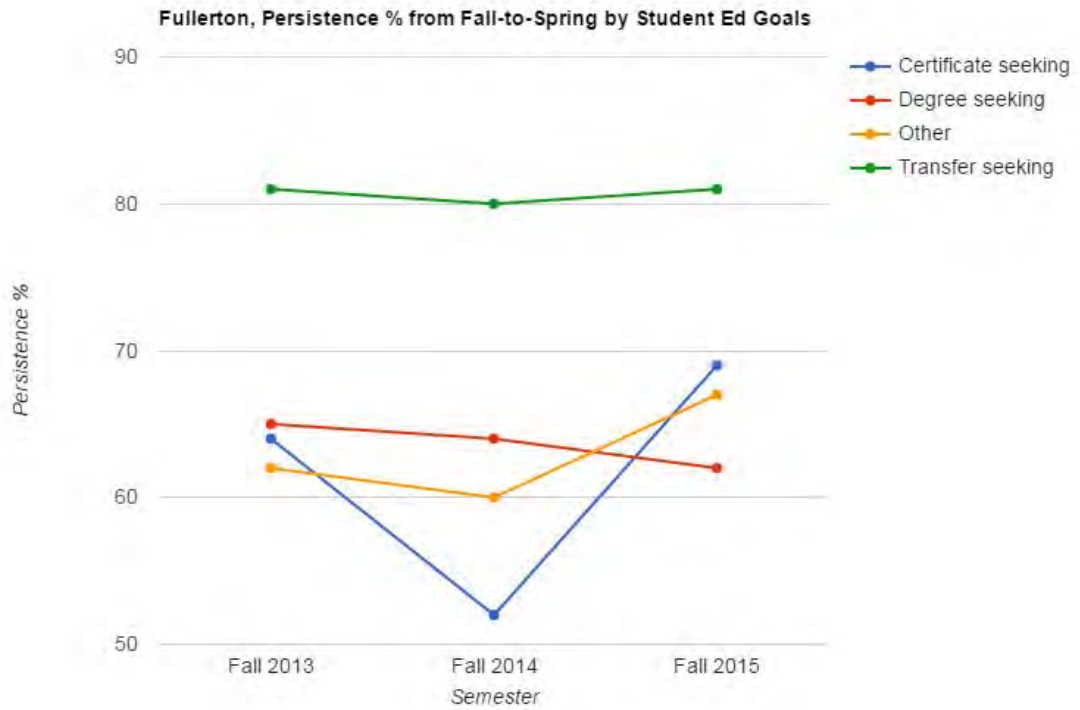
- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs

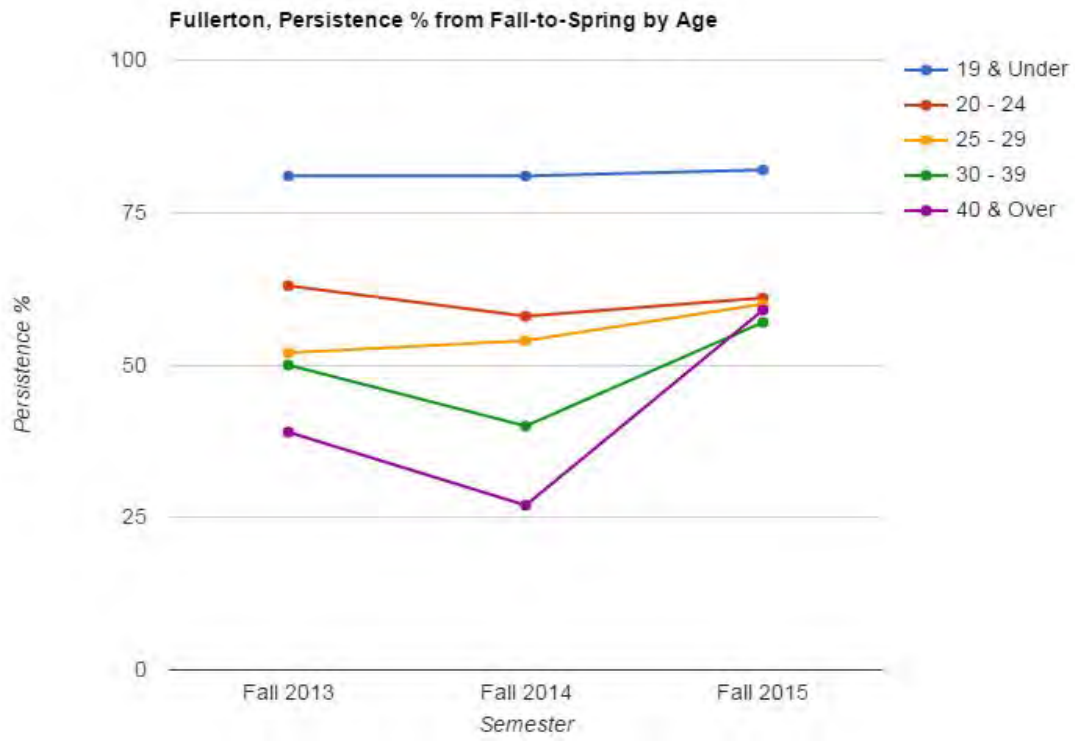
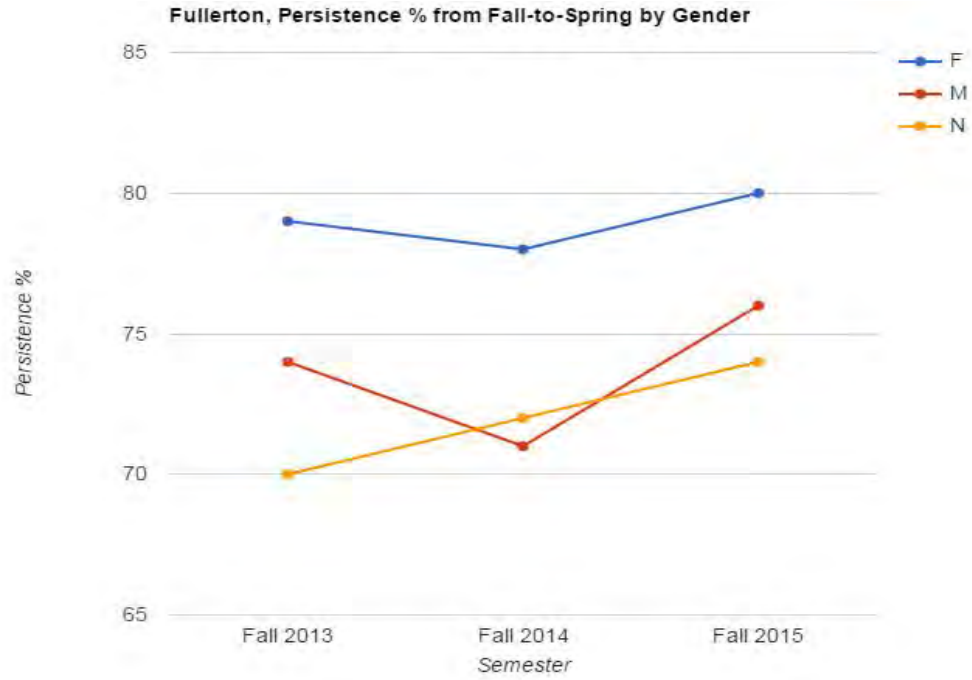
Method of Instruction

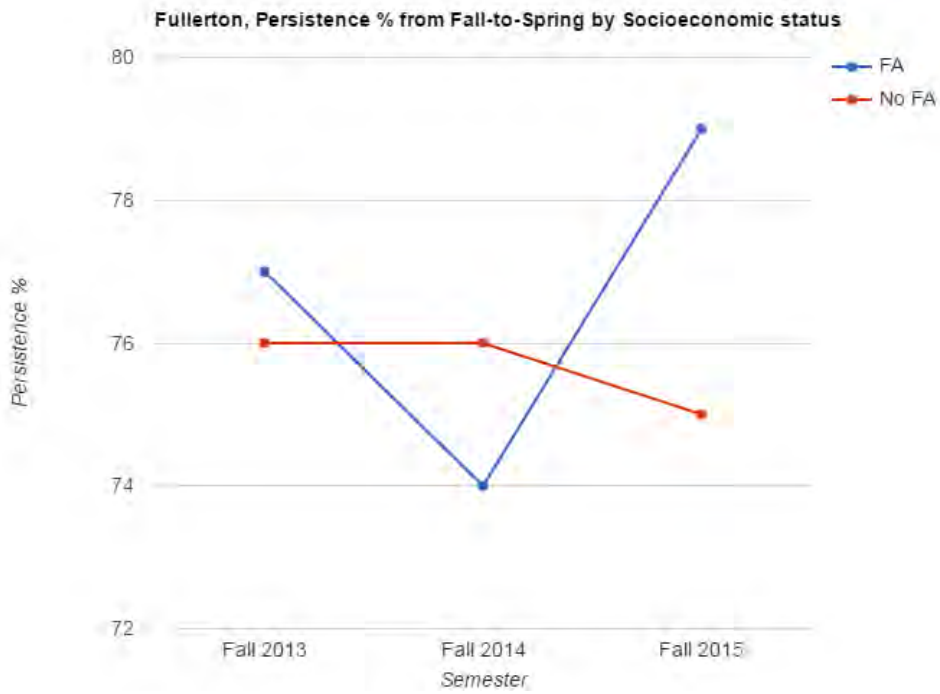
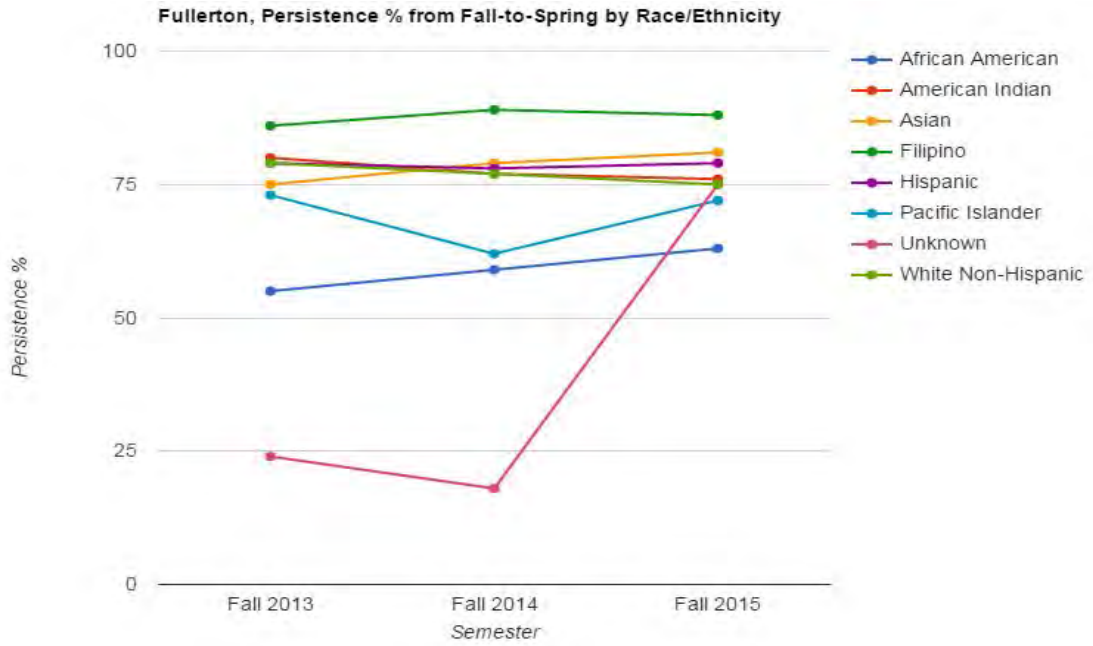
- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs

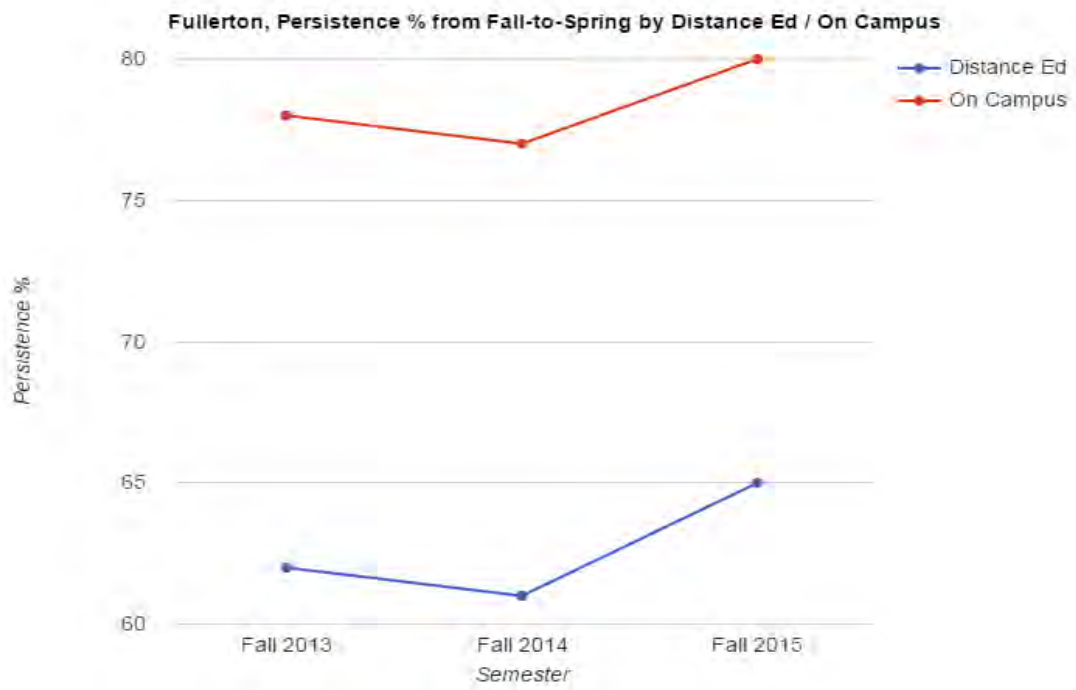
Fullerton College Persistence Data by Student Ed Goals, Gender, Age, Race/Ethnicity, Socioeconomic Status and Distance Ed/On Campus

Fullerton College persistence data by student education goals shows transfer seeking students are more likely to persist to the spring semester when compared to their counterparts. Women and younger students also persisted at higher rates when compared to their respective counterparts. Additionally, students that completed coursework solely via distance education persisted at lower rates when compared to students in face-to-face courses.



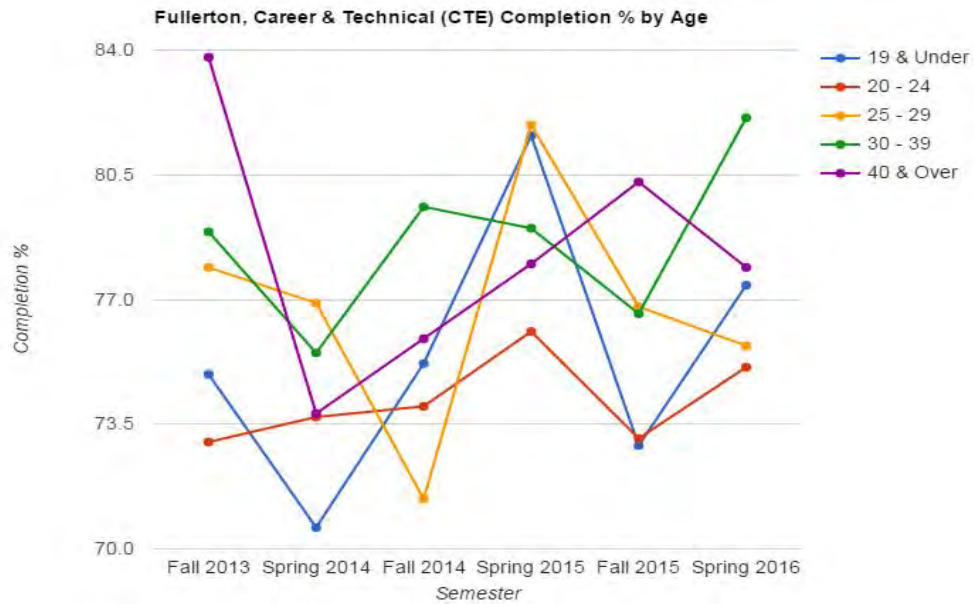


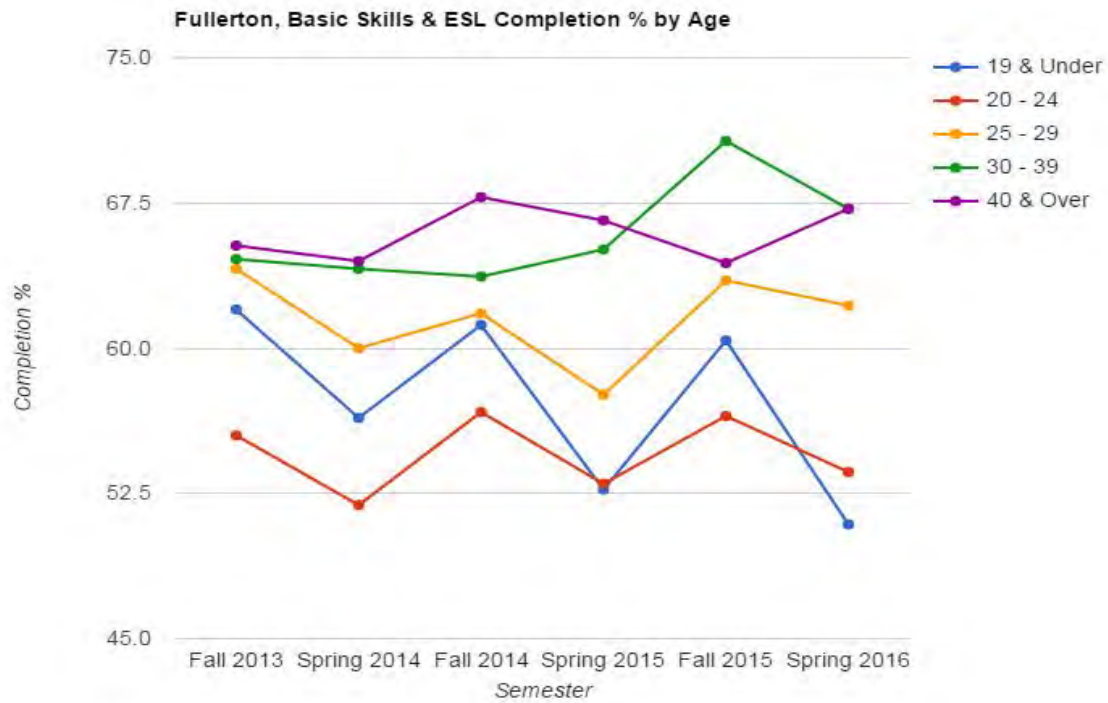




Fullerton College Completion Data by Age, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

