FULLERTON COLLEGE
Institutional Effectiveness Report
2016-2017

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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 hundred plus years of excellence, Fullerton College continues to provide a high quality education at an affordable cost with a student centered mission.

Fullerton College continued to benefit from strong fiscal support from the State in 2016-17 and the College seized the opportunity to further 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 *2016-2017 Institutional Effectiveness Report* highlights Fullerton College's commitment to providing a high quality and affordable education to our ever-growing student population. 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 completion. Over the next year, this report and the 2017 Environmental Scan will serve as resources for college wide planning.

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. These measures include course success rates, Fullerton College Student Success Scorecard indicators, degree and certification completion, transfer, CTE outcomes, and student placement results in Reading, Writing, English as a Second Language and Mathematics, as college goals and objectives focus on student achievement and unpreparedness 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 an accompanying piece to the Fullerton College 2016-2017 Institutional Effectiveness report,the 2017 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
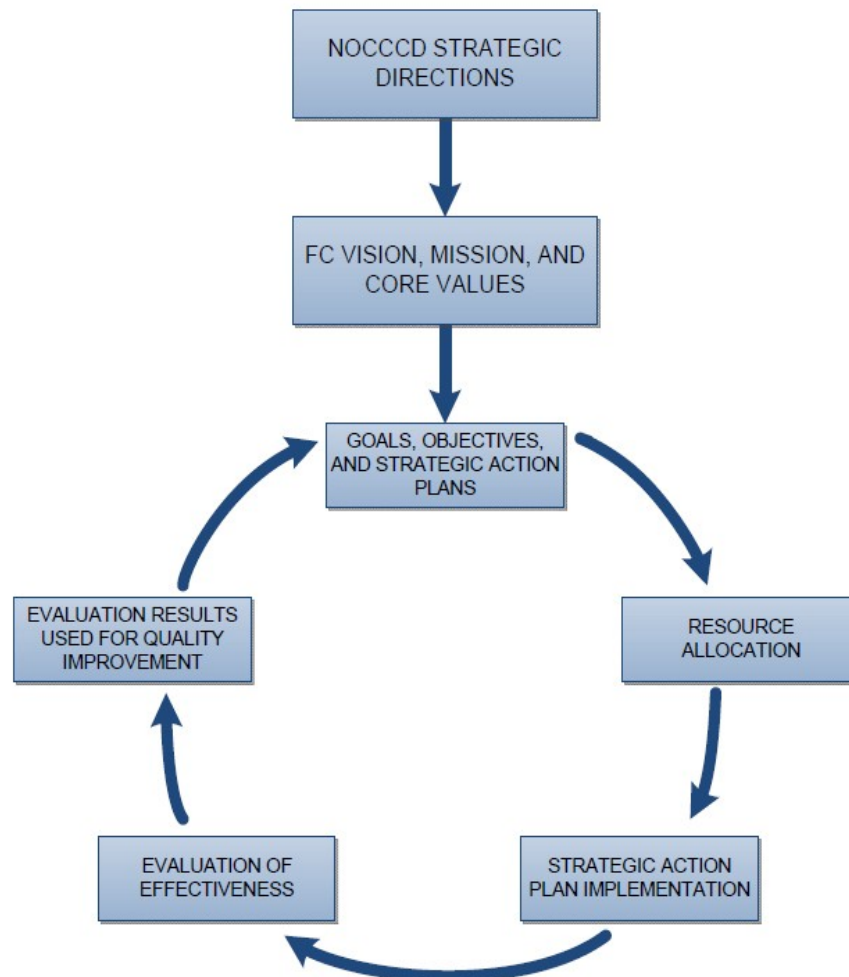
As part of Fullerton College's cycle of continuous quality improvement, the college annually reviews and assesses implemented strategies and its strategic planning process as a prelude to a new cycle of strategic planning. Strategies and programs are reviewed and decisions are made to maintain, modify or improve various programs, activities and initiatives.

Fullerton College Institutional Philosophy

Fullerton College Mission
Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

Fullerton College Vision

Fullerton College will transform lives and inspire positive change in the world.

Fullerton College Core Values

Community
We promote a sense of community that enchances the well-being of our campus and surrounding area.

Diversity
We embrace and value the diversity of our entire community.

Equity
We commit to equity for all we serve.

Excellence
We honor and build upon our tradition of excellence.

Growth
We expect everyone to continue growing and learning.

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

Innovation
We support innovation in teaching and learning.

Integrity
We act in accordance with personal integrity and high ethical standards.

Partnership
We work together with our educational and community partners.

Respect
We support and environment of mutal respect and trust that embraces the individuality of all.

Responsibility
We accept our responsiblitiy for the betterment of the world around us.

Instituiton-Set Standards

Institution-set standards are the minimum level of performance set internally by institutions to meet educational quality and institutional effectiveness expectations. Standards reflect the "floor" or "baseline" levels of satisfactory performance of student learning and achievement below which the institution does not want to fall. Standards are different than improvement or target goals as goals are aspirational in nature. Federal (Higher Education Opportunities Act of 2008) and accreditation (ACCJC Standard IB3) regulations mandate that all higher education institutions establish institution-set standards for student achievement, assess performance on student outcome metrics against the standards, and use this assessment to set goals for improvement when the standards are not being met. The regulation requires colleges to set standards for institution-level and program-level student success metrics. Program is defined as those leading to a degree or certificate of achievement.

Course Completion Rate

Percentage of Fall term credit course enrollments where student did not withdraw from class and received a valid grade
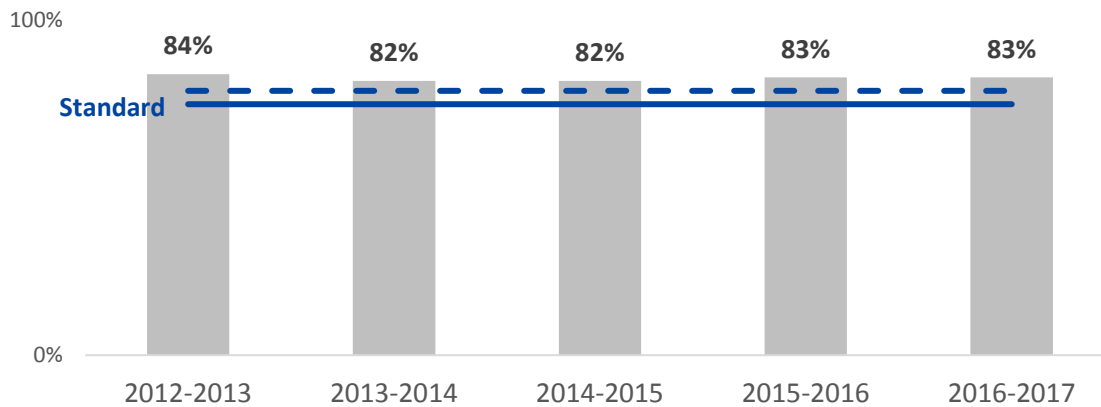
	Course Enrollment	Course Completion Rate
2012-2013	59,041	84%
2013-2014	70,220	82%
2014-2015	71,147	82%
2015-2016	69,852	83%
2016-2017	69,004	83%
95% Avg.	~2,760	79%
Institutional Standard – 90% Avg.	~5,520	75%

Course Success Rate

Percentage of Fall term credit course enrollments where student earned a grade of C or better (including Pass for Pass/No Pass courses)
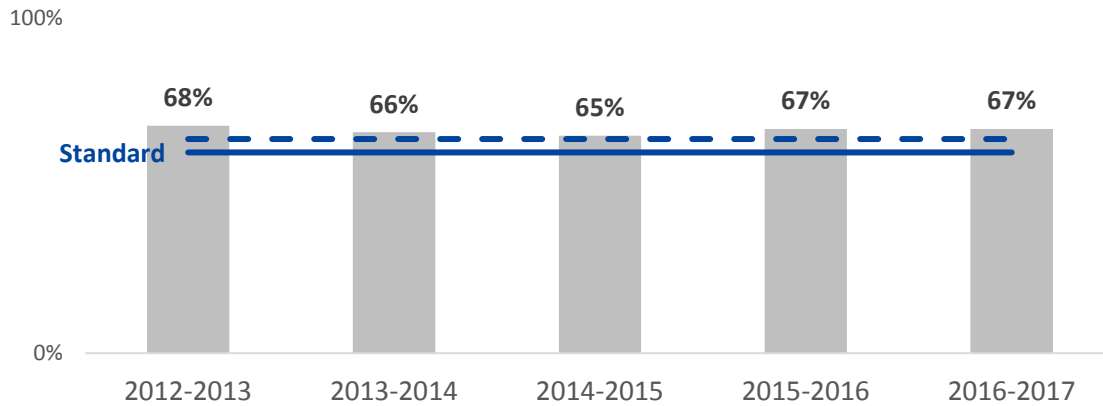
	Course Enrollment	Course Success Rate
2012-2013	59,041	68%
2013-2014	70,220	66%
2014-2015	71,147	65%
2015-2016	69,852	67%
2016-2017	69,004	67%
95% Avg.	~2,070	64%
Institutional Standard – 90% Avg.	~4,830	**60%**

Persistence Rate

Percent of Fall term first-time students who enrolled as of census for an initial fall term and a subsequent Spring term.
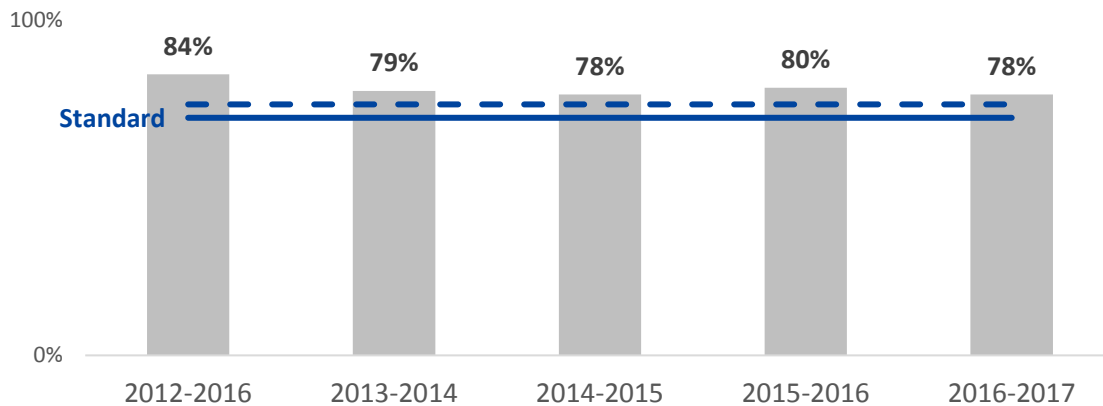
	First-time Students	Persistence Rate
2012-2013	3,735	84%
2013-2014	4,798	79%
2014-2015	4,885	78%
2015-2016	4,545	80%
2016-2017	4,406	78%
95% Avg.	132	75%
Institutional Standard – 90% Avg.	308	71%

Transfer Volume

Number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities).[1]
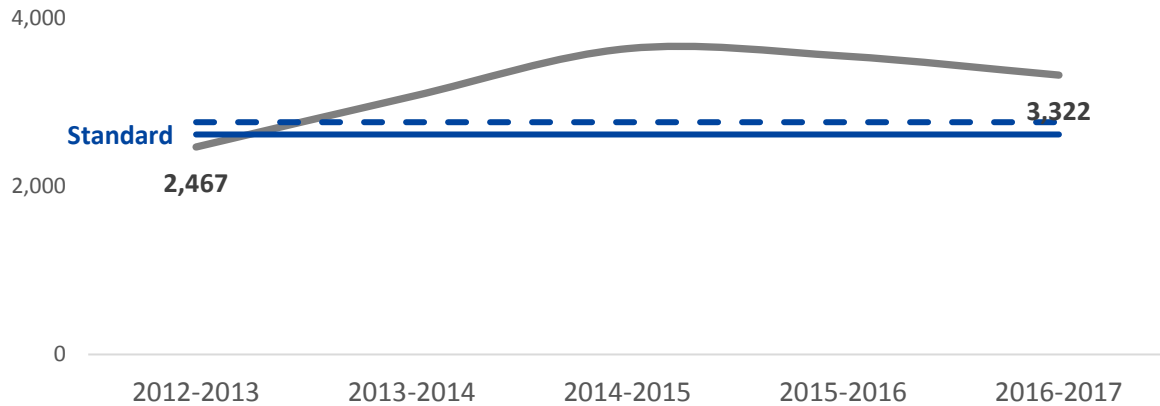
	Yearly Enrollment	Transfer
2012-2013	31,411	2,467
2013-2014	34,063	3,068
2014-2015	34,295	3,637
2015-2016	34,417	3,549
2016-2017	34,602	3,322
95% Avg.	~560	2,762
Institutional Standard – 90% Avg.	~706	2,616

[1]Source: National Student Clearinghouse

Degrees Awarded

Number of Associates of Arts and Associates of Sciences awarded during the academic school year.
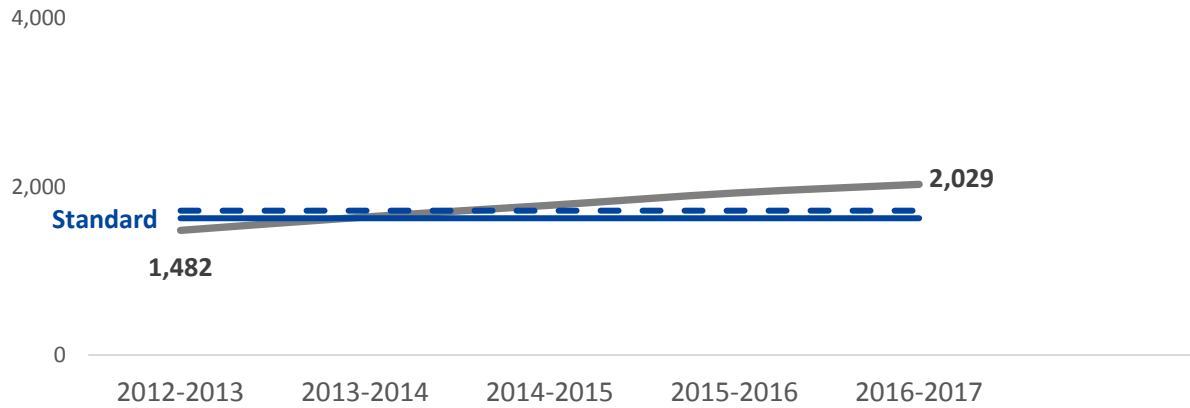
	Yearly Enrollment	Degrees Awarded
2012-2013	31,411	1,482
2013-2014	34,063	1,641
2014-2015	34,295	1,780
2015-2016	34,417	1,926
2016-2017	34,602	2,209
95% Avg.	~657	1,552
Institutional Standard – 90% Avg.	~783	1,471

Certificates Awarded

Number of Certificates awarded during the academic school year.
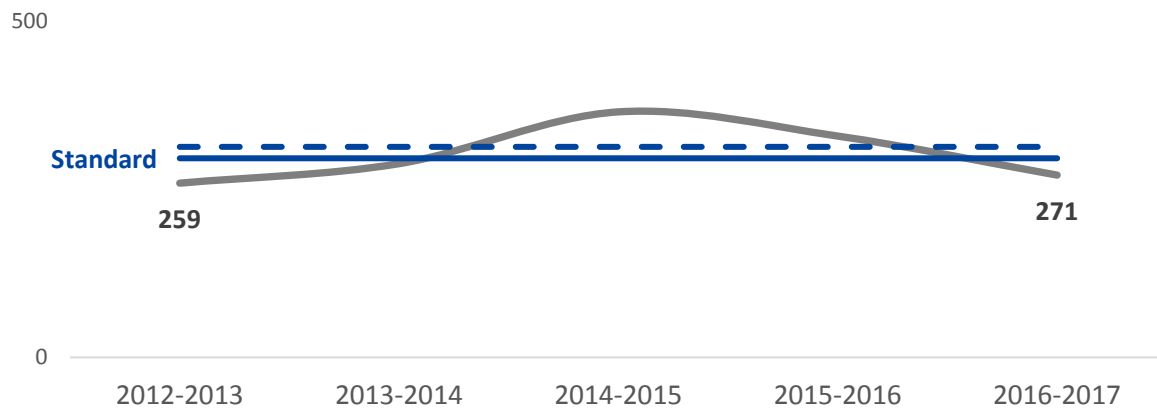
	Yearly Enrollment	Certificates Awarded
2012-2013	31,411	259
2013-2014	34,063	288
2014-2015	34,295	365
2015-2016	34,417	329
2016-2017	34,602	271
95% Avg.	~**	313
Institutional Standard – 90% Avg.	~**	296

Job Earnings

The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey.
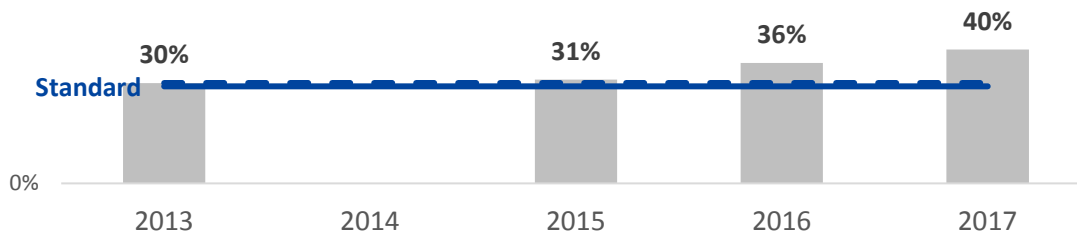
	Yearly Respondents	Increase in Job Earnings
2013	710	30%
2014	--	
2015	593	31%
2016	872	36%
2017	1,071	40%
95% Avg.	~11	29%
Institutional Standard – 90% Avg.	~32	27%

Board of Barbering and Cosmetology Licensing Examination

Percent of students who have successfully passed the written examination after completing coursework in cosmetology.
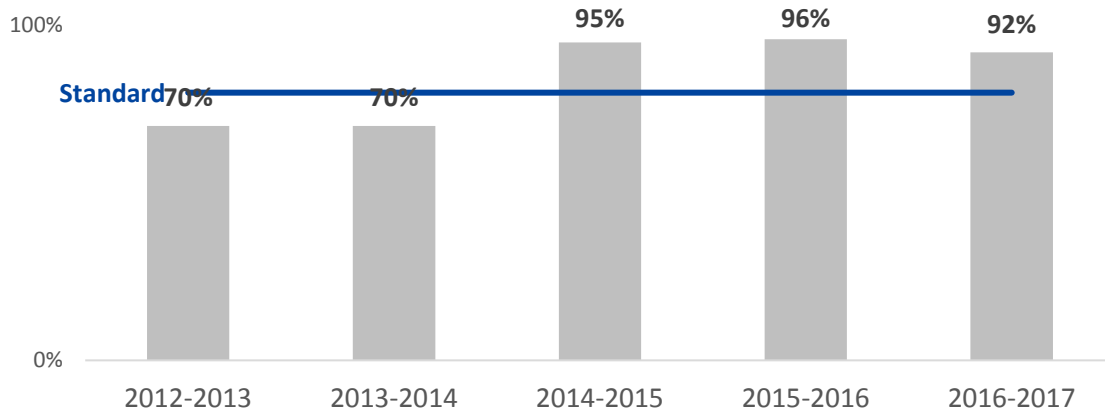
	Yearly Exams	Pass Rate
2012-2013[1]	97	70%
2013-2014	124	80%
2014-2015	133	95%
2015-2016	122	96%
2016-2017	76[2]	92%
Institutional Standard	~15	**80%**