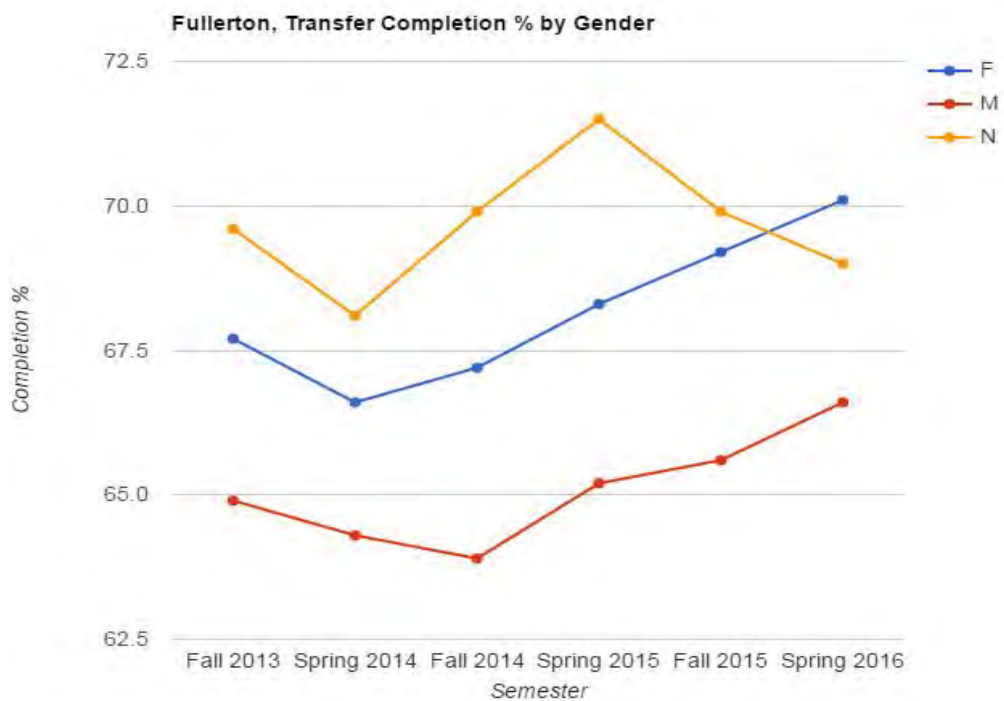
Fullerton College course completion data for transfer and basic skills/ESL courses indicate that younger students generally have lower completion rates than older students, and that in basic skills/ESL courses, completion rates among the younger age groups have been on the decline. This is in contrast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

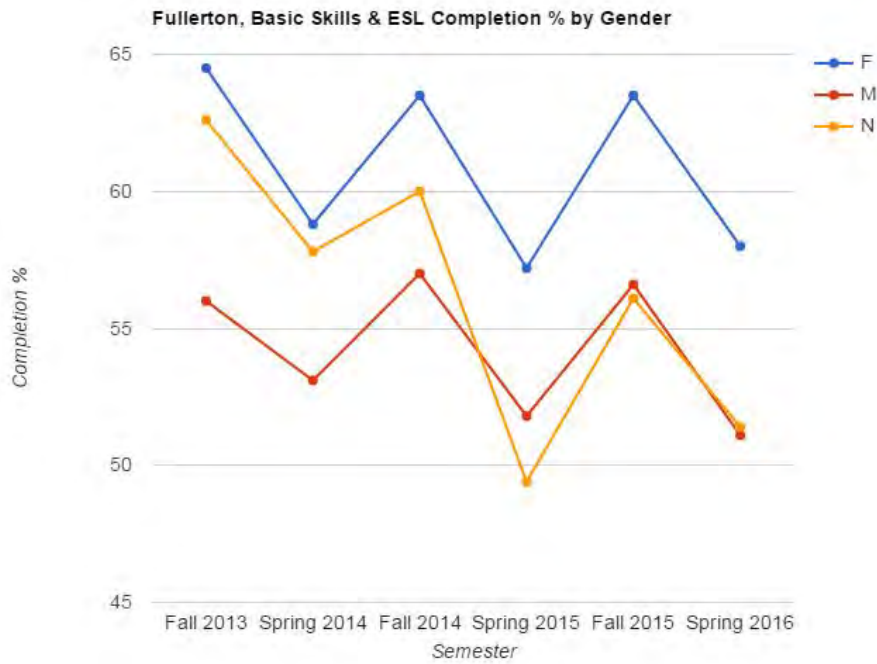
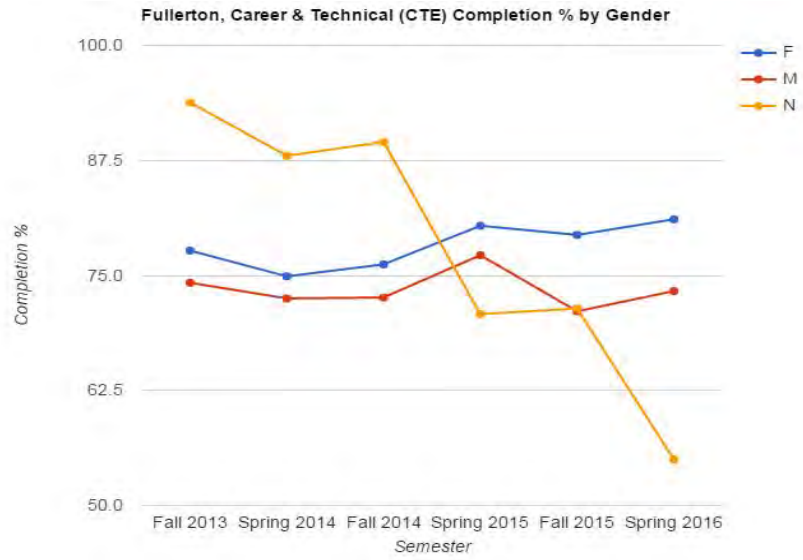




Fullerton College Completion Data by Gender, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

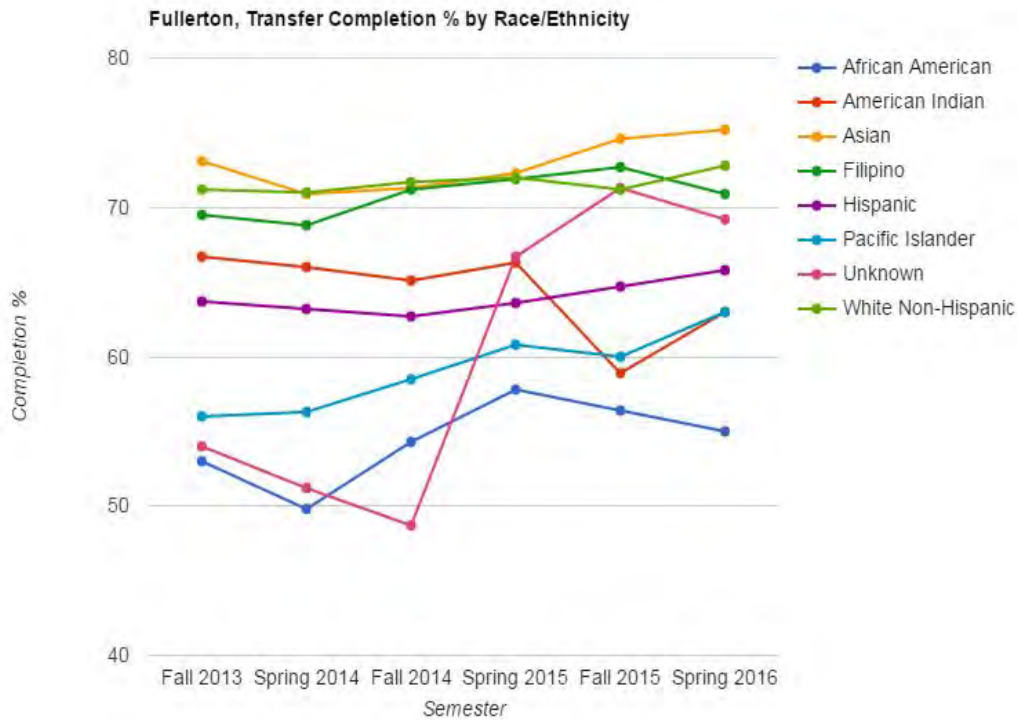
With respect to gender, Fullerton College course completion in transfer, CTE, and basic skills/ESL courses were consistently higher for females than for males. Completion rates in transfer courses have shown steady increases among both males and females, and CTE completion rates have remained generally high for both groups over time.

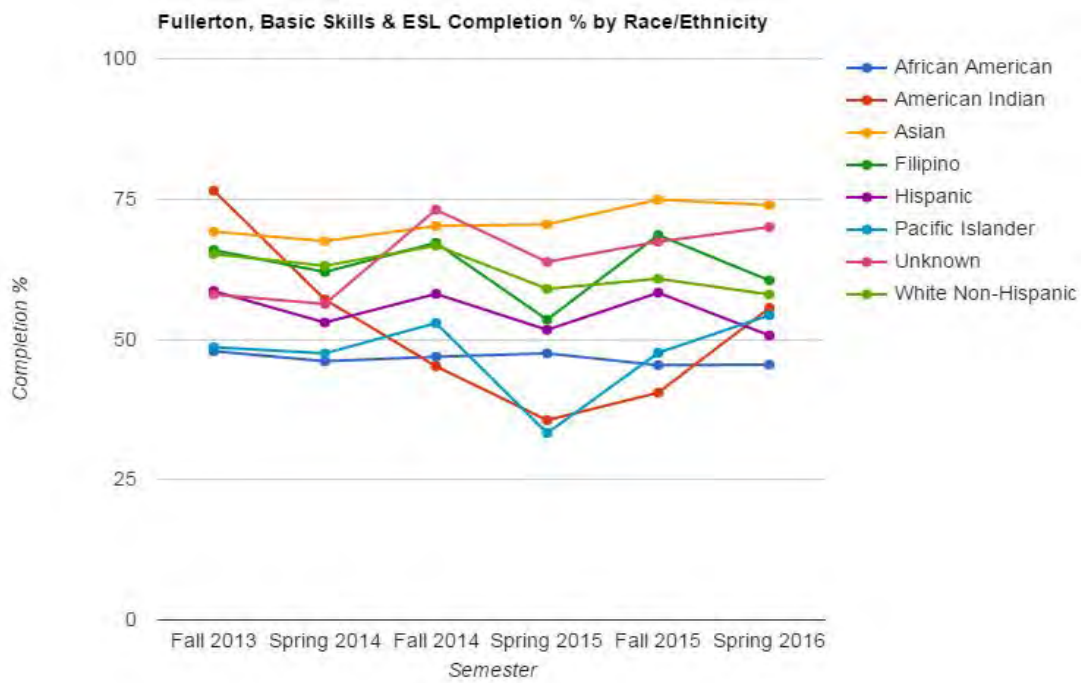
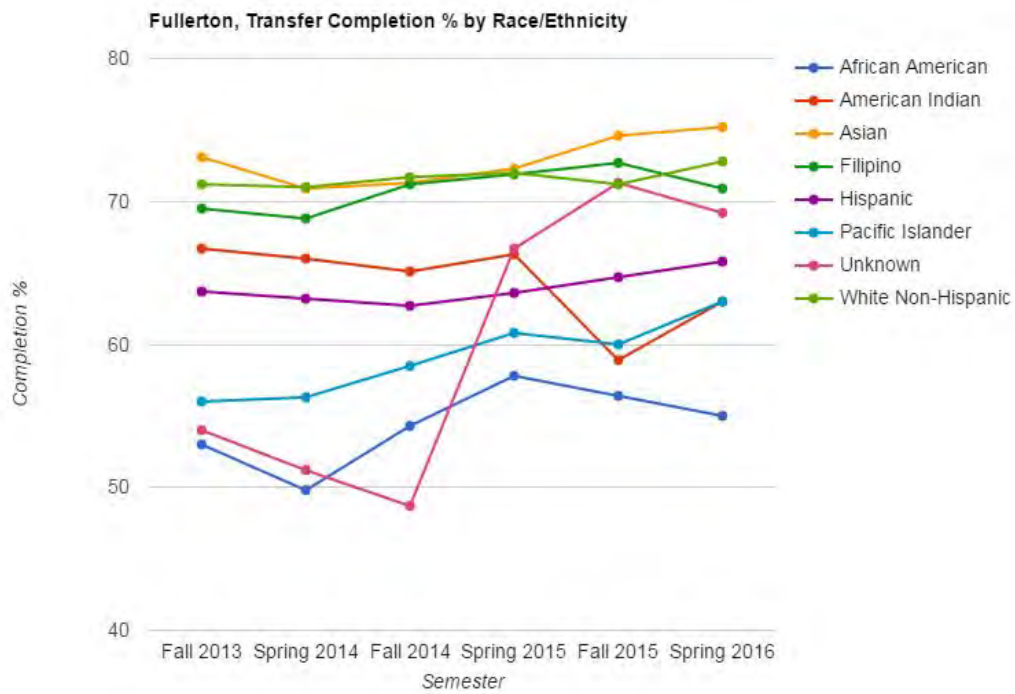




Fullerton College Completion Data by Ethnicity, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

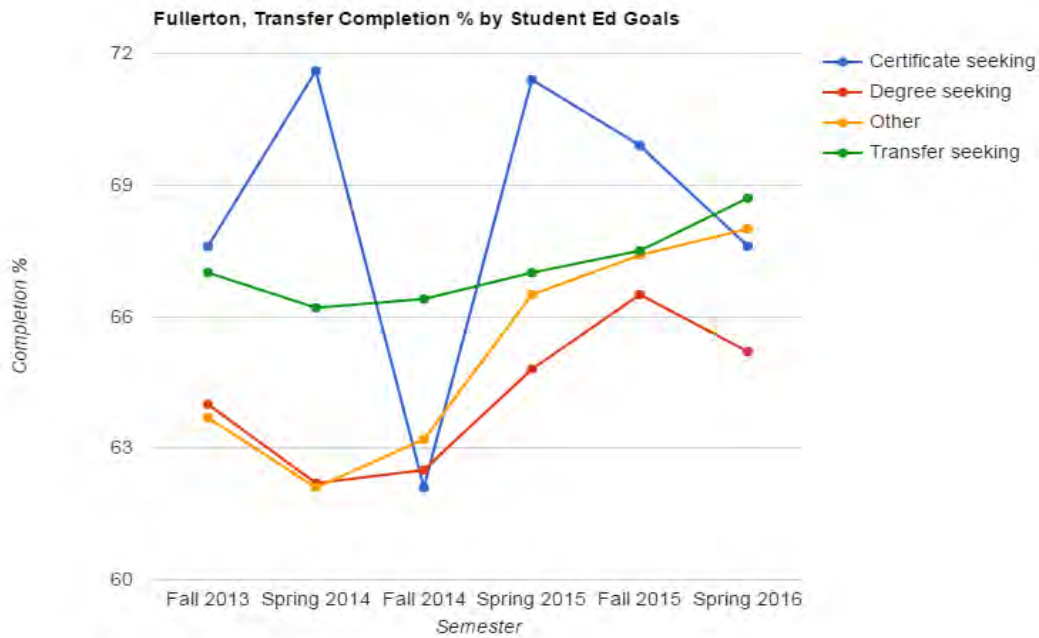
Course completion rates in transfer, CTE, and basic skills/ESL courses for African American, Hispanic, and Pacific Islander students have consistently been the lowest, whereas the completion rates of White and Asian students have consistently been the highest.