[1] 7-1-2013 to 9-30-2013 not available
[2] 7-1-2017 to 9-30-2017 not available

Percent of students who have successfully passed the practical examination after completing coursework in cosmetology.
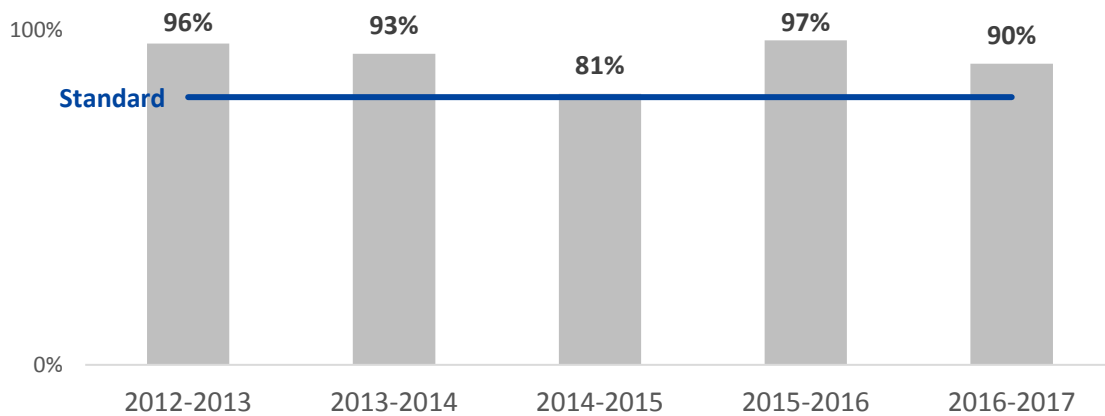
	Yearly Exams	Pass Rate
2012-2013[1]	80	96%
2013-2014	109	93%
2014-2015	144	81%
2015-2016	126	97%
2016-2017	81	90%
Institutional Standard	**~16**	**80%**

[1]7-1-2013 to 9-30-2013 not available

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 2012 to 2016

Gender	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	50%	50%	50.5%	50.5%	50.3%
Male	48%	48%	47.9%	47.8%	47.8%
Unknown	2%	2%	1.6%	1.7%	1.9%

(Source: NOCCCD Argos Files)

The student population at Fullerton College continues to have a slightly higher distribution of female students than male students, as shown in the figure above. Females represent a growing majority of higher education students statewide with female students making up about 54% of all California Community College student enrollment in Fall 2016 (California Community Colleges Chancellors's Office-DataMart). The percentage of students who do not identify with either gender has largely remained constant and mirrors the state average.

Fullerton College Student Race/Ethnicity, Fall Semester 2013 to 2016

STUDENT RACE/ETHNICITY DISTRIBUTION

Fall 2013	Fall 2014	Fall 2015	Fall 2016

- 51.2% → 53.2% → 54.9% → 56.2% (Hispanic)
- 24.7% → 23.5% → 22.4% → 21.1% (White Non-Hispanic)
- 16.6% → 16.3% → 16.7% → 16.5% (Asian)
- 4.2% → 3.9% → 3.7% → 3.7% (African American)
- 0.8% → 0.8% → 0.7% → 0.7% (Am. Indian or Alaskan)
- 0.4% → 0.5% → 0.4% → 0.4% (Pacific Islander)

Percent

— — African American   — — Am. Indian or Alaskan   — — Asian   — — Hispanic   — — Pacific Islander   — — White Non-Hispanic
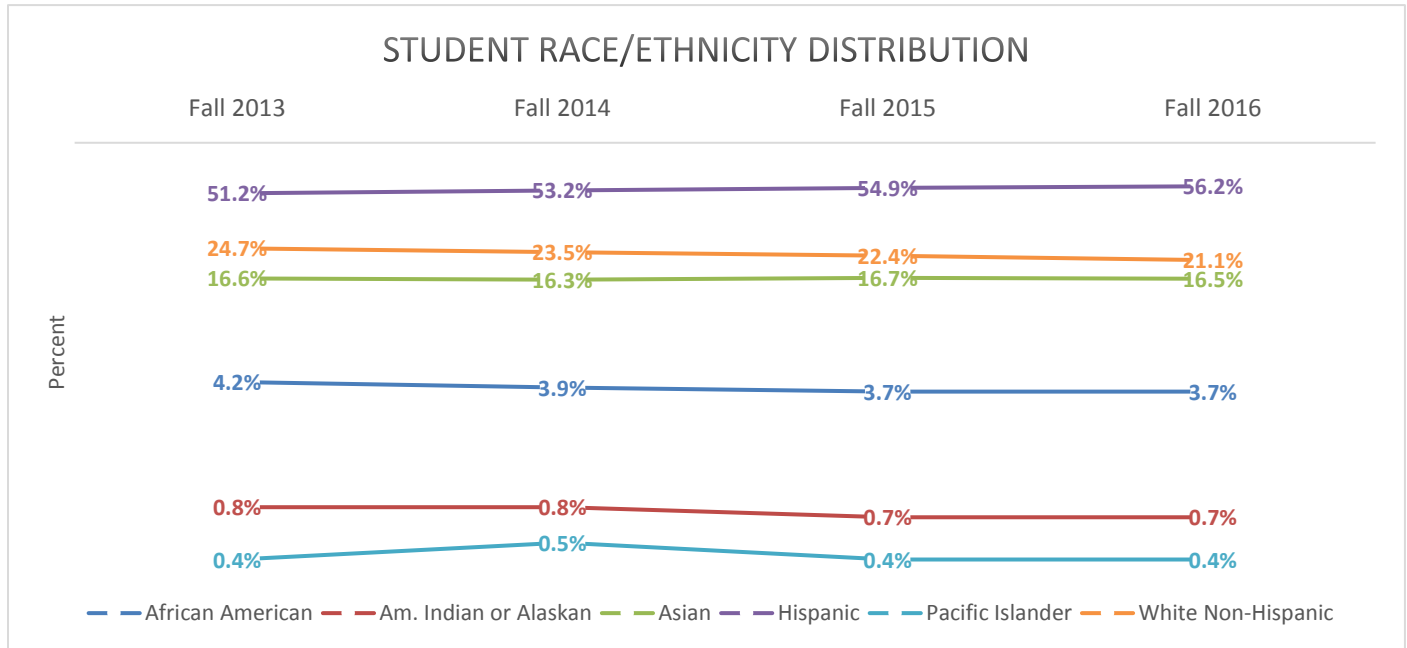
(Source: NOCCCD Argos Files)

Fullerton College is a Hispanic Serving Institution. The largest ethnic representation among Fullerton College students is those of Hispanic/Latino origin, with a 56.2% share of the population. The Hispanic/Latino student population has increased 4% in the last four fall semesters. White non-Hispanic, Asian and African American students represent the next largest proportions of the student population. Fullerton College continues to focus on recruiting diverse faculty and staff and offer variety of support services for our diverse students population.

Fullerton College Student Race/Ethnicity, Fall Semester 2012 to 2016

Race/Ethnicity	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Am. Indian or Alaskan	74	0.35%	81	0.33%	74	0.29%	73	0.29%	68	0.27%
Asian	2,544	12.16%	2,888	11.64%	2,930	11.47%	2,953	11.68%	2,942	11.78%
African American	683	3.26%	821	3.31%	813	3.18%	778	3.08%	740	2.96%
Filipino	558	2.67%	727	2.93%	743	2.91%	710	2.81%	689	2.76%
Hispanic	10,178	48.65%	12,536	50.53%	13,348	52.24%	13,641	53.94%	13,732	54.97%
Native Hawaiian/Pacific Islander	86	0.41%	99	0.40%	97	0.38%	94	0.37%	78	0.31%
Two or More	690	3.30%	847	3.41%	865	3.39%	845	3.34%	842	3.37%
White Non-Hispanic	5,516	26.36%	5,998	24.18%	5,863	22.95%	5,515	21.81%	5,115	20.48%
Unknown	594	2.84%	811	3.27%	818	3.20%	678	2.68%	773	3.09%

(Source: NOCCCD Argos Files)

Fullerton College Student Age, Fall Semester 2013 to 2016

Student Age Distribution
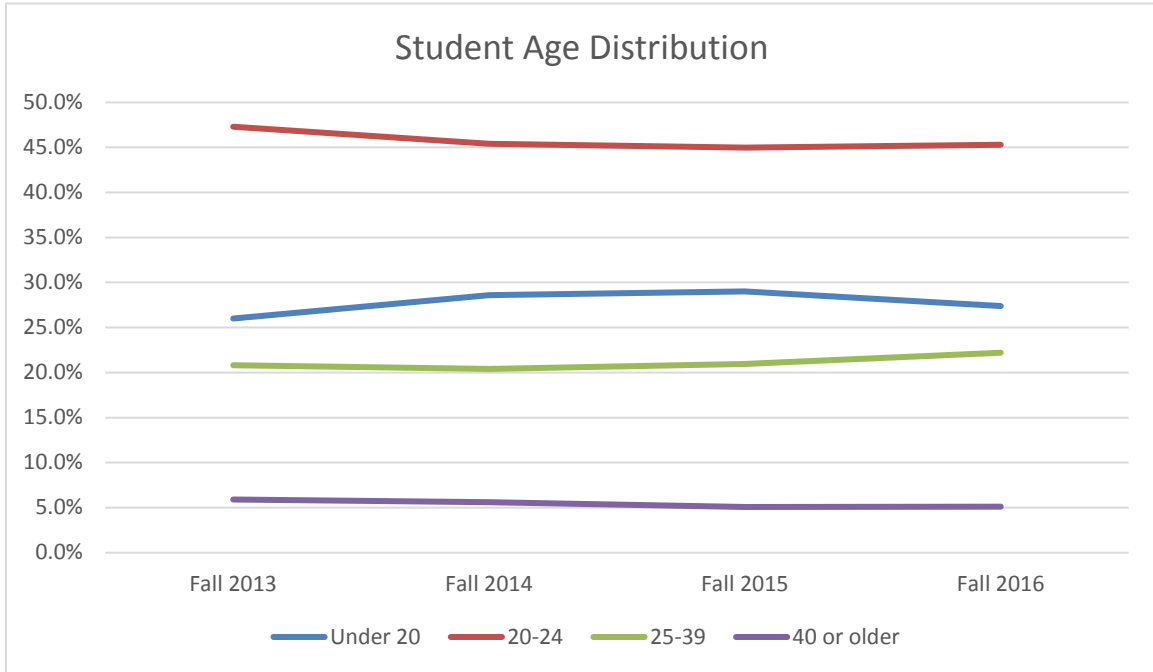
(Source: NOCCCD DataMart)

The majority of Fullerton College students are between the ages of 20 and 24. Students aged below 20 has remained constant the last four fall terms with a slight decrease from fall 2015 to 2016. This slight decrease is likely the result of declining student population from our local feeder high schools. In addition, Fullerton College has seen a slight increase in ages between 25-39. This increase is likely that older adults are seeking more skills in a every changing economic climate.

Student Age Distribution, Fall Semester 2013 to 2016

Age Group	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	6,442	26.0%	7,306	28.6%	7,341	29.0%	6,850	27.4%
20-24	11,736	47.3%	11,607	45.4%	11,381	45.0%	11,317	45.3%
25-39	5,168	20.8%	5,217	20.4%	5,300	20.9%	5,551	22.2%
40 or older	1,474	5.9%	1,424	5.6%	1,283	5.1%	1,269	5.1%

(Source: NOCCCD DataMart)

Parent Educational Attainment, Fall Semester 2013 to 2016

	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Parent Level of Education	Count	Percent	Count	Percent	Count	Percent	Count	Percent
No High School Diploma	4,077	16.5%	4,142	17.4%	4,155	17.5%	4,209	18.0%
High School Diploma	6,589	26.6%	6,218	26.1%	6,271	26.5%	6,245	26.8%
Total No College	10,666	43.0%	10,360	43.5%	10,426	44.0%	10,454	44.8%
Some College/No Degree	5,832	23.5%	5,576	23.4%	5,415	22.9%	5,186	22.2%
Associate Degree	2,024	8.2%	1,903	8.0%	1,865	7.9%	1,800	7.7%
Bachelors Degree	3,957	16.0%	3,805	16.0%	3,721	15.7%	3,666	15.7%
Graduate Degree	1,932	7.8%	1,786	7.5%	1,878	7.9%	1,834	7.9%
No Response	371	1.5%	394	1.7%	372	1.6%	404	1.7%

(Source: NOCCCD DataMart)

In Fall 2016, Fullerton College had a slight increase of 0.8% of students who were first-generation college students. In the last four fall terms, there was increase of about 2.0% of students who are first-generation college students. Furthermore, Fullerton College has seen a increase of students in the last four terms 69.6% to 71.6% who had a parent(s) without a college degree. 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 2013 to 2016

	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
BOG Eligibility	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes - BOG eligible	13,106	52.9%	12,855	54.0%	13,037	55.1%	12,723	54.5%
No - Not eligible	10,762	43.4%	10,094	42.4%	9,818	41.5%	9,810	42.0%
No Response	914	3.7%	875	3.7%	822	3.4%	811	3.5%

(Source: NOCCCD DataMart)

In Fall 2016, 54.5% 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, 2015) 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 $36,375. Increases 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 2013 to 2016

Educational Goal	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	% of Total	% of Total	% of Total	% of Total
4 Year Student	4.5%	4.1%	4.0%	3.7%
Associate Degree and Transfer	51.1%	52.0%	54.0%	54.2%
Associate Degree Only	4.3%	4.5%	4.4%	4.5%
HS Completion	0.5%	0.4%	0.5%	0.4%
Career Advancement/Change	5.2%	3.8%	3.6%	3.5%
Educational Development	2.7%	1.4%	2.5%	3.2%
Career Exploration	1.6%	1.7%	1.7%	1.6%
Non-Credit to Credit	0.1%	< 0.1%	0.1%	0.1%
Transfer to university Only	15.2%	15.2%	15.0%	15.6%
Vocational Certificate/Degree	2.4%	2.6%	2.1%	2.4%
Missing	3.3%	2.8%	2.5%	2.5%
Undecided	9.4%	9.0%	9.0%	7.9%

(Source: NOCCCD DataMart)

More than half (54.2%) of all Fullerton College students declare the goal of earning an Associate degree and transferring to a four-year college or university which is an increase of 3% of the last four fall terms. Over fifteen percent identify the single goal of transferring to a four-year institution, without identifying the goal of an Associate degree. Aggregated, 74.3% 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 2013-2016

Fall 2013			Fall 2014			Fall 2015			Fall 2016		
Total	#	%	Total	#	%	Total	#	%	Total	#	%
Liberal Studies	1,595	6.4%	Business Administration	1,273	6.0%	Business Administration	1,507	5.9%	Business Administration	1,503	6.0%
Business Administration	1,474	5.9%	Business Management	1,309	5.1%	Business Management	1,238	4.8%	Pre-Nursing	1,233	4.9%
Business Management	1,207	4.9%	Pre-Nursing	1,215	4.8%	Pre-Nursing	1,231	4.8%	Biology	1,185	4.7%
Biology	1,120	4.5%	Biology	1,177	4.6%	Biology	1,185	4.6%	Business Management	1,165	4.7%
Pre-Nursing	1,108	4.5%	Engineering	1,002	3.9%	Engineering	1,077	4.2%	Engineering	1,107	4.4%
Psychology	945	3.8%	Psychology	913	3.6%	Psychology	871	3.4%	Psychology	837	3.3%
Engineering	892	3.6%	Art	753	2.9%	Computer Science	775	3.0%	Computer Science	791	3.2%
Art	724	2.9%	Liberal Studies	716	2.8%	Art	759	3.0%	Art	728	2.9%
Administration of Justice	696	2.8%	Computer Science	696	2.7%	Kinesiology AA-T	707	2.7%	Kinesiology AA-T	717	2.9%
Accounting	607	2.4%	Administration of Justice	664	2.6%	Administration of Justice	675	2.6%	Administration of Justice	679	2.7%

(Source: NOCCCD DataMart)

Business Administration continues to be the largest single declared major among Fullerton College students, excluding Liberal Studies in Fall 2013. In the Fall 2016 semester the top ten majors remain unchanged from the last three terms, with four of the top ten majors being in STEM.

Top Ten Cities of Residence, Fall Semester 2013-2016

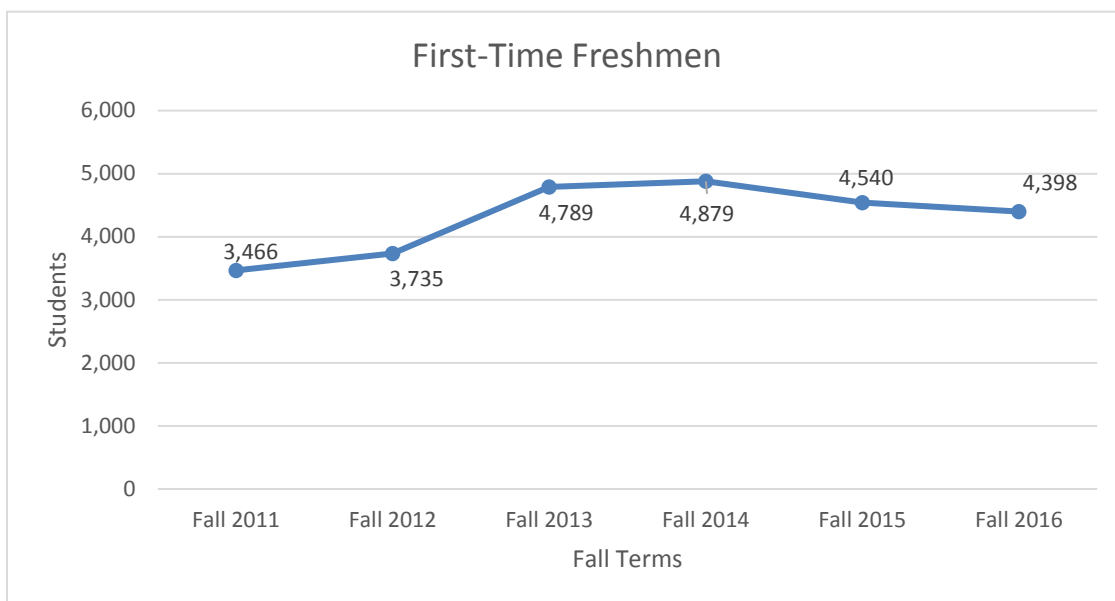| Fall 2013			Fall 2014			Fall 2015			Fall 2016		
Top 10 Cities	Total	%	Top 10 Cities	Total	%	Top 10 Cities	Total	%	Top 10 Cities	Total	%
Anaheim	5,282	21.3%	Anaheim	5,551	21.7%	Anaheim	6,260	24.7%	Anaheim	5,568	22.3%
Fullerton	4,046	16.3%	Fullerton	4,164	16.3%	Fullerton	4,711	18.6%	Fullerton	4,003	16.0%
La Habra	1,591	6.4%	La Habra	1,615	6.3%	La Habra	1,898	7.5%	La Habra	1,720	6.9%
Whittier	1,451	5.9%	Whittier	1,533	6.0%	Whittier	1,754	6.9%	Whittier	1,581	6.3%
Placentia	1,126	4.5%	Placentia	1,136	4.4%	Placentia	1,300	5.1%	Placentia	1,098	4.4%
Buena Park	1,059	4.3%	Buena Park	1,118	4.4%	Buena Park	1,129	4.5%	Buena Park	1,053	4.2%
Yorba Linda	943	3.8%	Brea	951	3.7%	Brea	1,104	4.4%	Brea	927	3.7%
Brea	924	3.7%	Yorba Linda	872	3.4%	Yorba Linda	1,027	4.1%	Yorba Linda	824	3.3%
La Mirada	746	3.0%	La Mirada	775	3.0%	La Mirada	869	3.4%	La Mirada	783	3.1%
Orange	565	2.3%	Orange	559	2.2%	Garden Grove	600	2.4%	Garden Grove	536	2.1%
Top Ten	17,733	71.5%	Top Ten	18,274	71.5%	Top Ten	20,652	81.6%	Top Ten	18,093	72.5%

(Source: NOCCCD DataMart)

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 ten the past four fall semesters. Students from these top ten cities made up 72.5% of the student population in Fall 2016. This is a 9% decrease from Fall 2015 to Fall 2016. There is an overall student population decline at Fullerton College which might be explained by higher volume of degrees conferred and transfer rates among students, additionally there has been a decrease of 3% in student enrollment from our top feeder high schools.