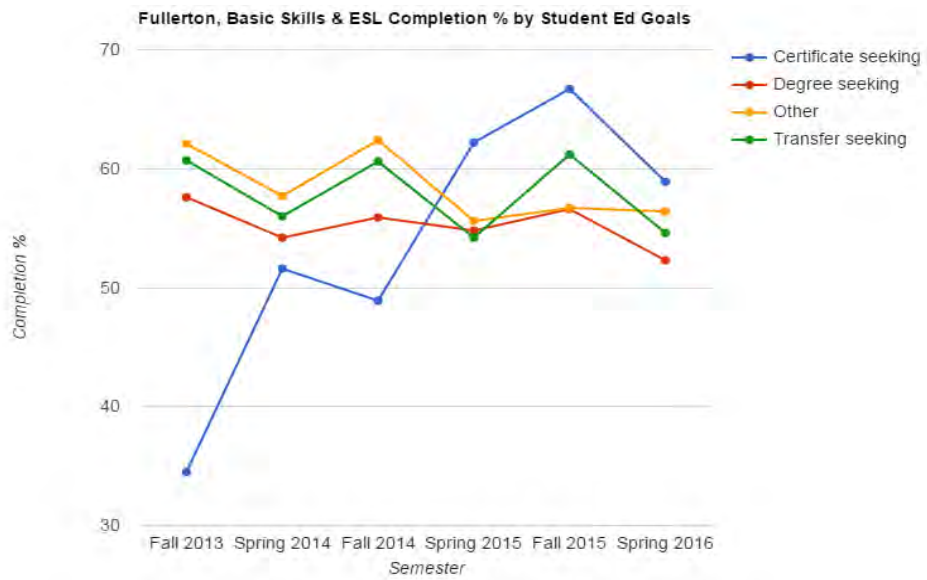
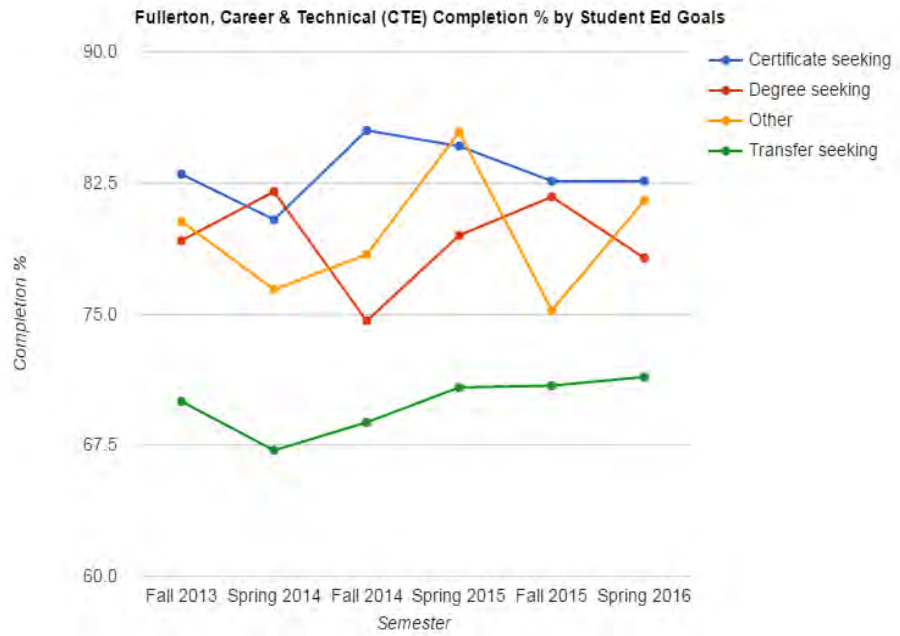




Fullerton College Completion Data by Educational Goal, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

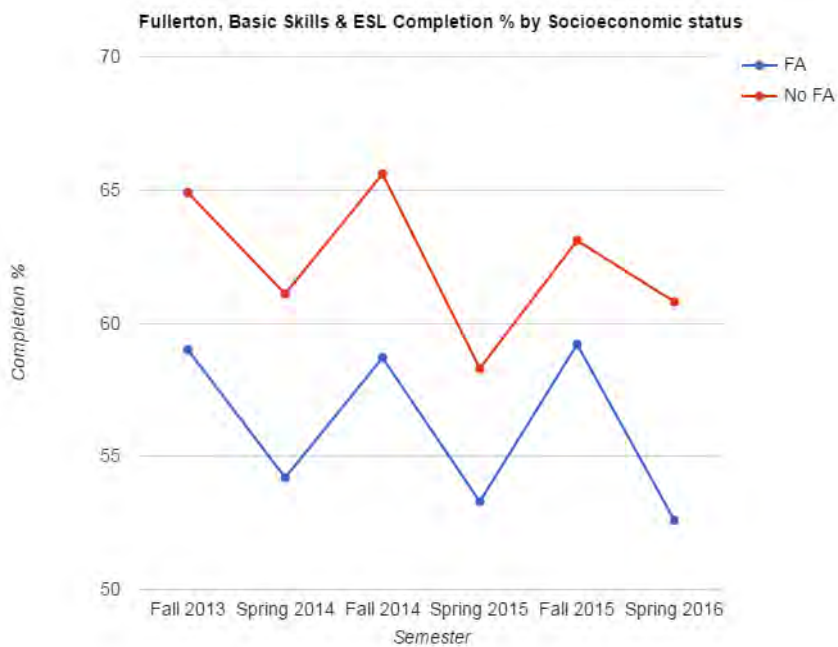
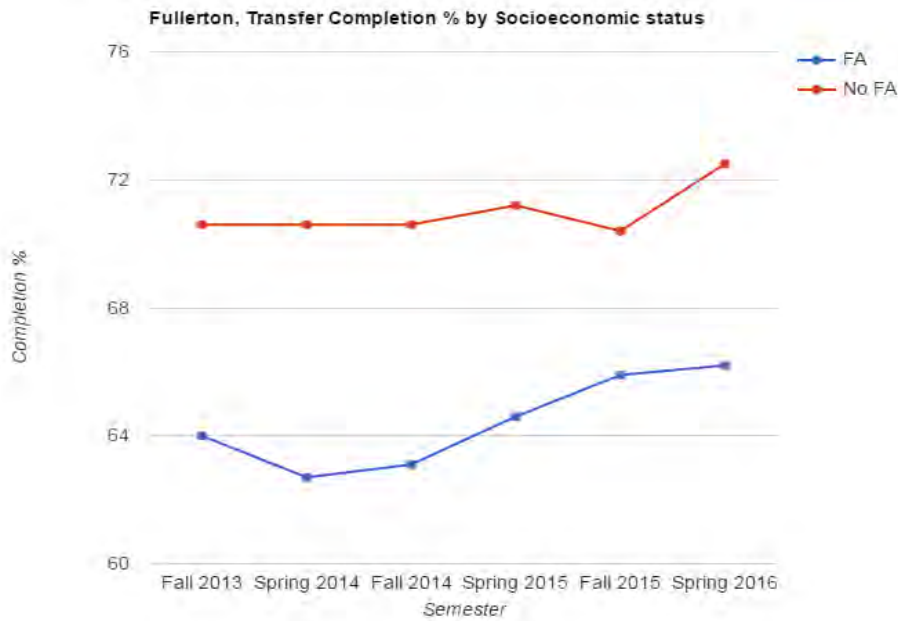
When considering course completion and student educational goal, the results varied depending on course type. Specifically, certificate and transfer seeking students overall had the highest course completion rates in transfer courses, and degree and transfer seeking students consistently had the lowest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

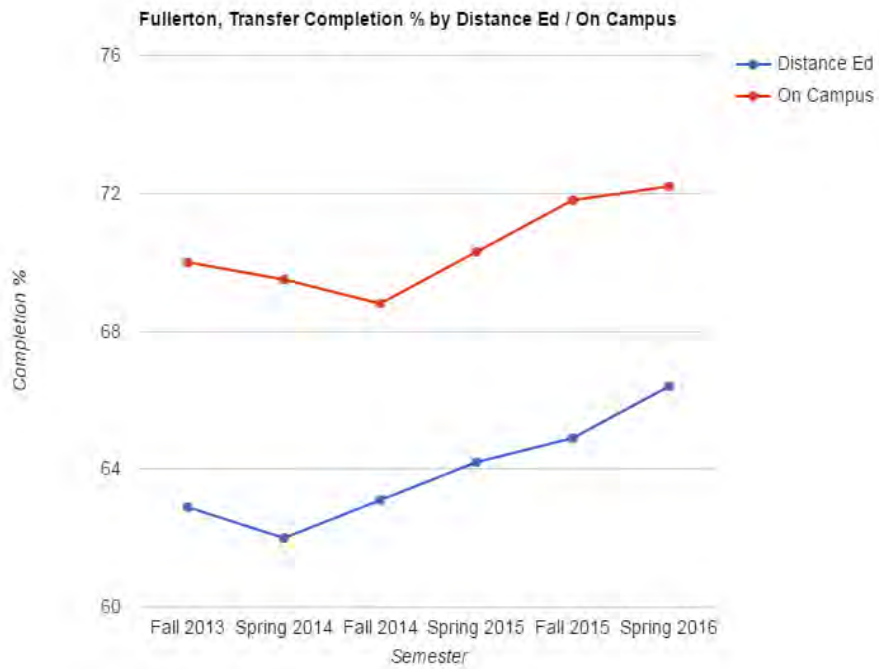
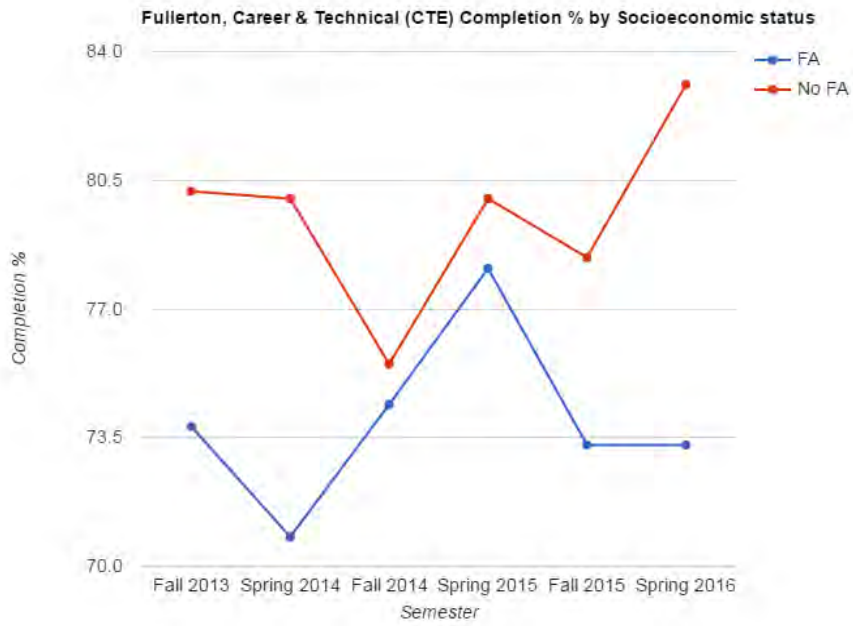




Fullerton College Completion Data by Socioeconomic Status, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

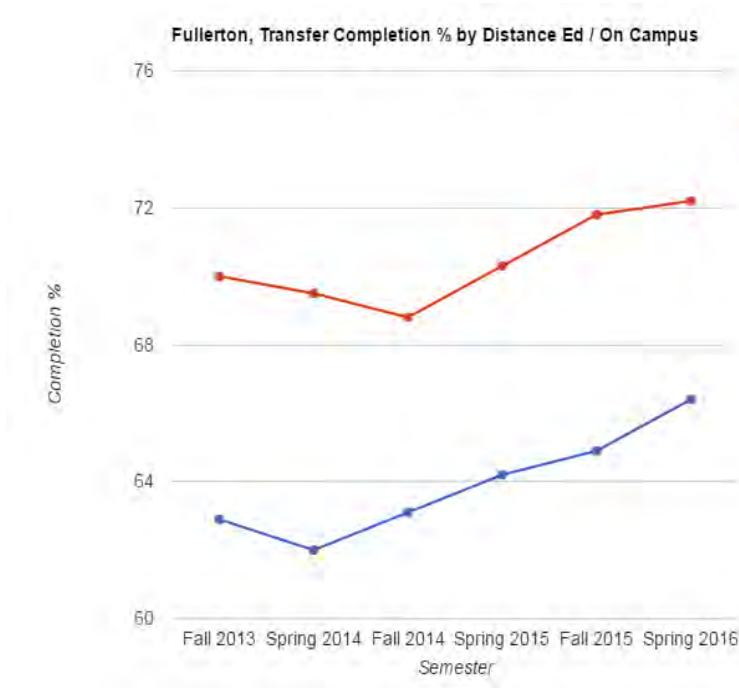
Students with lower socioeconomic status (as defined by being recipients of need-based financial aid) have generally had lower course completion rates in transfer, CTE, and basic skills courses than other students, however the gap tends to be smaller and is sometimes non-existent when considering completion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



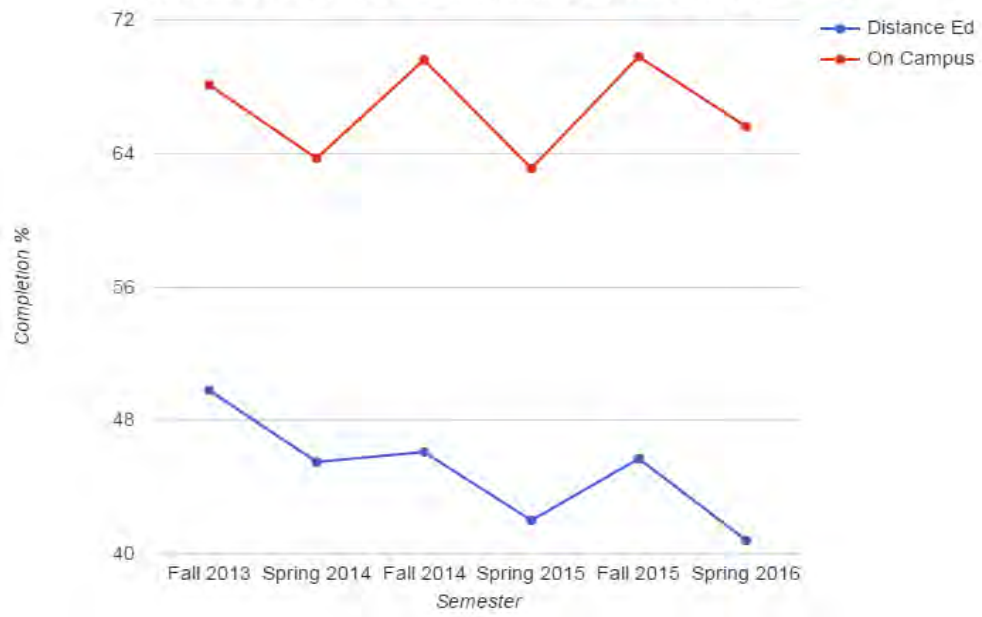


Fullerton College Completion Data by Method of Instruction, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

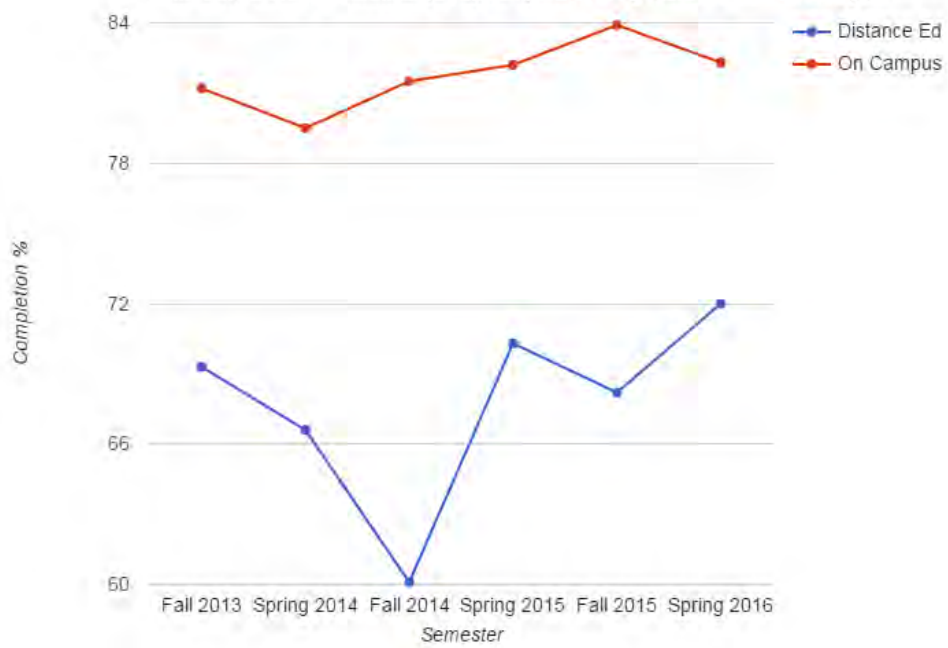
College-wide, distance education courses have had consistently lower course completion rates than on-campus courses among transfer, CTE, and basic skills/ESL courses. Completion of distance education courses has largely remained stable for transfer and CTE courses, but has declined in basic skills/ESL courses since fall 2013.



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



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

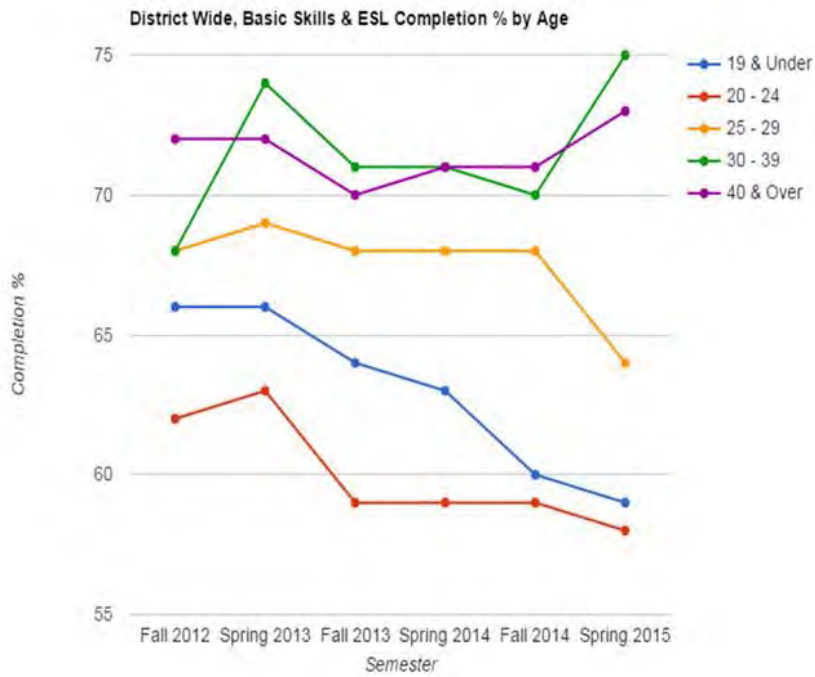
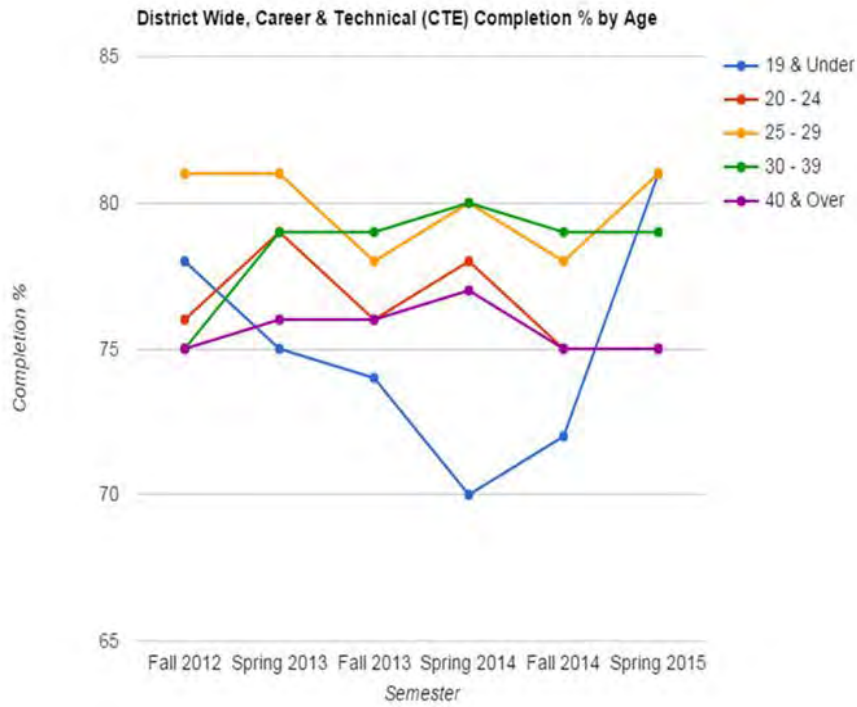


District-wide Student Achievement Data

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.