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, 2011-2012 to 2016-2017

All Students

Academic Year	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
All Students	27,669	29,769	35,315	35,278	35,215	34,602

First-Time Freshmen

Fall Terms	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Students	3,466	3,735	4,789	4,879	4,540	4,398
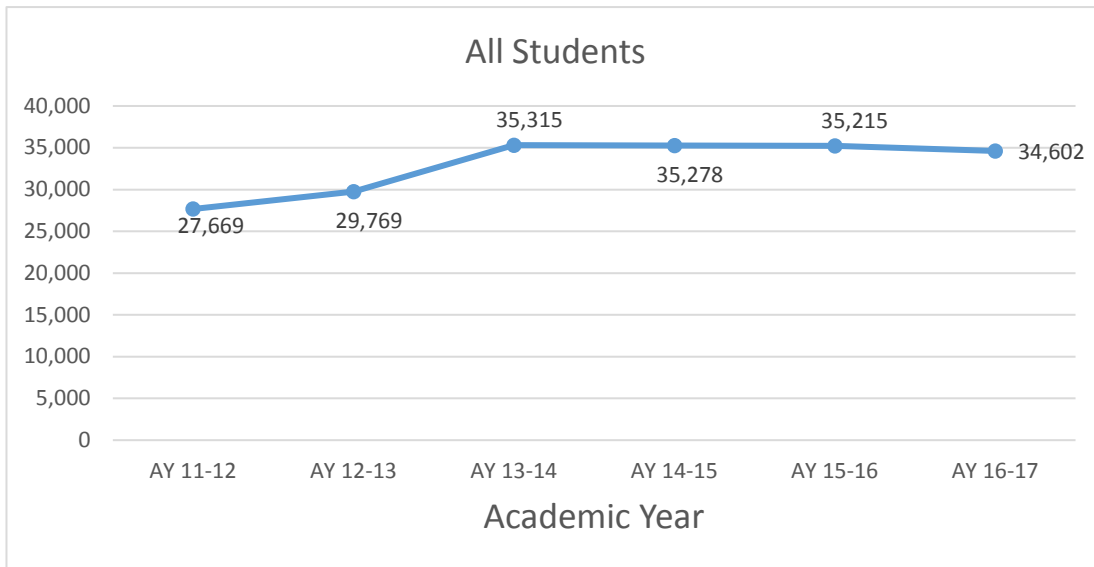
(Source: NOCCCD DataMart)

With the influx of State fiscal support and growth funding, enrollments rose drastically between 2011-12 to 2013-14 and has stabilized with a slight decrease from 2015-16 to 2016-17. The slow in enrollment growth from 2014-15 to 2016-17 and subsequent decrease may be the product of an improved economic climate. The unemployment rate in Orange County has dropped from 6.8% in June 2013 to 3.8% in June 2017. In addition, Fullerton College's feeder High Schools have seen a decline of 3.0% in student enrollment for the last five years.

Student Unit Load, Fall Semester 2014 to 2016
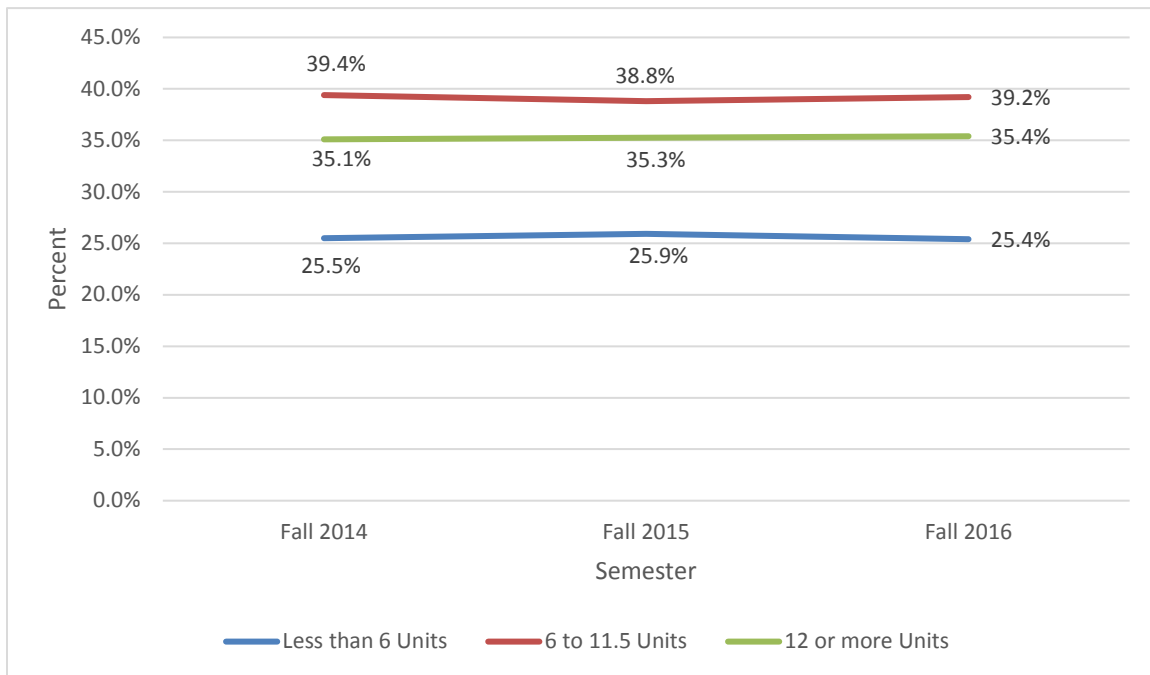
(Source: NOCCCD DataMart.)

A little over 35% of Fullerton College students enrolled as full-time status during the fall 2016 semester. The rate for full-timers has remained constant, with a slight increase in students enrolling less between 6 to 11.5 units, and a decrease in those enrolling in less than 6.

Overall Course Retention and Success Rates, 2013-14 to 2016-17

Course Retention and Success Rate
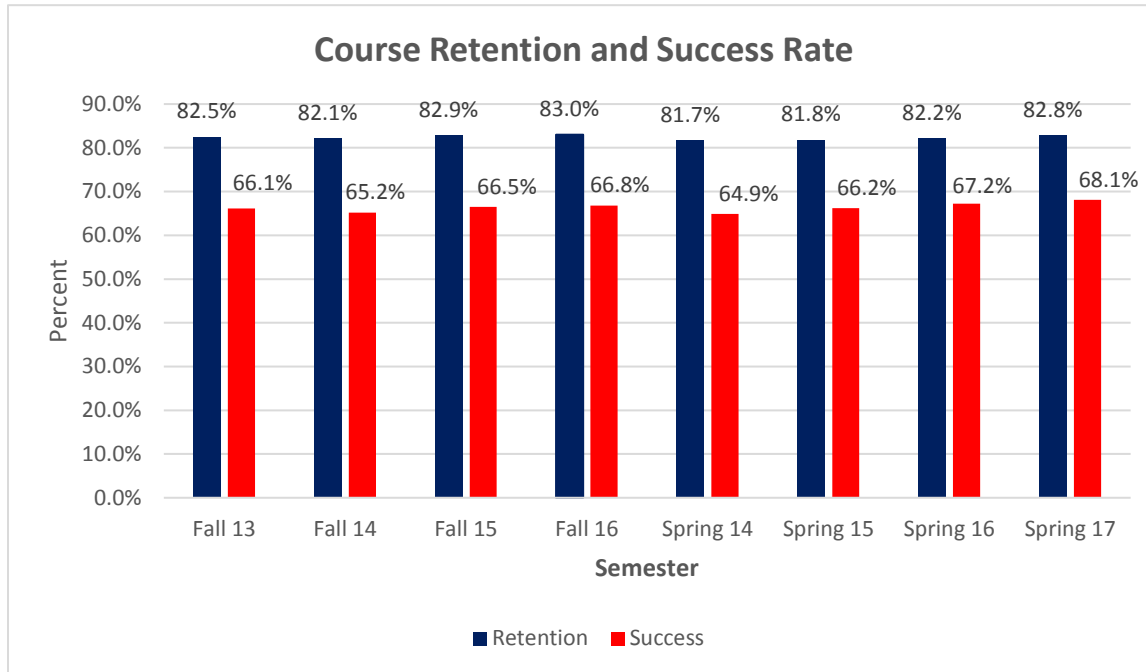
(Source: NOCCCD DataMart)

Course Success Rates by Course Type and Race/Ethnicity, Fall Semester 2016

Race/Ethnicity	Overall	Basic Skills	Transfer	Vocational
African-American	50.5%	50.3%	52.7%	44.1%
American Indian	69.0%	50.0%	73.2%	60.3%
Asian	74.5%	73.5%	74.4%	75.1%
Hispanic	64.2%	54.0%	65.4%	64.3%
Multi-Ethnicity	69.9%	63.3%	70.4%	69.9%
Pacific Islander	73.5%	64.7%	75.6%	69.0%
White	73.0%	63.6%	73.1%	74.4%
Unknown	66.6%	53.3%	68.0%	66.7%
Total	67.4%	57.4%	68.2%	67.8%

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

Retention rates across all semesters have remained stable. A slight increase is visible across same semesters. Fullerton College has remained constant in its section offerings and has experienced slight increase in success rates from 66.1% in Fall 2013 to 66.8% in Fall 2016 and has experienced a higher increase of over 3% from Spring 2014 to Spring 2017. Equity analysis for 2015-2016 on course success rates by student race/ethnicity shows no disparate outcomes for Hispanic students in any course type. However, 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.

Progress Towards 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 increase student success.

Objective 2: Increase Retention and Success rate for Fullerton College				
Year	Retention	Increase/(Decrease) Annually	Success	Increase Annually
2014-2015	82.3%	(0.2%)	66.4%	0.0%
2015-2016	82.8%	0.5%	67.6%	1.2%
2016-2017	83.3%	0.5%	68.2%	0.6%

Objective 3: Increase the number of Degrees and Certificates for Fullerton College			
Year	Awarded	Increase Annually	Percentage Increase Annually
2014-2015	2,177	252	13.1%
2015-2016	2,212	35	1.6%
2016-2017	2,302	90	4.1%

Objective 4: Increase the number of Transfer for Fullerton College				
Year	California State University	University of California	Private & Out-of-State Colleges	Percentage Increase Annually
2013-2014	1,239	219	427	7.6%
2014-2015	1,239	213	496	3.3%
2015-2016	1,376	201	430	3.0%
2016-2017	1,500	211	*	8.5%

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

Objective 5: Increase the number of students participating in STEM activities		
Year	ENGAGE	Percentage Increase Annually
2012	188	70.9%
2013	316	187.3%
2014	456	44.3%
2015	777	70.4%
2016	916	17.9%

Objective 6: Increase Persistence rate of students		
Year	Persistence	Increase/(Decrease) Annually Annually
2013-2014	52.7%	(2.5%)
2014-2015	52.1%	(0.6%
2015-2016	51.7%	(0.4%)

Goal 2: Fullerton College will reduce the achievement gap.

Objective 1: Address the needs of of English language learners		
Year	ESL Course Success	Increase/(Decrease) Annually Annually
2014-2015	73.7%	(0.1%)
2015-2016	79.7%	6.0%
2016-2017	78.9%	(0.8%)

Objective 2: Increase Retention rate of Hispanic and African Americans by at 2% Annual			
Year	Ethnicity	Retention	Increase/(Decrease) Annually
2014-2015	African-American	77.2%	(1.4%)
2015-2016	African-American	76.7%	(0.5%)
2016-2017	African-American	78.8%	2.1%
2014-2015	Hispanic	81.2%	(0.5%)
2015-2016	Hispanic	81.8%	0.6%
2016-2017	Hispanic	82.2%	0.4%

Objective 3: Increase Success rate of Hispanic and African Americans by at 2% Annual			
Year	Ethnicity	Success	Increase/(Decrease) Annually Annually
2014-2015	African-American	53.8%	(0.5%)
2015-2016	African-American	53.0%	(0.8%)
2016-2017	African-American	51.1%	(1.9%)
2014-2015	Hispanic	63.4%	(0.4%)
2015-2016	Hispanic	64.7%	1.3%
2016-2017	Hispanic	65.3%	0.6%

Objective 4: Increase Persistence rate of Hispanic and African Americans by at 2% Annual			
Year	Ethnicity	Persistence	Increase/(Decrease) Annually Annually
2014-2015	African-American	39%	--
2015-2016	African-American	42%	3%
2016-2017	African-American	38%	(4.0%)
2014-2015	Hispanic	65%	--
2015-2016	Hispanic	65%	0.0%
2016-2017	Hispanic	61%	(4.0%)

Objective 5: Increase the number of students from underrepresented groups participating in STEM activities			
Year	Ethnicity	ENGAGE	Increase/(Decrease) Annually Annually
2012	African-American	3.0%	--
2013	African-American	2.0%	(1.0)%
2014	African-American	2.0%	0.0%
2015	African-American	2.0%	0.0%
2016	African-American	2.0%	0.0%
2012	Hispanic	44.0%	--
2013	Hispanic	47.0%	3.0%
2014	Hispanic	45.0%	(2.0%)
2015	Hispanic	51.1%	6.0%
2016	Hispanic	51.0%	0.0%

Scorecard

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

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

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

Persistence Rate

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

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

In the following chart we see the Fullerton College overall cohort rate, and those of prepared and unprepared students are higher than the statewide figures. Female students perform slightly higher than male students. Persistence rates by race/ethnicity show some variation across groups, with Filipinos being the highest and Pacific Islander having the lowest overall persistence rate. Prepared students continue to have generally higher persistence, when compared to unprepared.

CCCCO Scorecard 2010-2011 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	82.2%	75.9%	84.4%	78.0%	81.4%	75.2%
Female	83.8%	76.6%	87.3%	78.2%	82.5%	76.1%
Male	80.6%	75.1%	81.8%	77.7%	80.1%	74.2%
Under 20 years old	83.6%	77.1%	85.7%	78.8%	82.9%	76.5%
20 to 24 years old	68.8%	67.4%	70.0%	70.4%	68.4%	66.8%
25 to 39 years old	73.9%	72.5%	80.0%	73.6%	72.7%	72.3%
40 or more years old	73.7%	77.9%	77.8%	75.6%	72.4%	78.2%
African American	74.2%	71.2%	85.0%	74.1%	72.0%	70.9%
Am. Ind./ Al. Nat.	100.0%	70.5%	100.0%*	70.9%	100.0%*	70.4%
Asian	80.9%	81.6%	76.6%	78.4%	84.9%	83.2%
Filipino	92.6%	79.7%	93.9%	81.8%	91.9%	79.0%
Hispanic	80.9%	75.1%	84.5%	77.6%	80.2%	74.6%
Pacific Islander	68.8%	73.0%	100.0%*	75.5%	64.3*%	72.5%
White	86.0%	76.1%	88.5%	78.6%	84.7%	74.8%

*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.

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

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

CCCCO Scorecard 2010-2011 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	72.0%	68.8%	80.0%	75.1%	69.2%	66.8%
Female	73.0%	70.5%	83.2%	76.3%	69.5%	68.7%
Male	71.2%	67.0%	77.4%	74.0%	68.9%	64.6%
Under 20 years old	74.1%	71.0%	81.7%	76.6%	71.4%	68.9%
20 to 24 years old	55.5%	57.3%	70.0%	64.3%	50.8%	55.9%
25 to 39 years old	54.3%	61.7%	53.3%	64.7%	54.5%	61.3%
40 or more years old	50.0%	64.6%	44.4%	59.5%	51.7%*	65.2%
African American	57.5%	57.3%	70.0%	65.7%	55.0%	56.2%
Am. Ind./ Al. Nat.	77.8%*	58.8%	75.0%*	60.6%	80.0%*	58.4%
Asian	75.9%	78.9%	72.7%	77.4%	78.9%	79.6%
Filipino	85.3%	74.3%	97.0%	78.6%	79.0%	72.8%
Hispanic	70.7%	66.5%	83.4%	73.9%	68.0%	65.1%
Pacific Islander	56.3%	61.5%	50.0%*	65.2%	57.1%*	60.8%
White	71.8%	70.7%	78.1%	76.0%	68.4%	68.0%

*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 >= 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. 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 2010-2011 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	51.0%	48.0%	72.4%	70.6%	43.5%	40.8%
Female	53.3%	49.5%	77.3%	74.0%	45.2%	42.3%
Male	49.0%	46.4%	68.2%	67.4%	42.1%	39.0%
Under 20 years old	52.8%	51.4%	73.6%	72.6%	45.3%	43.6%
20 to 24 years old	40.5%	35.5%	65.0%	58.2%	32.6%	30.8%
25 to 39 years old	30.4%	33.9%	60.0%	53.0%	24.7%	31.3%
40 or more years old	23.7%	32.2%	33.3%*	47.3%	20.7%*	30.5%
African American	40.0%	36.2%	65.0%	62.4%	35.0%	32.9%
Am. Ind./ Al. Nat.	55.6%*	38.4%	50.0%*	56.0%	60.0%*	33.6%
Asian	70.0%	65.1%	80.5%	81.5%	60.2%	56.8%
Filipino	64.2%	56.9%	87.9%	75.7%	51.6%	50.5%
Hispanic	44.9%	41.1%	69.0%	64.4%	39.8%	36.6%
Pacific Islander	50.0%	42.6%	0.0%*	63.0%	57.1%*	38.3%
White	56.8%	53.5%	72.8%	71.7%	48.4%	44.0%

*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 >= 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, however there is an equity gap for students 25 years and older when it comes to CTE completion Rate.