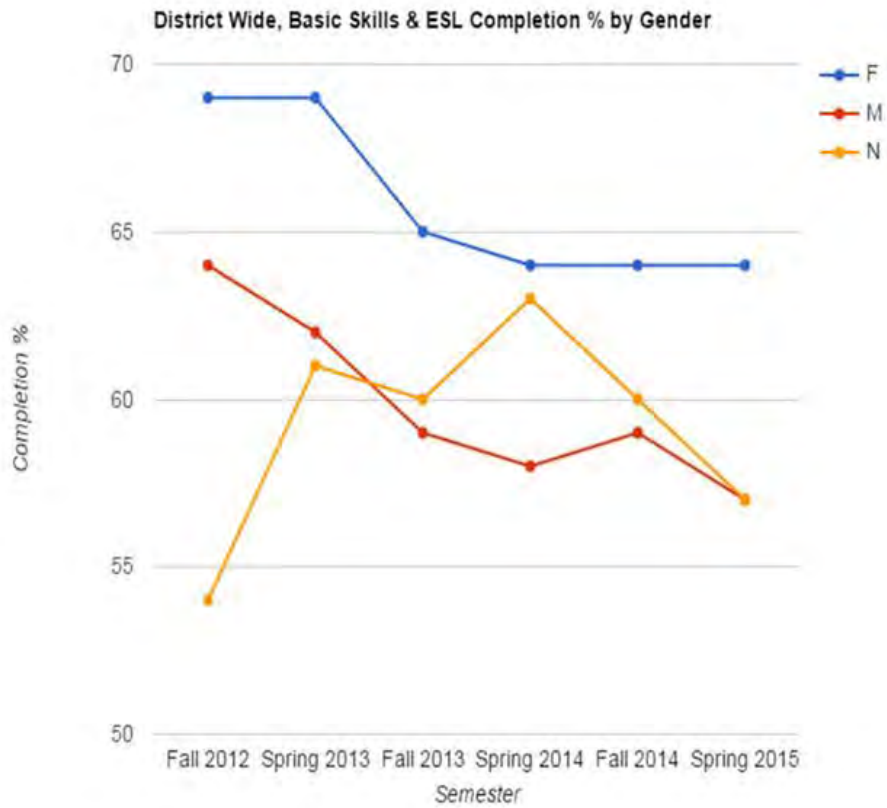
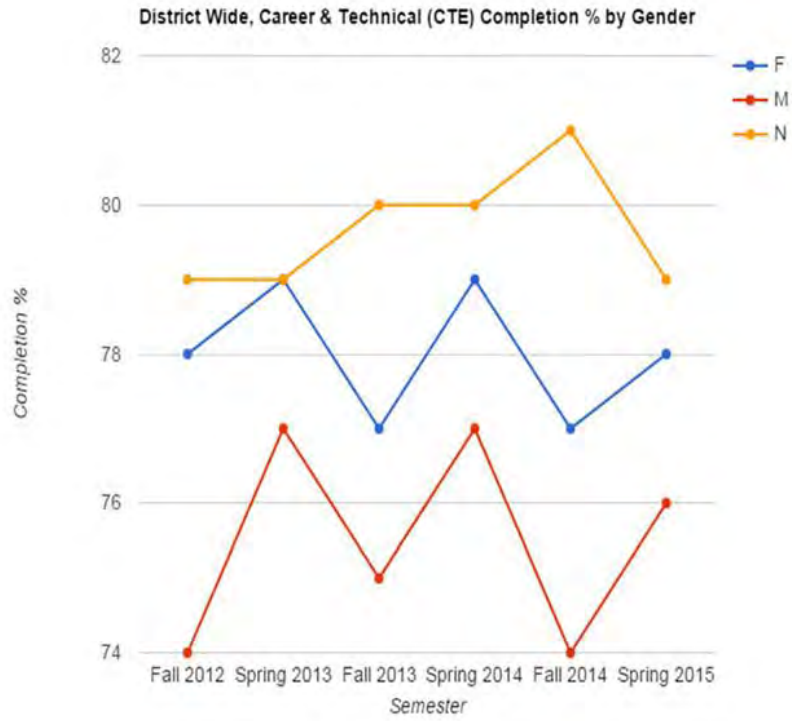




Districtwide Completion Data by Gender, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

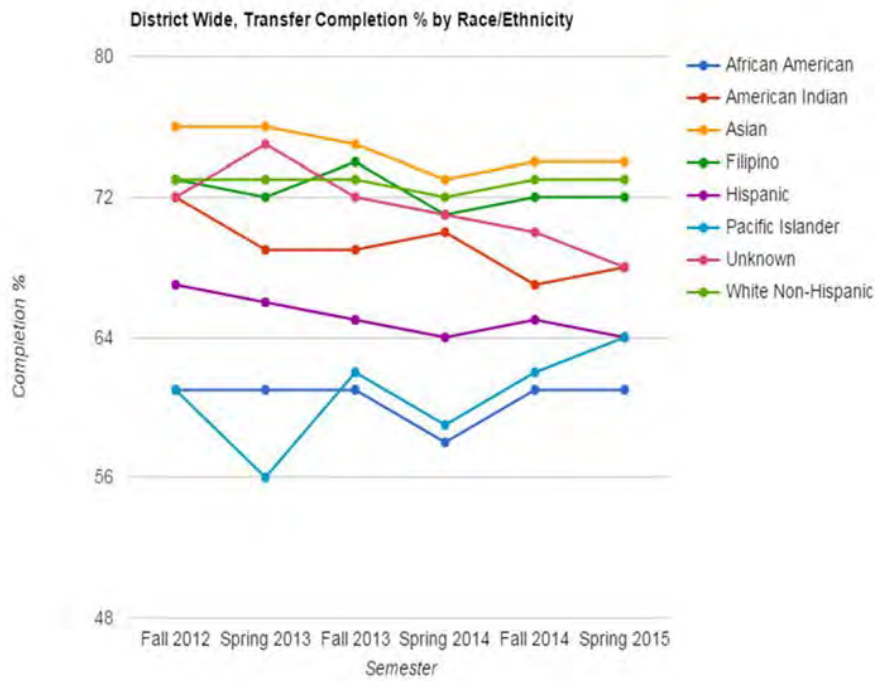
With respect to gender, districtwide course completion in transfer, CTE, and basic skills/ESL courses were consistently higher for females than for males. Completion rates in transfer courses has shown recent stability among both males and females, and CTE completion rates have remained generally high for both groups over time.

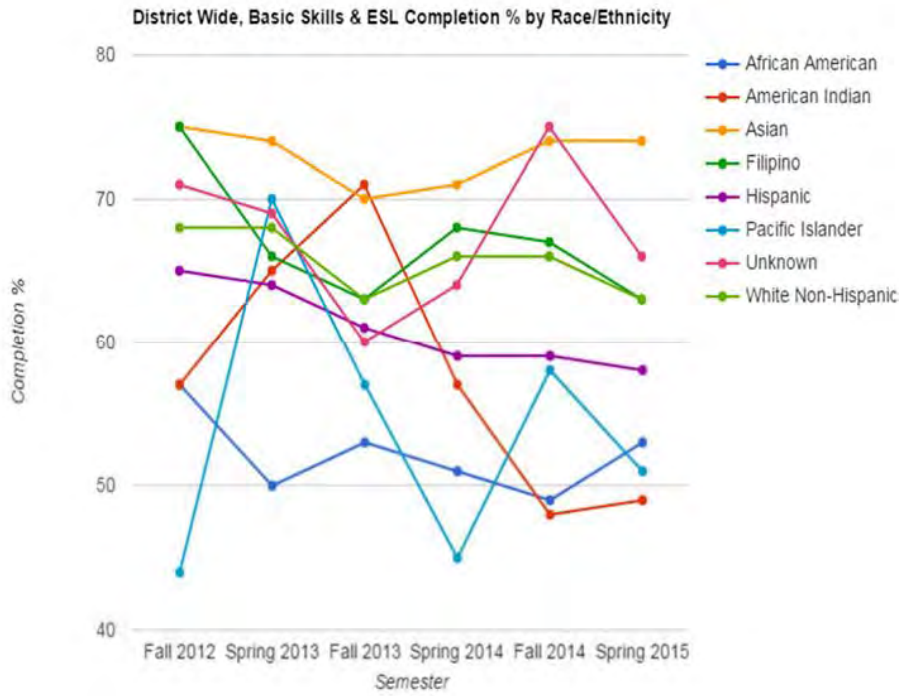
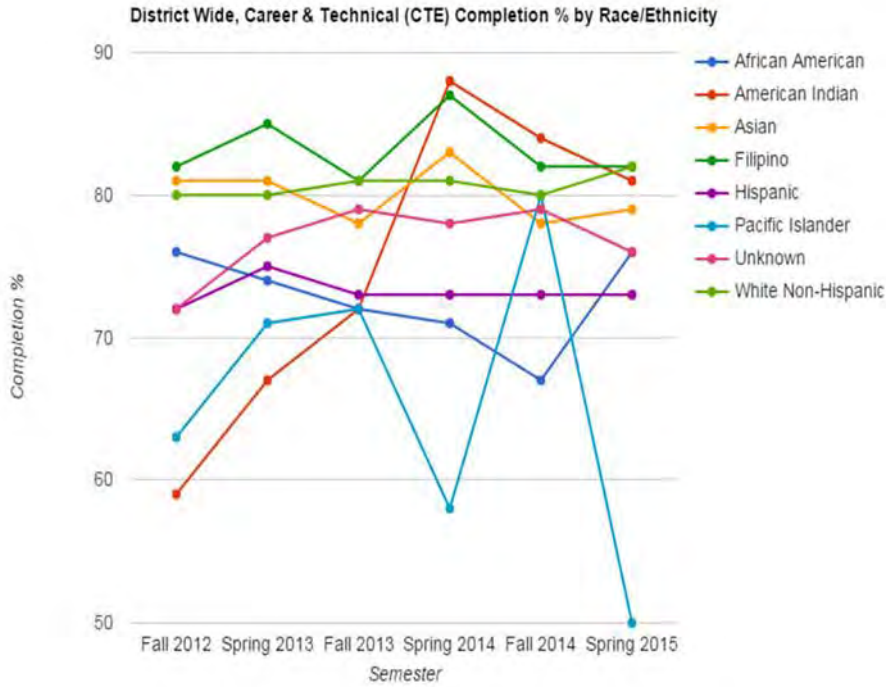




Districtwide Completion Data by Ethnicity, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

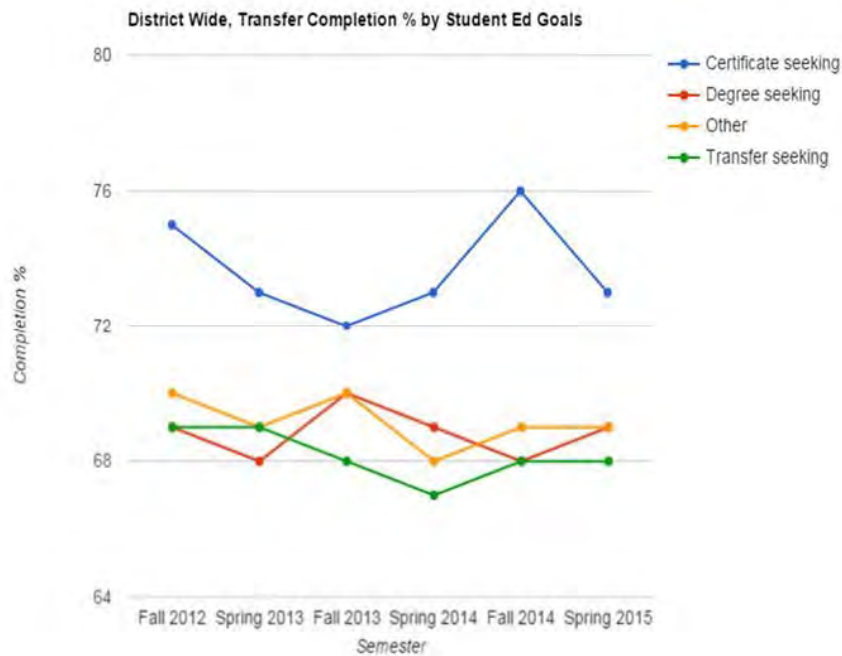
Ethnic groups varied with respect to districtwide course completion of transfer, CTE, and basic skills/ESL courses. Course completion rates of African American, Hispanic, and Pacific Islander students have consistently been the lowest, whereas the completion rates of White and Asian students have consistently 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.

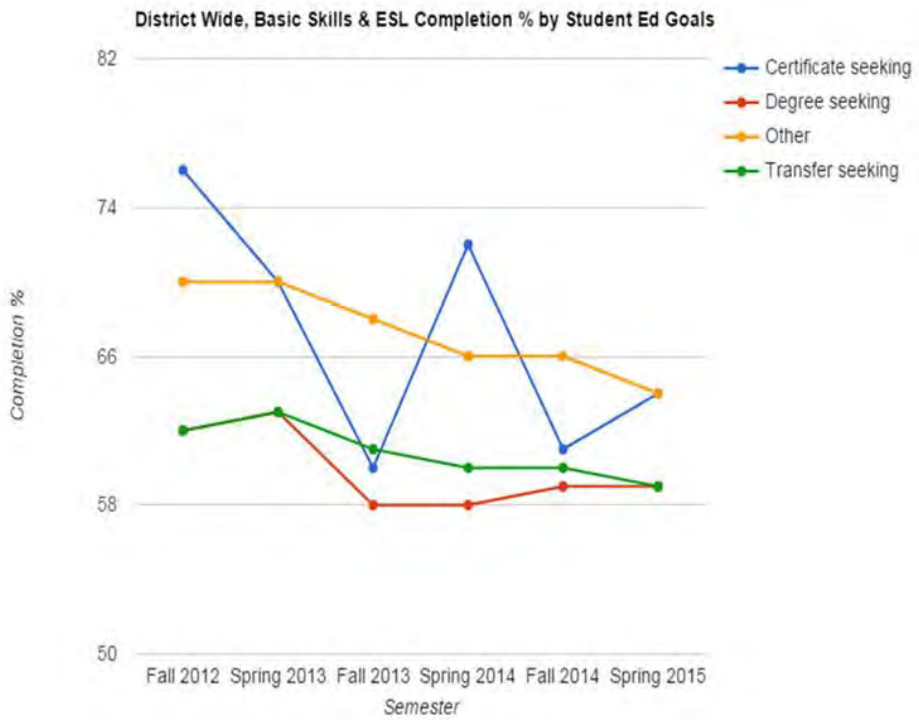
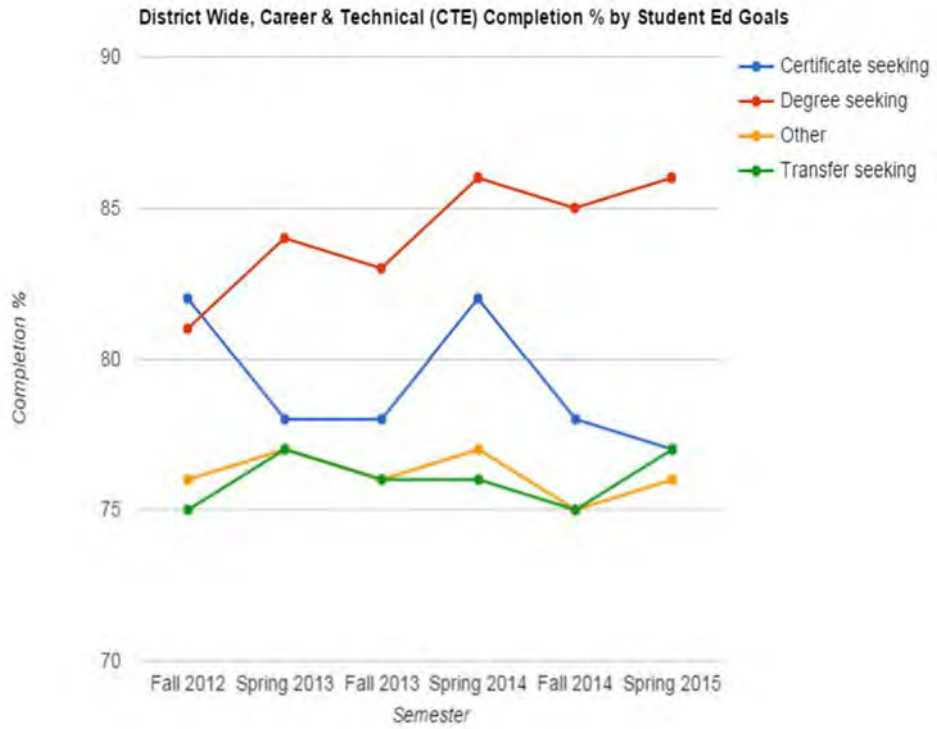