CCCCO Scorecard 2011-2011 Cohort	Overall	
	Fullerton College	Statewide
Cohort	61.2%	53.9%
Female	65.2%	57.2%
Male	58.5%	50.8%
Under 20 years old	68.9%	65.6%
20 to 24 years old	60.0%	57.1%
25 to 39 years old	52.1%	46.0%
40 or more years old	37.5%	41.0%
African American	55.6%	46.5%
Am. Ind./ Al. Nat.	62.5%*	47.2%
Asian	60.2%	60.3%
Filipino	66.7%	62.9%
Hispanic	65.7%	53.0%
Pacific Islander	60.0%*	52.3%
White	59.5%	53.5%

*Cohort fewer than 10 students
Source: California Community College Chancellor's Office: Data Mart

## Fullerton College Associate Degrees Awarded, 2013-14 to 2016-17
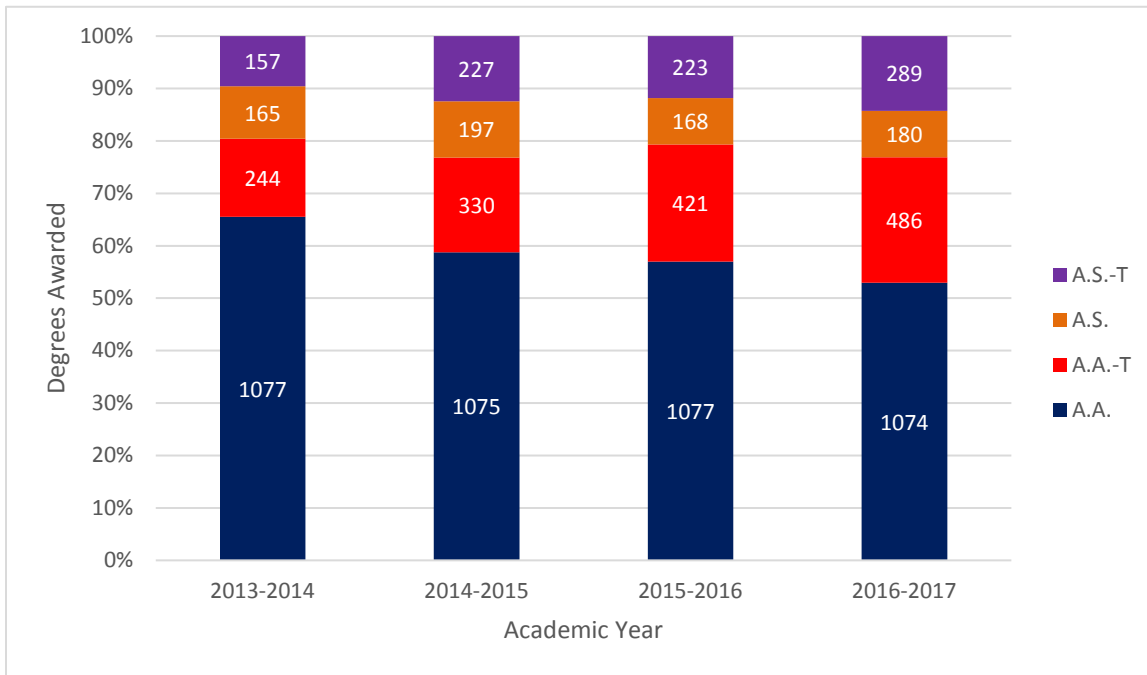
(Source: NOCCCD DataMart as of October 01, 2017)

The chart above reports the total number of Associate degrees awarded by academic year. The total number of degrees awarded by Fullerton College between 2013- 14 to 2016-17 has increased by 23.5%. There has been an overall increase in AA/AA-T degrees and 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 2016-2017
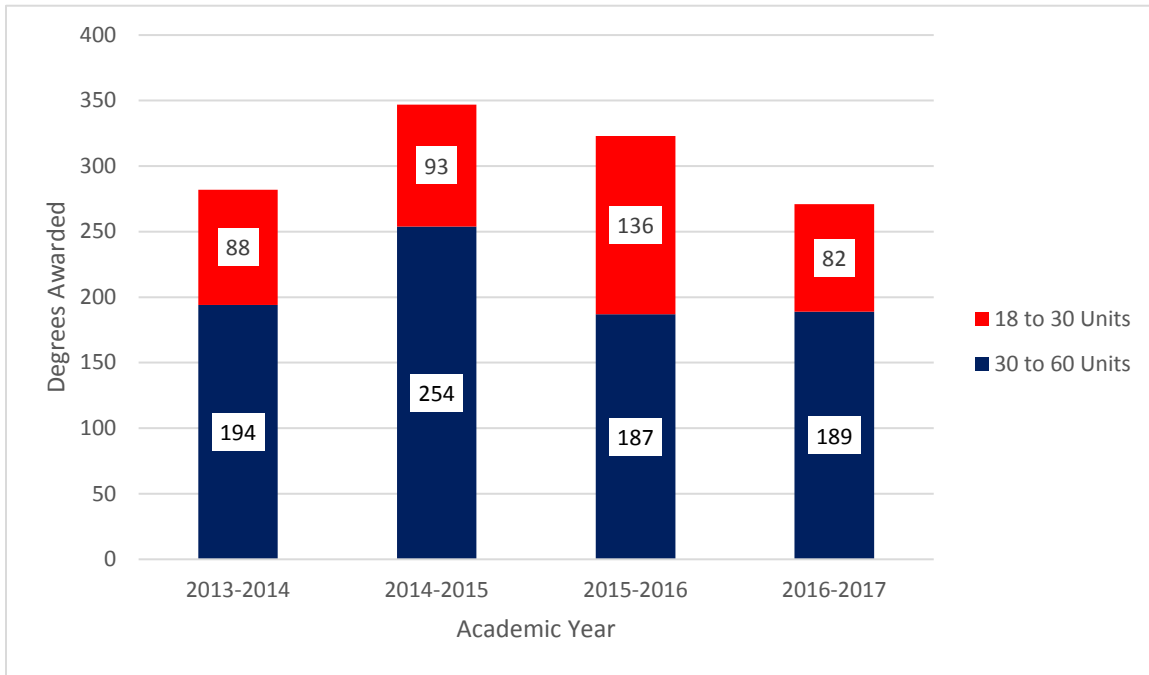

(Source: NOCCCD DataMart)

Total number of certificates awarded has fluctuated from 282 in 2013-14 to 347 in 2014-15 to 271 in 2016-17. The initial decline, prior to 2013-14, could be attributed to the extensive renovation of many on- campus CTE program facilities that was completed in Fall 2013. During that time 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. 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. Since then there was considerable growth, though the Administration of Justice FCPA certificate program not being offered in 2015-16 and 2016-2017 explains the drop of 30 to 60 unit certificates.

Degrees and Certificates Awarded, 2013-2014 to 2016-2017

Degree/Certificate	2013-2014	2014-2015	2015-2016	2016-2017
Associate of Arts (A.A.) degree	1,077	1,075	1,077	1,074
Associate in Arts for Transfer (A.A.-T) degree	244	330	421	486
Associate of Science (A.S.) degree	165	197	168	180
Associate in Science for Transfer (A.S.-T) degree	157	227	223	289
Associate degree total	1,643	1,829	1,889	2,029
Certificate requiring 18 to 30 units	88	93	136	82
Certificate requiring 30 to 60 units	194	254	187	189
Certificate Total	282	347	323	271
Overall Total	**1,925**	**2,176**	**2,212**	**2,300**

(Source: NOCCCD DataMart as of October 01, 2017)

Fullerton College Transfer by Volume, 2009-2010 to 2016-2017
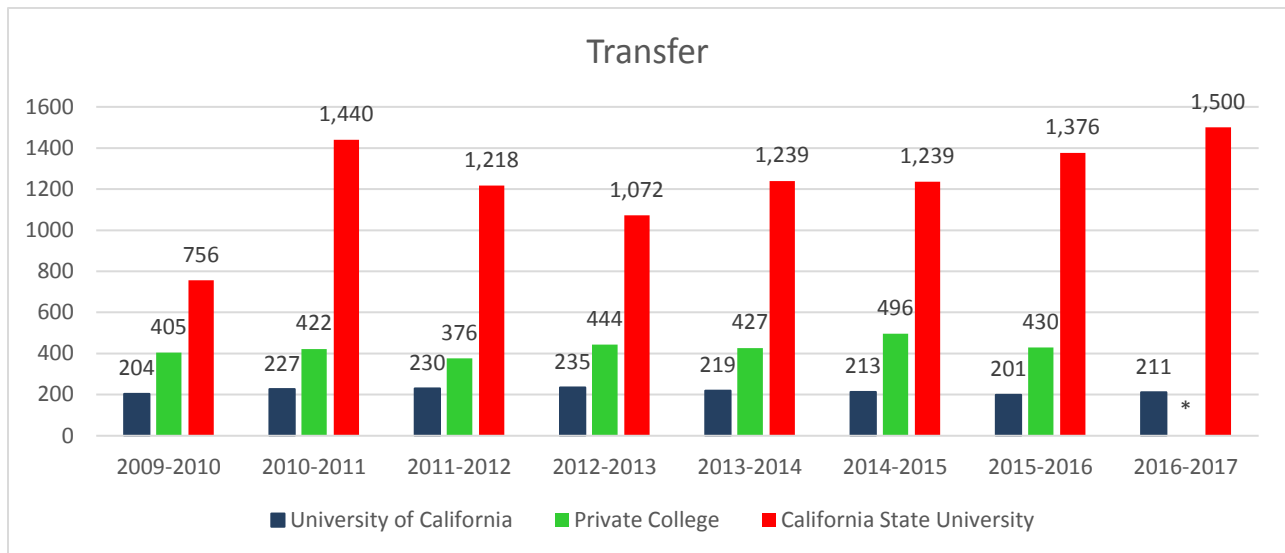
(Source: UCOP, CSU President's Office, and CCCCO)
*At the time of this report Private College transfer data was not available

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 2016-17 the number of students from Fullerton College transferred to the CSU was the highest in the history of Fullerton College.