Districtwide Completion Data by Educational Goal, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

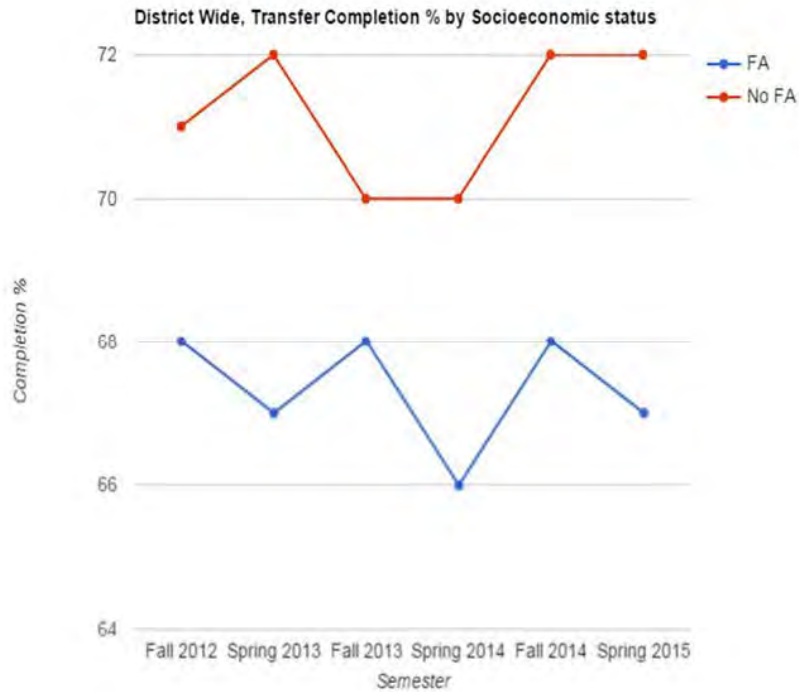
When considering course completion and students' educational goal, the results varied depending on course type. Specifically, certificate seeking students consistently had the highest course completion rates in transfer courses, degree seeking students consistently had the highest course completion rates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

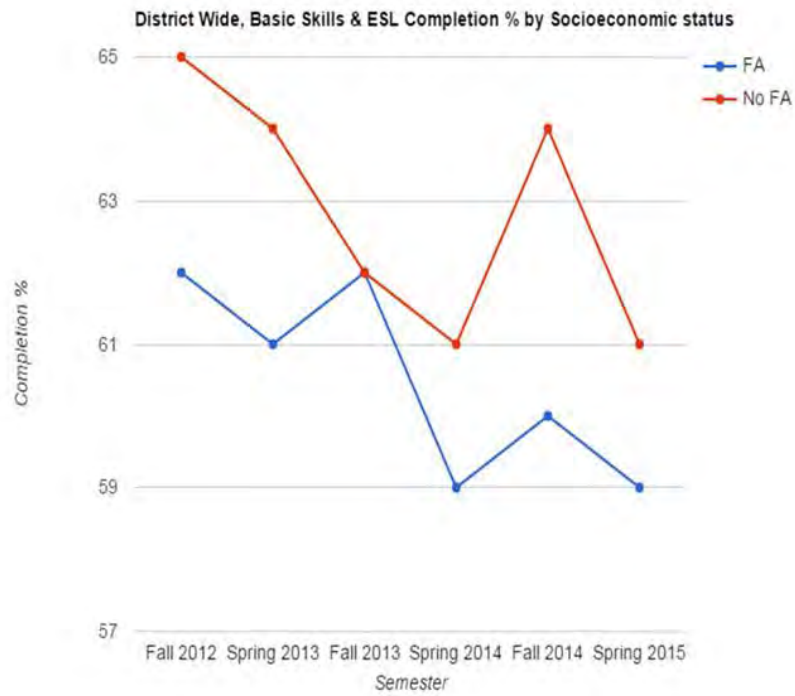
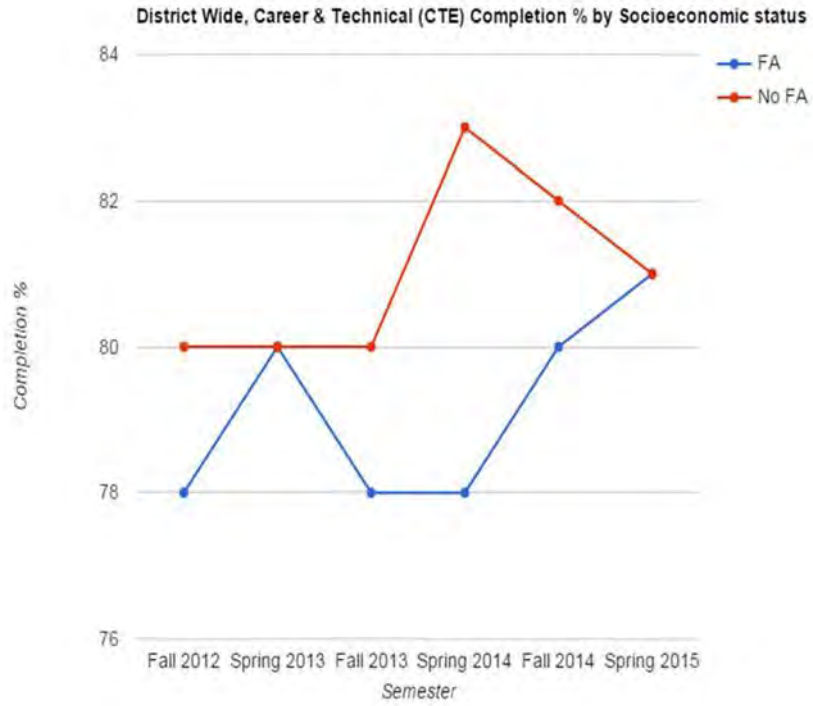




Districtwide Completion Data by Socioeconomic Status, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

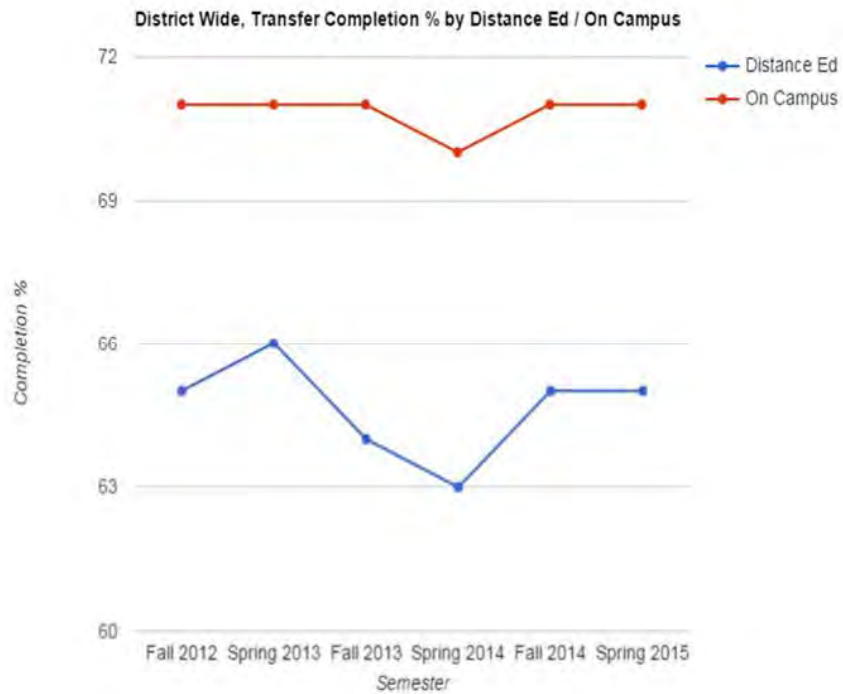
Students with lower socioeconomic status (as defined by being recipients of need-based financial aid) have generally had lower districtwide course completion rates in transfer, CTE, and basic skills courses than other students, however the gap tends to be smaller and is sometimes non-existent when considering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

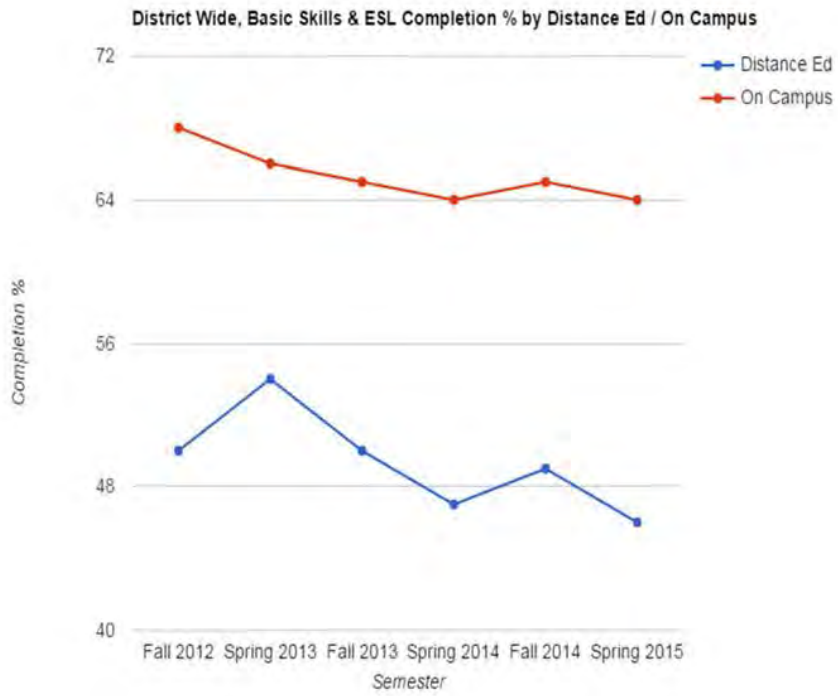
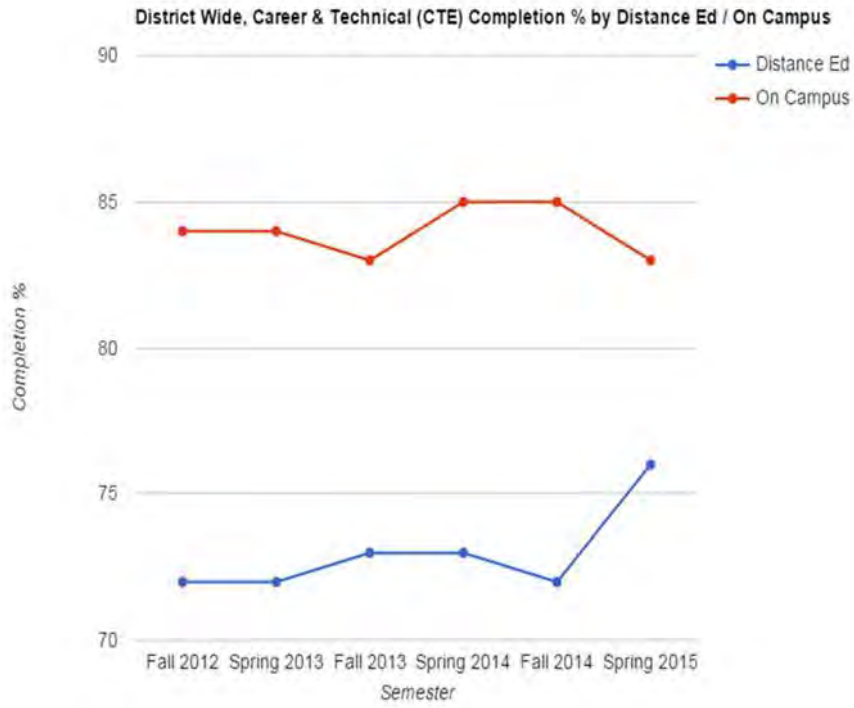




Districtwide Completion Data by Method of Instruction, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses

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.





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 areas of course success rates and remedial progress 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, the college continues to implement new strategies and curriculum to support students. With the recent award of the Pathways Transformation Initiative, the college is moving towards higher proportions of first-time freshmen beginning their studies in college level courses. 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 assessments 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, Student Equity, Basic Skills, and Strong Workforce 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

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 regularly hosted 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

Age	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	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

Age	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	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

Age	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	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

Age	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	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		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	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		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	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		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	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		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	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		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	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		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	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		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	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		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	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		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	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	89%	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

Completion

Age	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19 & Under	17948	67%	16436	65%	17915	65%	16240	66%	18327	67%	16458	67%
20 - 24	19226	65%	19674	64%	19127	64%	19682	65%	18682	65%	19325	66%
25 - 29	4487	65%	4585	64%	4719	66%	4912	66%	4771	65%	5119	67%
30 - 39	2549	67%	2673	68%	2564	66%	2643	70%	2601	71%	2764	69%
40 & Over	1984	69%	1972	66%	1894	70%	1843	72%	1767	73%	1757	71%

Fullerton Career & Technical (CTE) by Age

Completion

Age	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19 & Under	131	75%	139	71%	124	75%	146	82%	113	73%	154	77%
20 - 24	336	73%	359	74%	307	74%	351	76%	286	73%	334	75%
25 - 29	155	78%	170	77%	152	71%	181	82%	195	77%	193	76%
30 - 39	120	79%	123	76%	133	80%	154	79%	151	77%	147	82%
40 & Over	109	84%	124	74%	110	76%	117	78%	106	80%	116	78%

Fullerton Basic Skills and ESL by Age

Completion

Age	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19 & Under	2503	62%	1759	56%	2564	61%	1561	53%	2512	60%	1323	51%
20 - 24	1078	56%	1028	52%	973	57%	1016	53%	921	57%	947	54%
25 - 29	334	64%	341	60%	283	62%	279	58%	290	64%	340	62%
30 - 39	221	65%	236	64%	211	64%	220	65%	220	71%	271	67%
40 & Over	196	65%	191	65%	187	68%	203	67%	154	64%	168	67%

Fullerton Other by Age

Completion

Age	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19 & Under	547	56%	1324	70%	665	58%	1512	73%	612	50%	1452	69%
20 - 24	746	62%	681	58%	760	60%	693	60%	696	57%	648	53%
25 - 29	302	69%	256	64%	311	70%	298	67%	325	63%	299	62%
30 - 39	198	70%	207	70%	216	71%	244	75%	226	76%	217	69%
40 & Over	256	80%	226	72%	205	78%	207	78%	170	74%	172	71%

Fullerton Transfer by Gender

Completion

Gender	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
F	20332	68%	19913	67%	20481	67%	20026	68%	20739	69%	20647	70%
M	18720	65%	18459	64%	18599	64%	18165	65%	18479	66%	18103	67%
N	570	70%	506	68%	611	70%	681	72%	700	70%	702	69%

Fullerton Career & Technical (CTE) by Gender

Completion

Gender	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
F	442	78%	460	75%	430	76%	484	80%	459	79%	501	81%
M	394	74%	433	73%	379	73%	448	77%	382	71%	432	73%
N	15	94%	22	88%	17	90%	17	71%	10	71%	11	55%

Fullerton Basic Skill and ESL by Gender

Completion

Gender	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
F	2476	65%	1935	59%	2372	64%	1813	57%	2299	64%	1723	58%
M	1789	56%	1568	53%	1780	57%	1424	52%	1720	57%	1268	51%
N	67	63%	52	58%	66	60%	42	49%	78	56%	57	51%

Fullerton Other by Gender

Completion

Gender	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
F	816	61%	1175	65%	918	63%	1320	69%	805	56%	1211	61%
M	1198	65%	1470	67%	1206	64%	1558	69%	1193	60%	1509	66%
N	35	66%	49	68%	33	57%	76	82%	31	63%	68	66%

Fullerton Transfer by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	1468	53%	1309	50%	1383	54%	1356	58%	1348	56%	1317	55%
American Indian	300	67%	287	66%	302	65%	266	66%	228	59%	232	63%
Asian	5776	73%	5739	71%	5557	71%	5662	72%	5993	75%	6145	75%
Filipino	1626	70%	1554	69%	1663	71%	1581	72%	1664	73%	1655	71%
Hispanic	19037	64%	18915	63%	19656	63%	19443	64%	20562	65%	20398	66%
Pacific Islander	141	56%	135	56%	179	59%	191	61%	183	60%	204	63%
Unknown	631	54%	621	51%	580	49%	491	67%	437	71%	430	69%
White Non-Hispanic	10651	71%	10325	71%	10376	72%	9882	72%	9504	71%	9074	73%

Fullerton Career & Technical (CTE) by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	37	61%	41	72%	40	76%	33	73%	29	71%	30	75%
American Indian	4	100%	11	92%	18	95%	8	57%	3	30%	4	80%
Asian	106	79%	108	77%	100	69%	116	80%	97	75%	114	76%
Filipino	34	85%	30	83%	21	72%	30	83%	15	79%	14	82%
Hispanic	384	73%	414	71%	397	75%	443	77%	409	73%	458	74%
Pacific Islander	0	0%	1	50%	3	75%	3	100%	3	60%	9	90%
Unknown	15	88%	18	49%	19	70%	27	87%	13	87%	14	74%
White Non-Hispanic	271	81%	292	79%	228	76%	289	81%	282	80%	301	83%

Fullerton Basic Skills & ESL by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	138	48%	136	46%	135	47%	134	48%	103	45%	95	46%
American Indian	26	77%	24	57%	19	45%	16	36%	15	41%	10	56%
Asian	502	69%	456	68%	504	70%	449	71%	558	75%	484	74%
Filipino	110	66%	103	62%	121	67%	91	54%	109	69%	72	61%
Hispanic	2675	59%	2108	53%	2627	58%	1984	52%	2627	58%	1831	51%
Pacific Islander	18	49%	28	48%	18	53%	11	33%	10	48%	25	54%
Unknown	40	58%	36	56%	38	73%	37	64%	29	67%	28	70%
White Non-Hispanic	823	65%	664	63%	756	67%	557	59%	646	61%	504	58%

Fullerton Other by Race/Ethnicity

Completion

Race/Ethnicity	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	63	48%	79	50%	69	63%	71	59%	34	31%	69	50%
American Indian	24	67%	35	69%	28	76%	22	73%	10	42%	28	76%
Asian	194	69%	193	64%	195	68%	239	69%	186	65%	224	70%
Filipino	56	66%	80	77%	57	69%	87	69%	58	61%	79	73%
Hispanic	1006	61%	1551	65%	1172	60%	1744	69%	1168	55%	1686	61%
Pacific Islander	3	43%	14	82%	11	69%	9	75%	13	52%	11	58%
Unknown	39	55%	34	55%	21	43%	27	59%	20	63%	25	60%
White Non-Hispanic	664	71%	708	70%	604	69%	755	72%	540	66%	686	70%

Fullerton Transfer by Student Ed Goal

Completion

Student Ed Goals	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	443	68%	482	72%	525	62%	558	71%	540	70%	506	68%
Degree seeking	1930	64%	1995	62%	2005	63%	1972	65%	1890	67%	1969	65%
Other	5722	64%	5153	62%	5336	63%	4985	67%	5238	67%	5057	68%
Transfer seeking	31535	67%	31255	66%	31830	66%	31357	67%	32251	68%	31923	69%

Fullerton Career & Technical (CTE) by Student Ed Goal

Completion

Student Ed Goals	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	112	83%	127	80%	100	86%	121	85%	119	83%	119	83%
Degree seeking	126	79%	146	82%	132	75%	132	80%	134	82%	154	78%
Other	293	80%	308	76%	297	78%	357	85%	276	75%	309	82%
Transfer seeking	320	70%	334	67%	297	69%	339	71%	322	71%	362	71%

Fullerton Basic Skills & ESL by Student Ed Goal

Completion

Student Ed Goals	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	10	35%	16	52%	22	49%	28	62%	34	67%	33	59%
Degree seeking	257	58%	254	54%	274	56%	249	55%	241	57%	206	52%
Other	821	62%	673	58%	709	62%	591	56%	602	57%	504	56%
Transfer seeking	3244	61%	2612	56%	3213	61%	2411	54%	3220	61%	2306	55%

Fullerton Other by Student Ed Goal

Completion

Student Ed Goals	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Certificate seeking	114	73%	155	83%	130	79%	186	81%	126	74%	156	76%
Degree seeking	190	68%	219	67%	219	68%	232	69%	232	71%	202	67%
Other	483	72%	622	70%	508	70%	645	76%	448	66%	545	72%
Transfer seeking	1262	60%	1698	64%	1300	59%	1891	67%	1223	53%	1885	61%

Fullerton Transfer by Socioeconomic Status

Completion

Socioeconomic status	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	24503	64%	23917	63%	25090	63%	24579	65%	25184	66%	24718	66%
No FA	15127	71%	14968	71%	14606	71%	14293	71%	14735	70%	14737	73%

Fullerton Career & Technical (CTE) by Socioeconomic Status

Completion

Socioeconomic status	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	511	74%	571	71%	540	74%	641	78%	498	73%	566	73%
No FA	340	80%	344	80%	286	76%	308	80%	353	78%	378	83%

Fullerton Basic Skills & ESL by Socioeconomic Status

Completion

Socioeconomic status	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	3037	59%	2487	54%	3011	59%	2393	53%	2915	59%	2146	53%
No FA	1295	65%	1068	61%	1207	66%	886	58%	1182	63%	903	61%

Fullerton Other by Socioeconomic Status

Completion

Socioeconomic status	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
FA	1252	62%	1214	59%	1324	61%	1327	62%	1268	56%	1232	54%
No FA	797	67%	1480	74%	833	67%	1627	76%	761	61%	1556	75%

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%

Fullerton College Persistence Rate by Student Ed Goals

Fall-to-Spring Persistence

Student Ed Goals	Fall 2013			Fall 2014			Fall 2015		
	First time Cohort	Count	Percent	First time Cohort	Count	Percent	First time Cohort	Count	Percent
Certificate seeking	39	25	64%	95	50	52%	52	36	69%
Degree seeking	185	122	65%	185	119	64%	139	87	62%
Other	811	506	62%	699	425	60%	557	378	67%
Transfer seeking	2822	2313	81%	2692	2166	80%	2761	2249	81%

Fall-to-Fall Persistence

Student Ed Goals	Fall 2013			Fall 2014		
	First time cohort	Count	Percent	First time cohort	Count	Percent
Certificate seeking	39	13	33%	95	31	32%
Degree seeking	185	94	50%	185	83	44%
Other	811	381	46%	699	325	46%
Transfer seeking	2822	1875	66%	2692	1778	66%

Fullerton College Persistence Rate by Gender

Fall-to-Spring Persistence

Gender	Fall 2013			Fall 2014			Fall 2015		
	First time Cohort	Count	Percent	First time Cohort	Count	Percent	First time Cohort	Count	Percent
F	1838	1461	79%	1723	1357	78%	1649	1327	80%
M	1978	1476	74%	1878	1352	71%	1789	1370	76%
N	41	29	70%	70	51	72%	71	53	74%

Fall-to-Fall Persistence

Gender	Fall 2013			Fall 2014		
	First time cohort	Count	Percent	First time cohort	Count	Percent
F	1838	1170	63%	1723	1097	63%
M	1978	1167	58%	1878	1076	57%
N	41	26	63%	70	44	62%

Fullerton College Persistence Rate by Age

Fall-to-Spring Persistence

Age	Fall 2013			Fall 2014			Fall 2015		
	First time Cohort	Count	Percent	First time Cohort	Count	Percent	First time Cohort	Count	Percent
19 & Under	3098	2539	81%	2863	2347	81%	2914	2391	82%
20 - 24	422	266	63%	450	265	58%	385	235	61%
25 - 29	128	67	52%	121	66	54%	95	57	60%
30 - 39	103	52	50%	122	50	40%	63	36	57%
40 & Over	106	42	39%	115	32	27%	52	31	59%

Fall-to-Fall Persistence

Age	Fall 2013			Fall 2014		
	First time cohort	Count	Percent	First time cohort	Count	Percent
19 & Under	3098	2083	67%	2863	1950	68%
20 - 24	422	183	43%	450	174	38%
25 - 29	128	44	34%	121	44	36%
30 - 39	103	29	28%	122	30	24%
40 & Over	106	24	23%	115	19	16%

Fullerton College Persistence Rate by Race/Ethnicity

Fall-to-Spring Persistence

Race/Ethnicity	Fall 2013			Fall 2014			Fall 2015		
	First time Cohort	Count	Percent	First time Cohort	Count	Percent	First time Cohort	Count	Percent
African American	224	125	55%	196	117	59%	173	109	63%
American Indian	21	17	80%	27	21	77%	21	16	76%
Asian	404	307	75%	367	293	79%	430	352	81%
Filipino	132	114	86%	120	107	89%	109	96	88%
Hispanic	2200	1754	79%	2089	1633	78%	2045	1629	79%
Pacific Islander	26	19	73%	16	10	62%	22	16	72%
Unknown	86	21	24%	148	27	18%	24	18	75%
White Non-Hispanic	764	609	79%	708	552	77%	685	514	75%

Fall-to-Fall Persistence

Race/Ethnicity	Fall 2013			Fall 2014		
	First time cohort	Count	Percent	First time cohort	Count	Percent
African American	224	78	34%	196	72	36%
American Indian	21	11	52%	27	17	62%
Asian	404	283	70%	367	260	70%
Filipino	132	93	70%	120	84	70%
Hispanic	2200	1396	63%	2089	1316	62%
Pacific Islander	26	12	46%	16	6	37%
Unknown	86	13	15%	148	20	13%
White Non-Hispanic	764	477	62%	708	442	62%

Fullerton College Persistence Rate by Socioeconomic Status

Fall-to-Spring Persistence

Socioeconomic status	Fall 2013			Fall 2014			Fall 2015		
	First time Cohort	Count	Percent	First time Cohort	Count	Percent	First time Cohort	Count	Percent
FA	2640	2033	77%	2553	1901	74%	2401	1910	79%
No FA	1217	933	76%	1118	859	76%	1108	840	75%

Fall-to-Fall Persistence

Socioeconomic status	Fall 2013			Fall 2014		
	First time cohort	Count	Percent	First time cohort	Count	Percent
FA	2640	1577	59%	2553	1491	58%
No FA	1217	786	64%	1118	726	64%

Fullerton College Persistence Rate by Distance Ed/On Campus

Fall-to-Spring Persistence

Distance Ed / On Campus	Fall 2013			Fall 2014			Fall 2015		
	First time Cohort	Count	Percent	First time Cohort	Count	Percent	First time Cohort	Count	Percent
Distance Ed	473	295	62%	480	294	61%	590	388	65%
On Campus	3384	2671	78%	3191	2466	77%	2919	2362	80%

Fall-to-Fall Persistence

Distance Ed / On Campus	Fall 2013			Fall 2014		
	First time cohort	Count	Percent	First time cohort	Count	Percent
Distance Ed	473	212	44%	480	215	44%
On Campus	3384	2151	63%	3191	2002	62%

Fullerton College Fact Book 2016

Student Information

Citizenship

Citizenship Fall 2015		
Citizenship	Students	Percent
U.S. Citizen	22,566	89.2%
Permanent Resident	1,247	4.9%
Other Status	1,077	4.3%
Student Visa (F-1 or M-1 visa)	310	1.2%
Temporary Resident	55	0.2%
Refugee/Asylee	41	0.2%
Unknown	6	<0.1%
Total	25,305	100.0%

Residence Status

Residence Fall 2015		
Residence	Students	Percent
California	22,130	87.5%
Out of State	1,280	5.1%
Foreign	280	1.1%
Unknown	1,615	6.4%
Total	25,305	100.0%

Educational Status

Educational Status Fall 2015		
Educational Status	Students	Percent
Not a High School Graduate	281	1.1%
High School Student Concurrently Enrolled	173	0.7%
High School Graduate	19,585	77.4%
Currently Enrolled in Adult School	86	0.3%
G.E.D./High School Equivalency	851	3.4%
California High School Proficiency Certificate	480	1.9%
Foreign High School Diploma or Certificate	494	2.0%
AA Degree	567	2.2%
BA Degree or Higher	1,120	4.4%
Unknown	1,668	6.6%
Total	25,305	100.0%

Enrollment Status

Enrollment Status Fall 2015		
Enrollment Status	Students	Percent
Continuing Student	16,139	63.8%
First-time student	3,515	13.9%
First-time transfer student	2,242	8.9%
Returning Students	3,086	12.2%
Returning transfer student	147	0.6%
Not Applicable	176	0.7%
Total	25,305	100.0%

Day/Evening Status

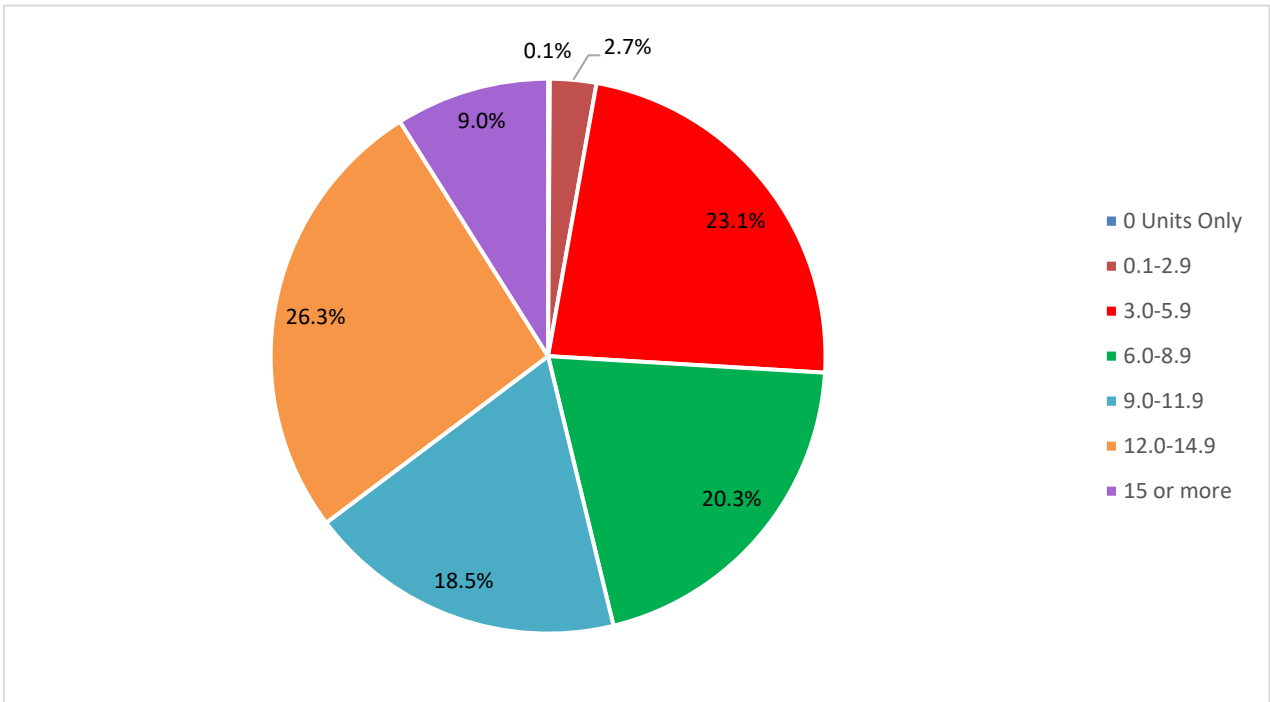
Day/Evening Status Fall 2015		
Day/Evening	Student	Percent
Day	19,573	77.3%
Evening	3,624	14.3%
Online/Hybrid/Teleweb	1,740	6.9%
Weekend	249	1.0%
Unknown	119	0.5%
Total	25,305	100.0%

Educational Goals

Educational Goal Fall 2015		
Educational Goal	Students	Percent
Obtain an associate degree and transfer to a four-year institution	13,632	53.9%
Transfer to a four-year institution without an associate degree	3,897	15.4%
Undecided on goal	2,168	8.6%
Obtain a two year associate's degree without transfer	1,104	4.4%
University student taking courses to meet university requirements	952	3.8%
Uncollected/Unreported	636	2.5%
Earn a vocational certificate without transfer	617	2.4%
Prepare for a new career (acquire job skills)	613	2.4%
Discover/formulate career interests, plans, goals	431	1.7%
Educational development (intellectual, cultural)	371	1.5%
Advance in current job/career (update job skills)	316	1.2%
Improve basic skills in English, reading or math	248	1.0%
Maintain certificate or license (e.g. Nursing, Real Estate)	212	0.8%
Complete credits for high school diploma or GED	91	0.4%
Move from noncredit coursework to credit coursework	17	0.1%
Total	25,305	100.0%

Units Attempted

Term Units Attempted, Fall 2015

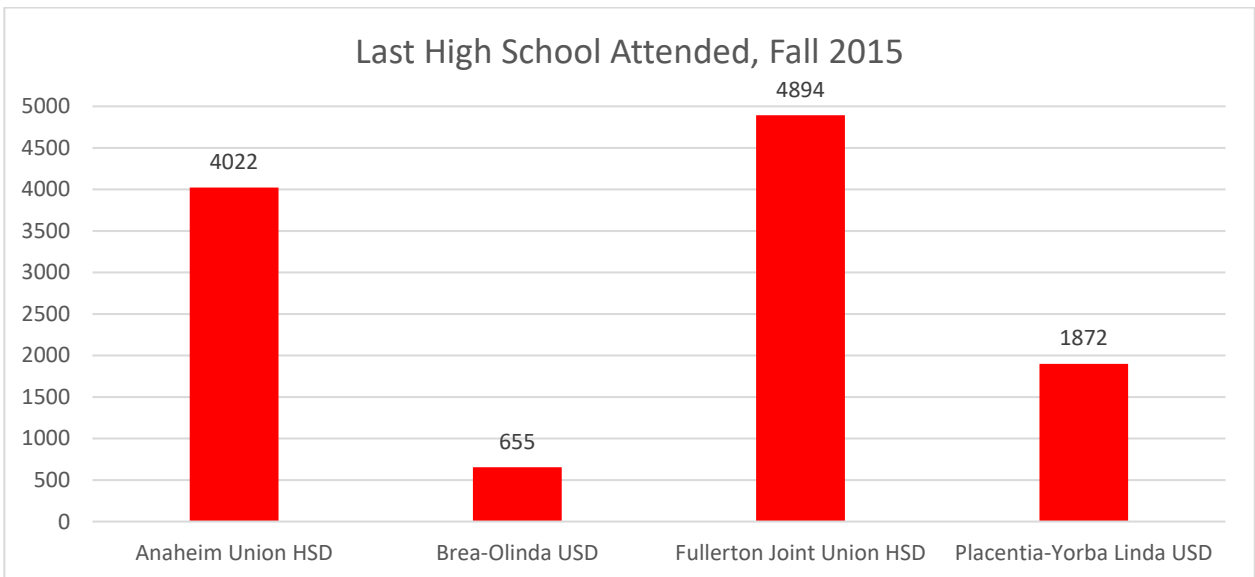


Units Attempted Fall 2015		
Units Attempted	Students	Percent
0 Units Only	26	0.1%
0.1-2.9	683	2.7%
3.0-5.9	5,858	23.1%
6.0-8.9	5,126	20.3%
9.0-11.9	4,691	18.5%
12.0-14.9	6,652	26.3%
15 or more	2,269	9.0%
Total	25,305	100.0%

Academic Standing

Academic Standing Fall 2015		
Academic Standing	Students	Percent
Academic Good Standing	19,175	75.8%
Progress Probation	1,046	4.1%
Academic Probation	3,262	12.9%
Both Progress and Academic Probation	200	0.8%
Progress Dismissal/Disqualification	0	0.0%
Academic Dismissal/Disqualification	0	0.0%
Both Progress and Academic Dismissal/Disqualification	0	0.0%
Unknown	1,622	6.4%
Total	25305	100.0%

Last High School Attended



Last High School Attended Fall 2015				
District/High School	Student		District/High School	Students
Anaheim Union HSD	4,022		Fullerton Joint HSD	4,894
Anaheim	1,042		Buena Park	559
Cypress	154		Fullerton	993
Gilbert Continuation	84		La Harba	843
Katella	776		La Vista Continuation	244
Kennedy	281		Sonora	723
Loara	48		Sunny Hills	871
Magnolia	362		Troy	661
Savanna	538		Placentia-Yorba Linda USD	1,872
Western	297		El Camino Real Continuation	89
Brea-Olinda USD	655		El Dorado	647
Brea-Olinda	611		Esperanza	432
Brea Canyon Continuation	44		Valenica	704

High School Graduation Year

High School Graduation Year Fall 2015		
Year	Students	Percent
1945-2000	1,142	4.5%
2001-2009	3,976	15.7%
2010	1,339	5.3%
2011	1,842	7.3%
2012	2,590	10.2%
2013	3,334	13.2%
2014	3,865	15.3%
2015	3,698	14.6%
Cert CA High School Profncy	510	2.0%
Foreign Diploma	568	2.2%
Not a Graduate	570	2.3%
College Degree	1,824	7.2%
Unreported	47	0.2%
Total	25,305	4.5%

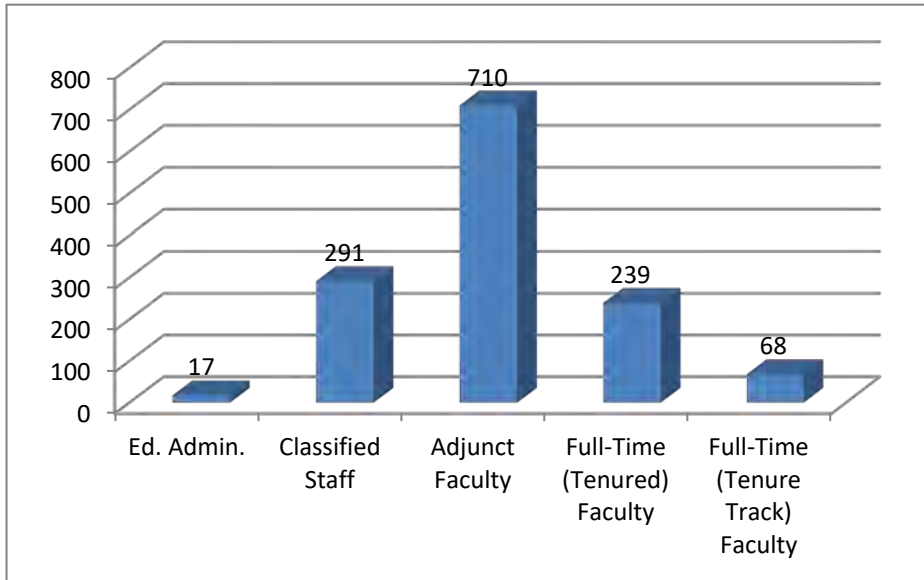
Residence by City (Orange County)

Residence City Fall 2015	
City	Students
Aliso Viejo	10
Anaheim	5,587
Brea	939
Buena Park	1,057
Corona Del Mar	1
Costa Mesa	40
Cypress	174
Dana Point	1
Foothill Ranch	2
Fountain Valley	8
Fullerton	4,111
Garden Grove	551
Huntington Beach	34
Irvine	82
La Habra	1,659
La Palma	73
Ladera Ranch	3
Laguna Beach	5
Laguna Hills	8
Laguna Niguel	3
Lake Forest	22
Midway City	6
Mission Viejo	21
Newport Beach	9
Orange	489
Placentia	1,137
Rancho Santa Margarita	26
San Clemente	7
San Juan Capistrano	9
Santa Ana	337
Stanton	175
Trabuco Canyon	5
Tustin	72
Villa Park	16
Westminster	61
Yorba Linda	887

Administration, Faculty, & Staff Information

EMPLOYEES BY CATEGORY

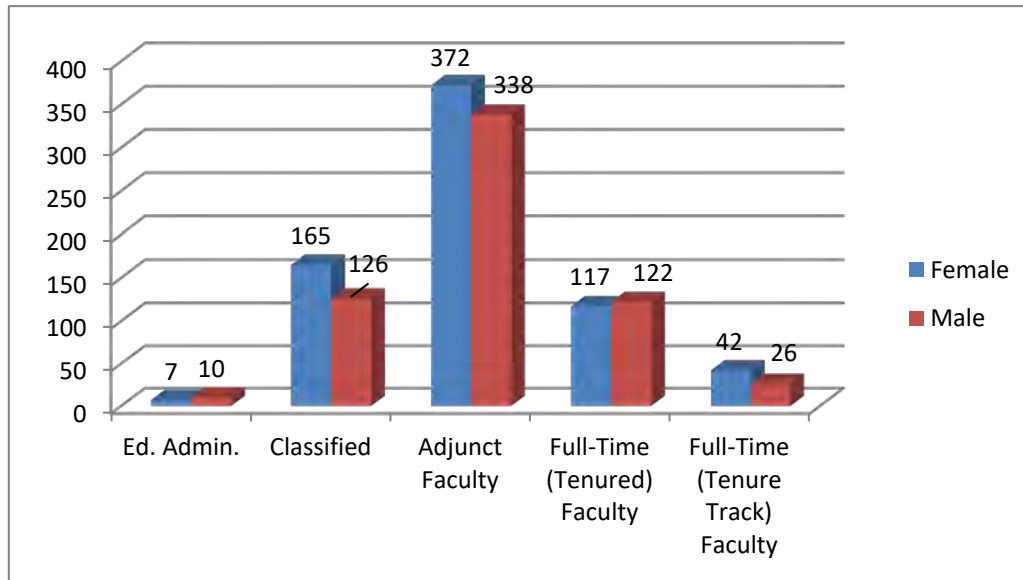
Employees by Category, Fall 2015



Employees by Category Fall 2015		
Category	Number	Percent
Ed. Admin.	17	1.20%
Classified Staff	291	20.70%
Adjunct Faculty	710	54.90%
Full-Time (Tenured) Faculty	239	20.10%
Full-Time (Tenure Track) Faculty	68	3.10%
Total	1,325	100.0%

EMPLOYEES GENDER BY CATEGORY

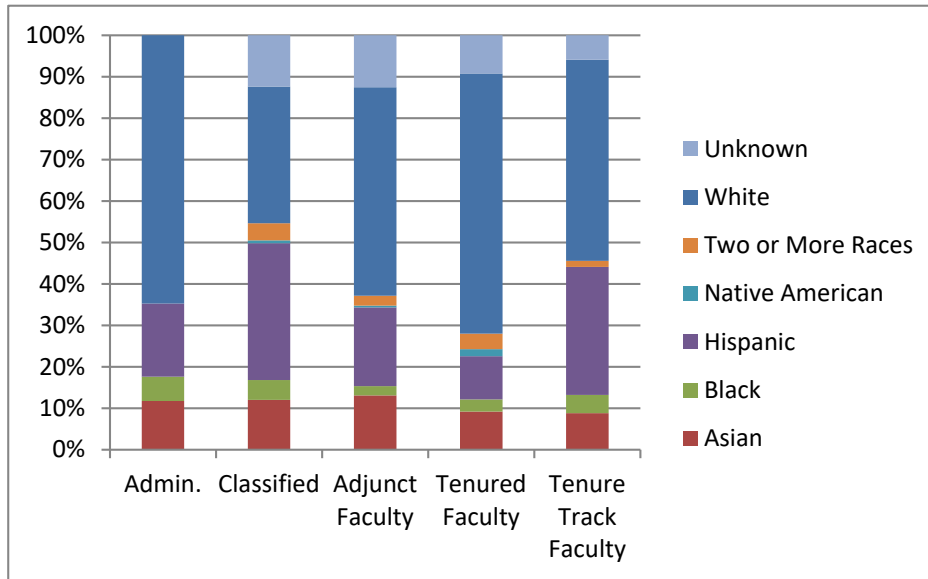
Employees Gender by Category, Fall 2015



Employees by Category by Gender Fall 2015				
Category	Female	Male	Percent Female	Percent Male
Ed. Admin.	7	10	41%	59%
Classified	165	126	57%	43%
Adjunct Faculty	372	338	52%	48%
Full-Time (Tenured) Faculty	117	122	49%	51%
Full-Time (Tenure Track) Faculty	42	26	62%	38%
Total	703	622	53%	47%

EMPLOYEES RACE/ETHNICITY BY CATEGORY

Employees Race/Ethnicity, Fall 2015

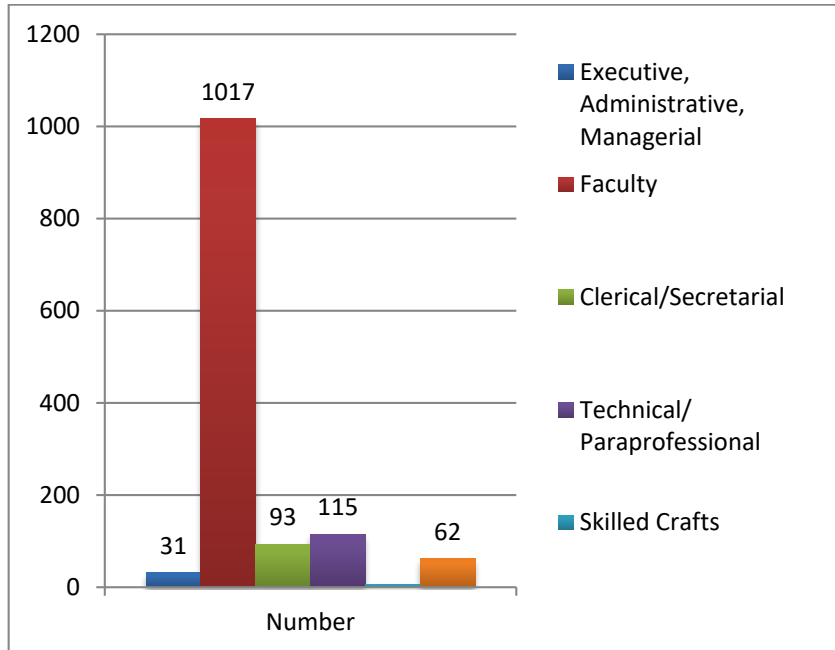


EMPLOYEES RACE/ETHNICITY BY CATEGORY (PERCENT)

Employees by Category by Race/Ethnicity Fall 2015							
Category	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Admin.	12%	6%	18%	0%	0%	65%	0%
Classified	12%	5%	33%	1%	4%	33%	12%
Adjunct Faculty	13%	2%	19%	0%	2%	50%	13%
Tenured Faculty	9%	3%	10%	2%	4%	63%	9%
Tenure-Track Faculty	9%	4%	31%	0%	1%	49%	6%
Total	12%	3%	21%	1%	3%	49%	11%

OCCUPATIONAL ACTIVITY

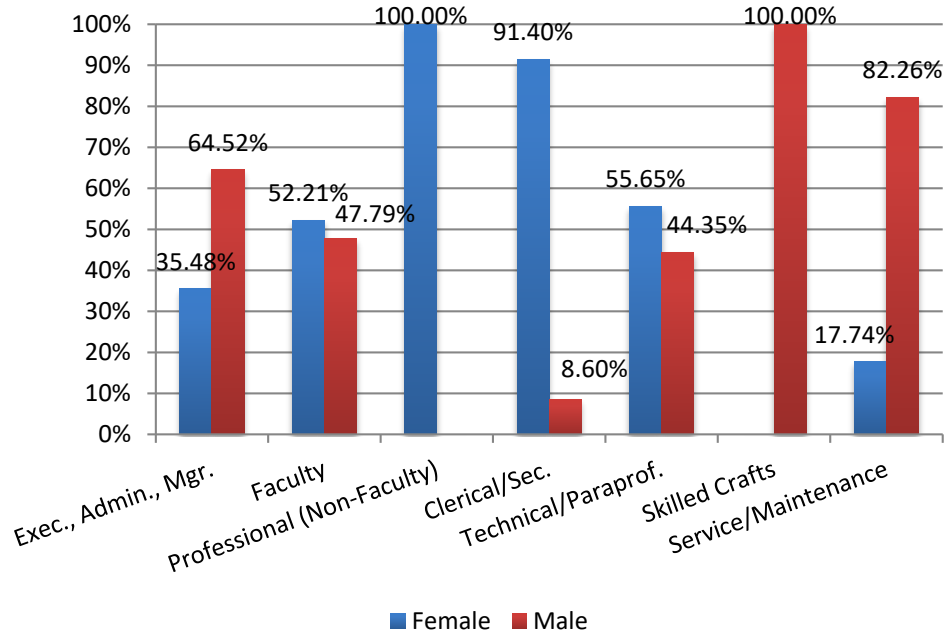
Employees Occupational Activity, Fall 2015



Employees by Occupational Activity		
Fall 2015		
Occupational Activity	Number	Percent
Executive, Administrative, Managerial	31	2.34%
Faculty	1017	76.75%
Professional (Non-Faculty)	1	0.08%
Clerical/Secretarial	93	7.02%
Technical/Paraprofessional	115	8.68%
Skilled Crafts	6	0.45%
Service/Maintenance	62	4.68%
Total	1,325	100.0%

EMPLOYEES GENDER BY OCCUPATIONAL ACTIVITY

Employees Gender by Occupational Activity, Fall 2015



Employees by Occupational Activity by Gender Fall 2015				
Occupational Activity	Female	Percent	Male	Percent
Exec., Admin., Mgr.	11	35.48%	20	64.52%
Faculty	531	52.21%	486	47.79%
Professional (Non-Faculty)	1	100.00%	0	0.00%
Clerical/Sec.	85	91.40%	8	8.60%
Technical/Paraprof.	64	55.65%	51	44.35%
Skilled Crafts	0	0.00%	6	100.00%
Service/Maintenance	11	17.74%	51	82.26%
Total	703	53.06%	622	46.94%

EMPLOYEES RACE/ETHNICITY BY OCCUPATIONAL ACTIVITY

Employees by Occupational Activity by Race/Ethnicity Fall 2015							
Occupational Activity	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Executive, Admin, Managerial	3	2	6	0	2	18	0
Faculty	121	26	181	7	27	540	115
Professional (Non-Faculty)					1		
Clerical/Secretarial	8	5	35	1	4	36	4
Technical/Paraprofessional	26	6	33	0	2	40	8
Skilled Crafts	0	0	2	0	0	2	2
Service/Maintenance	0	2	23	1	3	11	22
Total	158	41	280	9	39	647	151

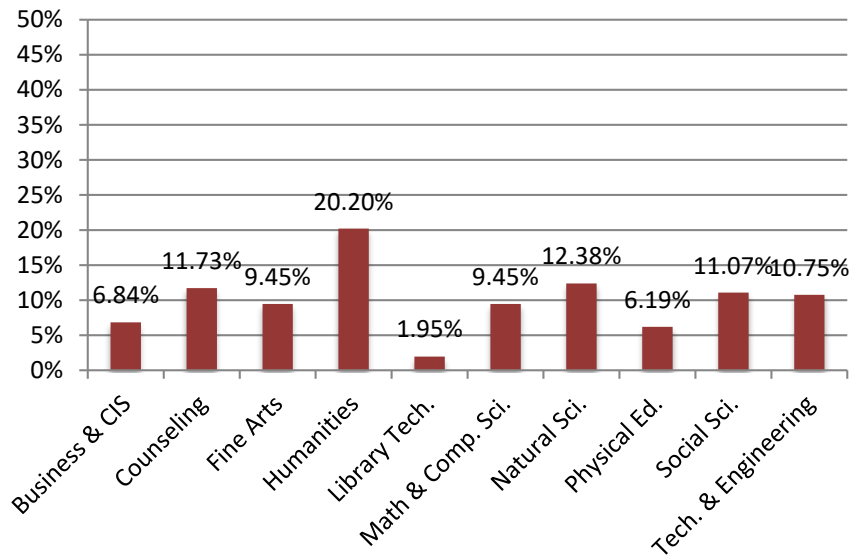
EMPLOYEES RACE/ETHNICITY BY OCCUPATIONAL ACTIVITY (PERCENT)

Employees by Occupational Activity by Race/Ethnicity Fall 2015							
Occupational Activity	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Executive, Admin, Managerial	10%	6%	19%	0%	6%	58%	0%
Faculty	12%	3%	18%	1%	3%	53%	11%
Professional (Non-Faculty)	0%	0%	0%	0%	100%	0%	0%
Clerical/Secretarial	9%	5%	38%	1%	4%	39%	4%
Technical/Paraprofessional	23%	5%	29%	0%	2%	35%	7%
Skilled Crafts	0%	0%	33%	0%	0%	33%	33%
Service/Maintenance	0%	3%	37%	2%	5%	18%	35%
Total	12%	3%	21%	1%	3%	49%	11%

FULL-TIME FACULTY BY DIVISION

Full-Time Faculty by Division, Fall 2015

Full Time Faculty by Division Fall 2015		
Division	Number	Percent
Business & CIS	21	6.84%
Counseling	36	11.73%
Fine Arts	29	9.45%
Humanities	62	20.20%
Library Tech.	6	1.95%
Math & Comp. Sci.	29	9.45%
Natural Sci.	38	12.38%
Physical Ed.	19	6.19%
Social Sci.	34	11.07%
Tech. & Engineering	33	10.75%
Total	307	100.0%



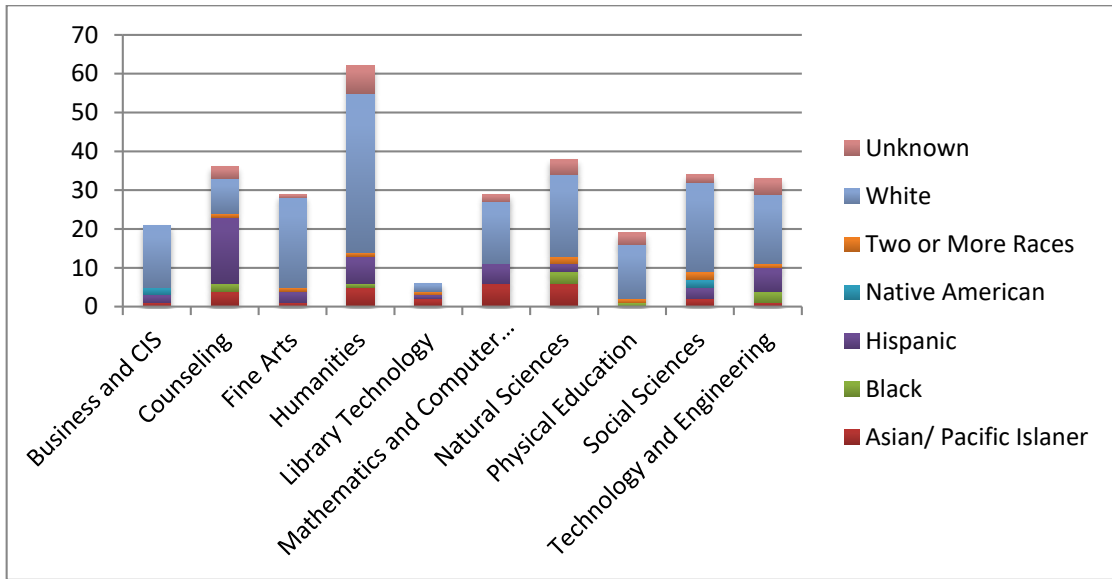
FULL-TIME FACULTY GENDER BY DIVISION

Full Time Faculty by Division by Gender Fall 2015				
Division	Female	Percent	Male	Percent
Business and Computer Information Systems	12	57%	9	43%
Counseling	26	72%	10	28%
Fine Arts	9	31%	20	69%
Humanities	37	60%	25	40%
Library Technology	4	67%	2	33%
Mathematics and Computer Science	12	41%	17	59%
Natural Sciences	16	42%	22	58%
Physical Education	9	47%	10	53%
Social Sciences	21	62%	13	38%
Technology and Engineering	13	39%	20	61%
Total	159	52%	148	48%

FULL-TIME FACULTY RACE/ETHNICITY BY DIVISION

Full Time Faculty by Division by Race/Ethnicity Fall 2015							
Division	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Business and CIS	1	0	2	2	0	16	0
Counseling	4	2	17	0	1	9	3
Fine Arts	1	0	3	0	1	23	1
Humanities	5	1	7	0	1	41	7
Library Technology	2	0	1	0	1	2	0
Mathematics and Computer Science	6	0	5	0	0	16	2
Natural Sciences	6	3	2	0	2	21	4
Physical Education	0	1	0	0	1	14	3
Social Sciences	2	0	3	2	2	23	2
Technology and Engineering	1	3	6	0	1	18	4
Total	28	10	46	4	10	183	26

Full-Time Faculty Race/Ethnicity, Fall 2015



Adjunct Faculty, Fall 2015

ADJUNCT FACULTY BY DIVISION

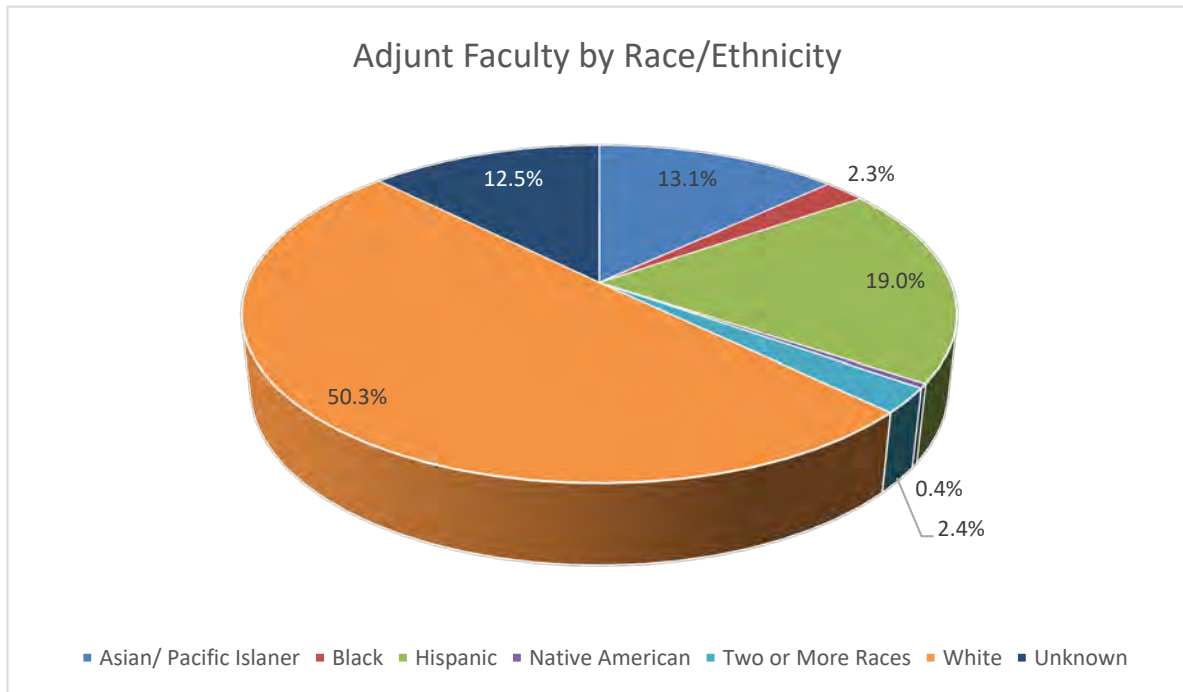
Adjunct Faculty by Division Fall 2015		
Division	Number	Percent
Business & CIS	38	5.35%
Counseling	50	7.04%
Fine Arts	87	12.25%
Humanities	173	24.37%
Library Tech.	4	0.56%
Math & Comp. Sci.	68	9.58%
Natural Sci.	33	4.65%
Physical Ed.	46	6.48%
Social Sci.	88	12.39%
Tech. & Engineering	123	17.32%
Total	710	100.0%

ADJUNCT FACULTY GENDER BY DIVISION

Adjunct Faculty by Division by Gender Fall 2015				
Division	Female	Percent	Male	Percent
Business and Computer Information Systems	12	32%	26	68%
Counseling	39	78%	11	22%
Fine Arts	40	46%	47	54%
Humanities	119	69%	54	31%
Library Technology	3	75%	1	25%
Mathematics and Computer Science	32	47%	36	53%
Natural Sciences	17	52%	16	48%
Physical Education	21	46%	25	54%
Social Sciences	49	56%	39	44%
Technology and Engineering	40	33%	83	67%
Total	372	52%	338	48%

ADJUNCT FACULTY RACE/ETHNICITY BY DIVISION

Adjunct Faculty by Division by Race/Ethnicity Fall 2015							
Division	Asian/ Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Business and CIS	3	0	1	0	0	30	4
Counseling	7	3	27	0	0	10	3
Fine Arts	8	1	11	0	4	56	7
Humanities	20	2	31	1	8	94	17
Library Technology	1					2	1
Mathematics and Computer Science	26	2	12	0	0	19	9
Natural Sciences	4	0	9			19	1
Physical Education	5	2	10	1		26	2
Social Sciences	8	4	10	0	3	52	11
Technology and Engineering	11	2	24	1	2	49	34
Total	93	16	135	3	17	357	89



Fullerton College Environmental Scan 2016

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 2016 Fullerton College Fact Book and the 2016 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

Table 1: Population in Orange County, California and the U.S. Through 2016

Area	2011	2012	2013	2014	2015	2016	Change 2011-2016
Orange County	3,028,846	3,057,233	2,087,715	3,114,209	3,151,910	3,183,011	5.1%
California	37,427,946	37,680,593	38,030,609	38,357,121	38,907,642	39,255,883	4.8%
United States	312,801,643	315,223,904	317,583,693	319,925,152	322,259,557	324,294,884	3.7%

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2016; U. S. Bureau of the Census.

Community Level Population through 2016

Table 2: Population

City	2011	2012	2013	2014	2015	2016	Change 2011-2016
Anaheim	341,000	343,974	346,882	348,369	355,497	358,136	5.0%
Brea	39,961	40,851	41,372	42,389	43,245	43,710	9.4%
Fullerton	135,528	138,573	138,573	140,120	141,407	142,457	5.1%
La Habra	60,407	60,880	61,300	61,705	61,764	62,064	2.7%
Placentia	50,723	51,171	51,938	52,084	51,873	52,263	3.0%
Yorba Linda	64,846	65,804	66,560	67,055	67,128	67,637	4.3%
Total	692,465	700,411	706,625	711,722	720,914	726,267	4.9%

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2016; U. S. Bureau of the Census.

Table 3: Population Projections for Orange County, California and the U.S. through 2060

Area	2020	2030	2040	2050	2060	Projected Change to 2050	Projected Change to 2060
Orange County	3,198,279	3,286,100	3,321,037	3,324,920	3,331,595	3.9%	4.2%
California	40,643,643	44,279,354	47,490,186	50,365,074	52,693,583	23.9%	29.6%
United States	334,503,000	359,402,000	380,219,000	398,328,000	416,795,000	19.1%	24.6%

Community Level Population: Changes to the Year 2040

Table 4: Population Changes in Fullerton College Community through 2040

City	2020	2025	2030	2035	2040	Projected Change to 2035	Projected Change to 2040
Anaheim	358,740	367,879	381,028	389,313	410,755	8.5%	14.5%
Brea	48,701	48,911	49,247	50,625	50,576	3.9%	3.8%
Fullerton	145,704	151,939	155,724	158,334	160,458	8.7%	10.1%
La Habra	64,797	66,131	67,440	68,327	68,475	5.4%	5.7%
Placentia	53,146	54,706	57,053	58,499	58,442	10.1%	10.0%
Yorba Linda	69,324	69,867	70,217	70,391	70,469	1.5%	1.7%
Total	740,412	759,433	780,709	795,489	819,175	7.4%	10.6%

*Projected change from year 2020

Source: California State University, Fullerton, Center for Demographic Research

Table 5: Proportions of the Population by Ethnicity in Orange County and California: Census 2014

Area	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Other/Decline to State	Two or More Races
Fullerton College	3.9%	16.8%	53.2%	0.8%	23.5%	1.8%	--
Orange County	1.5%	18.8%	34.0%	0.2%	42.9%	--	2.4
California	5.7%	13.7%	38.2%	0.4%	39.2%	--	2.7

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

Table 6: Fullerton College Community Population by Ethnicity, Census 2014

City	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Other	Two or More Races
Anaheim	7,826	54,301	181,072	444	92,569	482	6,279
Brea	443	7,445	11,280	38	19,990	95	1,152
Fullerton	3,212	33,764	47,963	231	49,264	155	3,356
La Habra	601	5,216	37,043	138	17,290	103	950
Placentia	713	8,205	19,570	42	22,028	103	1,199
Yorba Linda	683	11,220	11,250	134	40,780	62	2,206
Total	13,478	120,151	308,178	1,027	241,921	1,000	15,142

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Table 7 Fullerton College Community Population Percentage by Ethnicity: Census 2014

City	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Other	Two or More Races
Anaheim	2.3%	15.8%	52.8%	0.1%	27.0%	0.1%	1.8%
Brea	1.1%	18.4%	27.9%	0.1%	49.4%	0.2%	2.8%
Fullerton	2.3%	24.4%	34.8%	0.2%	35.7%	0.1%	2.4%
La Habra	1.0%	8.5%	60.4%	0.2%	28.2%	0.2%	1.5%
Placentia	1.4%	15.9%	37.7%	0.1%	42.5%	0.2%	2.3%
Yorba Linda	1.0%	16.9%	17.0%	0.2%	61.5%	0.1%	3.3%
Total	1.9%	17.1%	44.0%	0.1%	34.5%	0.1%	2.2%

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

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

State/County	Year	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	698,378	1,423,642	1,132,850	139,855
	2050	48,225	5,300	728,170	1,509,122	1,020,267	170,499
	2060	46,827	4,637	726,026	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 through 2060

State/County	Year	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.

Part II: Educational Information

School Age Population: Changes Through 2014-2015

Table 10: Public School Enrollment in Orange County and California, 2011-2012 to 2015-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Change 2011-2016
Orange County	502,205	201,801	500,487	497,116	493,030	-1.8%
California	6,220,993	6,226,989	6,236,672	6,235,520	6,235,520	0.2%

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 2024-2025

	2016-2017	2017-2018	2018-2019	2019-2020	2024-2025	Change 2016-2025
Orange County	486,891	481,490	475,477	471,776	450,816	-7.4%
California	6,209,887	6,205,562	6,188,872	6,185,160	6,162,193	-0.8%

(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, 2011-2015-2016

School District	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Change 2011-2016
Anaheim	32,704	32,085	31,889	31,659	31,276	-4.4%
Brea-Olinda	2,074	2,041	2,001	1,974	1,942	-6.4%
Fullerton	14,782	14,608	14,501	14,396	14,235	-3.7%
Placentia Yorba Linda	9,020	8,320	8,429	8,458	8,467	-6.1%

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

Table 13a: Public School Enrollment in Fullerton College Feeder High School Districts,
By Race/Ethnicity year 2015-2016

School District	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
Anaheim Union High	742	5,481	20,714	142	3,339	1	857
Brea-Olinda	42	427	672	4	754	1	42
Fullerton Union High	337	3,183	7,787	28	2,603	15	282
Placentia-Yorba Linda	137	1,285	3,146	14	3,736	37	112

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

Table 13b: Public School Enrollment in Fullerton College Top 10 Feeder High Schools,
By Race/Ethnicity year 2015-2016

School District	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
Anaheim	0.5%	2.2%	94.4%	0.3%	2.1%	0.0%	0.4%
Brea-Olinda	2.0%	22.6%	33.7%	0.2%	39.2%	0.1%	2.2%
El Dorado	1.4%	11.2%	29.4%	0.2%	55.6%	0.6%	1.7%
Fullerton	2.0%	6.0%	65.2%	0.2%	24.6%	0.0%	1.9%
Katella	1.0%	4.7%	88.9%	0.2%	4.7%	0.0%	0.5%
La Habra	1.9%	2.5%	69.9%	0.3%	24.5%	0.0%	0.9%
Sonora	1.1%	10.3%	67.6%	0.1%	18.7%	0.0%	2.2%
Sunny Hills	2.1%	51.1%	29.3%	0.1%	15.5%	0.0%	1.8%
Troy	1.1%	49.3%	25.2%	0.1%	20.2%	0.0%	4.1%
Valencia	1.9%	20.2%	59.9%	0.1%	16.5%	0.6%	0.8%

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

Table 14: Fullerton College Top 10 Feeder High Schools: Demographics Indicators, 2015-2016

School	Total Students	Percent Free or Reduced Lunch	Percent English Language Learners	Percent Disadvantaged	Percent UC/CSU Eligible Grads
Anaheim	3,164	83.4%	24.9%	87.5%	30.4%
Brea-Olinda	1,872	22.0%	5.2%	24.7%	57.6%
El Dorado	1,910	20.7%	4.0%	19.8%	52.5%
Fullerton	2,110	57.4%	10.4%	53.1%	39.2%
Katella	2,619	80.5%	23.4%	88.6%	31.2%
La Habra	2,212	47.4%	7.5%	49.5%	40.4%
Sonora	1,882	46.5%	9.1%	50.9%	51.0%
Sunny Hills	2,307	27.4%	6.5%	25.1%	64.8%
Troy	2,755	21.3%	3.5%	19.3%	80.5%
Valencia	2,797	55.0%	11.1%	57.6%	49.2%

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

Part III. Economic Trends

Importance of Economic Changes

The Employment Base

Table 15: Civilian Labor Force, Employment, and Unemployment for Orange County

Measures	June 2012	June 2013	June 2014	June 2015	June 2016	Change 2012-2016
Civilian Labor Force	1,564,100	1,464,800	1,569,400	1,599,800	1,612,600	3.1%
Employed	1,435,000	1,464,800	1,483,700	1,530,800	1,541,500	5.5%
Unemployed	129,100	106,100	85,700	69,000	71,100	-45.0%
Unemployment Percent	8.3%	6.8%	5.5%	4.3%	4.4%	-3.9%

Source: California Employment Development Department

Table 16: Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, July 2016

Measures	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
Civilian Labor Force	174,300	22,500	72,100	31,700	26,900	35,600
Employed	164,100	21,500	68,400	30,000	25,500	34,100
Unemployed	10,100	1,000	3,800	1,700	1,400	1,400
Unemployment Percent	5.8%	4.4%	5.2%	5.2%	5.2%	4.0%

Source: California Employment Development Department

Table 17: Employment by Industry in Orange County: 2015 and 2016

Industry	June 2015	June 2016	Change	Percent Change
Good Producing	252,400	259,300	6,900	2.7%
Trade, Transportation & Utilities	261,400	262,700	1,300	0.5%
Information	23,800	26,100	2,300	9.7%
Financial Activities	116,300	118,000	1,700	1.5%
Professional and Business Services	281,800	295,200	13,400	4.7%
Education and Health Services	201,000	205,000	4,000	2.0%
Leisure and Hospitality	199,800	213,700	13,900	6.9%
Other Services	52,800	49,100	-3,700	-7.0%
Government	158,700	161,500	2,800	1.7%
Total	1,548,000	1,590,600	42,600	2.7%

Source: California Employment Development Department

Table 18: 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 Assistant	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	2,020	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 19: 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 Manger	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, Wholesales and Manufacturing, Technical and Scientific Products	7,500	8,550	1,050	14.0%
Sales Manager	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.

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