Transfer Velocity, Cohorts 2007-2008 to 2009-2010

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 2007-2008		Cohort Year 2008-2009		Cohort Year 2009-2010	
Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
2,334	1022	2,624	1,132	2,730	1,139

(Source: 2016 CCCCO Transfer Velocity Cohort)

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

Gender	Cohort Year 2007-2008		Cohort Year 2008-2009		Cohort Year 2009-2010	
	Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
Female	1,212	551	1,341	606	1,408	620
Male	1,084	461	1,243	515	1,294	511
Unknown	38	10	40	11	28	8
Total	**2,334**	**1,022**	**2,624**	**1,132**	**2,730**	**1,139**

(Source: 2016 CCCCO Transfer Velocity Cohort)

Ethnicity	Cohort Year 2007-2008		Cohort Year 2008-2009		Cohort Year 2009-2010	
	Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
African-American	51	28	98	49	50	23
American Indian/ Alaskan Native	10	6	20	6	8	3
Asian	295	190	358	223	362	204
Filipino	70	36	89	39	89	40
Hispanic	882	289	977	327	1269	435
Multi-Ethnicity					76	38
Pacific Islander	13	5	26	8	8	2
Unknown	220	95	241	101	79	42
White Non-Hispanic	793	373	815	379	789	352
Total	**2,334**	**1,022**	**2,624**	**1,132**	**2,730**	**1,139**

(Source: 2016 Transfer Velocity Cohort)

Age Group	Cohort Year 2007-2008		Cohort Year 2008-2009		Cohort Year 2009-2010	
	Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
Under 20	2,112	932	2,380	1,062	2,456	1,047
20-24	142	65	158	48	184	62
25-39	59	21	55	13	60	19
40 or Older	21	4	31	9	30	11
Total	**2,334**	**1,022**	**2,624**	**1,132**	**2,730**	**1,139**

(Source: 2016 Transfer Velocity Cohort)

CTE Job Placement Related Data for Fullerton College

CTE Employment Outcomes Survey 2016
- 76.8% of skills-building students reported being employed for pay after completing their studies at Fullerton College.
- There was a 20.3 percentage point increase in full-time employment among skills-building students who completed their studies at Fullerton College (27.8% were employed full time before their studies, and 48.1% were employed full-time after their studies).

CCCCO Perkins IV Report for 2017-18 Fiscal Year as Reported to ACCJC

Percent of 2014-15 cohort that is employed by TOP Codes for CTE (based on EDD data)

| Program	TOP Code	Job Placement Rate (%)
Automotive Technology	94800	95.56
Applied Photography	101200	91.67
Fashion Merchandising	130320	90.91
Police Academy	210550	90.32
Journalism	60200	87.50
Administration of Justice	210500	86.67
Manufacturing and Industrial Technology	95600	86.00
Graphic Art and Design	103000	81.82
Accounting	50200	81.10
Television (Including Combined TV/Film/Video)	60420	80.00
Welding Technology	95650	80.00
Fashion	130300	78.26
Business Administration	50500	76.52
Business Management	50600	73.77
Cosmetology and Barbering	300700	72.93
Music	100400	72.92
Interior Design and Merchandising	130200	72.73
Paralegal	140200	71.93
Radio and Television	60400	70.27
Health Professions, Transfer Core Curriculum	126000	70.00
Construction Crafts Technology	95200	68.18
Commercial Music	100500	63.13
Computer Information Systems	70200	62.50
Real Estate	51100	61.11
Computer Programming	70710	50.00

Skills Builder Outcomes, 2017 CCCCO Scorecard

Skills Builder Data – The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 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 18.9%.

| Programs with highest enrollments	Median % Change	Total N
Accounting	45.3%	144
Business Management	35.3%	143
Computer Information System	13.6%	99
Adminstration of Justice	44.7%	70
Manufacturing and Industrial Technology	27.4%	57
Radio and Television	64.8%	44
Drafting Technology	16.7%	41
Construction Crafts Technology	27.1%	38
Fashion	38.2%	31
Paralegal	25.2%	31

(Source: CCCCO Scorecard 2017)

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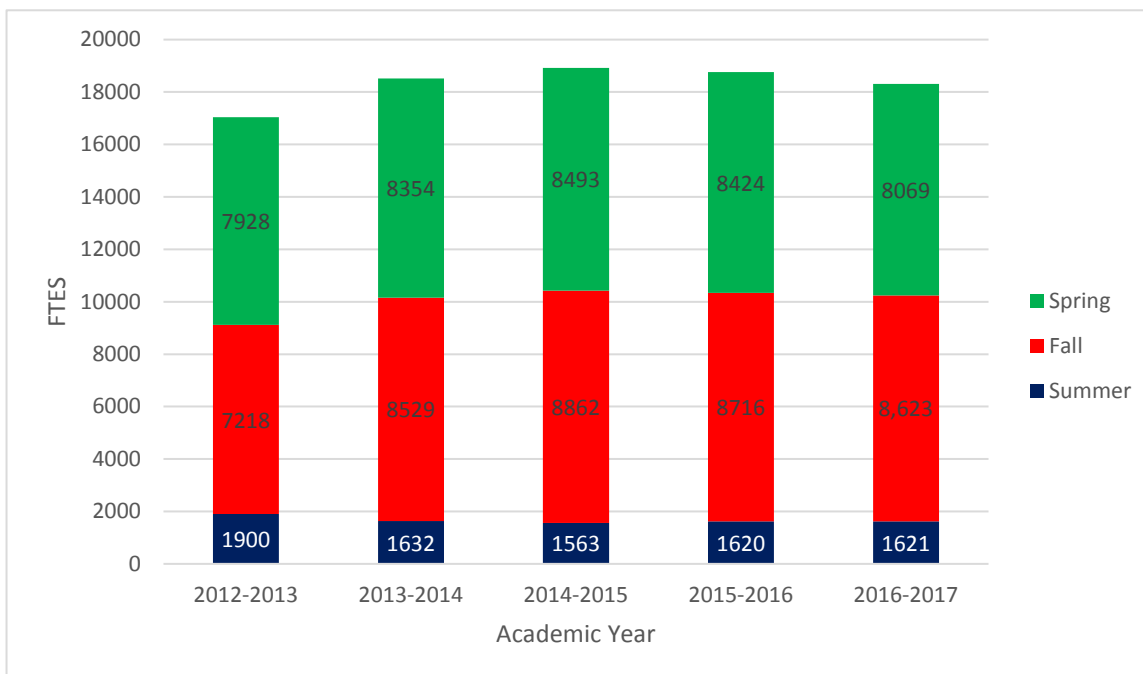
(Source: NOCCCD 5-year Comparison Table)

An important measure of productivity is annual generation of FTES. Community colleges are funded through the state primarily based on FTES generation. The past academic year the annual resident FTES decreased by 447 FTES. Academic year 2012-13 was the first year of recovery of FTES as state revenues and funding were restored after the Great Recession. With a decrease of our annual FTES of 18,760 in AY 2015-16 to 18,313 AY 2016-17 this could be the product of an improved economic climate and a decline in high school enrollment from our feeder high schools of 3.0% for the last five years.

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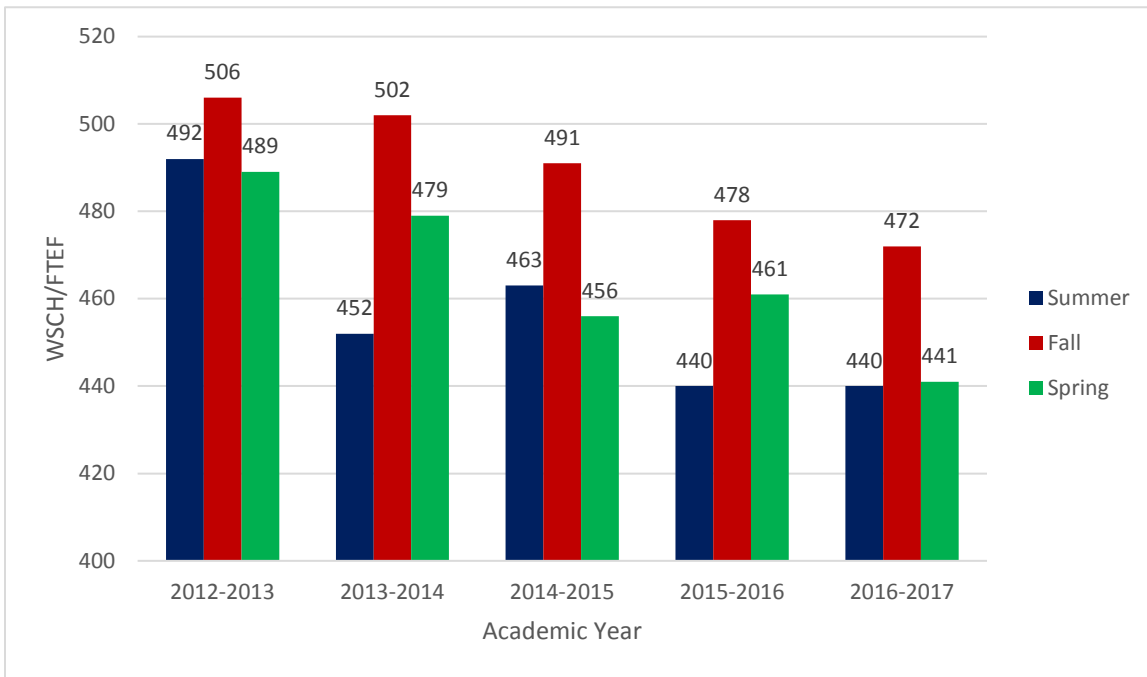
(Source: NOCCCD 5-year Comparison Table)

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. The chart shows a historical decline in the Fall semester WSCH/FTEF ratio with some possible stabilization this recent academic year. The Spring semesters have also shown a historical decline.

Placement and Scorecard 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, as well as the placement practices used to identify those skills deficiencies. Many students face years of remedial courses to bring their English, Math, and Reading skills to the level they need to complete their goals. The below college-level placement has a demoralizing effect on students and can deeply affect their motivation and ability to focus their educational efforts over an extended period. Recent research studies have found by using a multiple measure approach, instead of a standardized placement test has greater impact on college success. Fullerton College has implemented accelerated courses that provide an expedited pathway to college-level courses and multiple measures as an alternative to placement models that rely heavily on student high school performance to predict college success. By using multiple measures Fullerton College placed more students at transfer level courses.

Reading Assessment Test Placements, First-time Freshmen, Academic Year 2016-2017
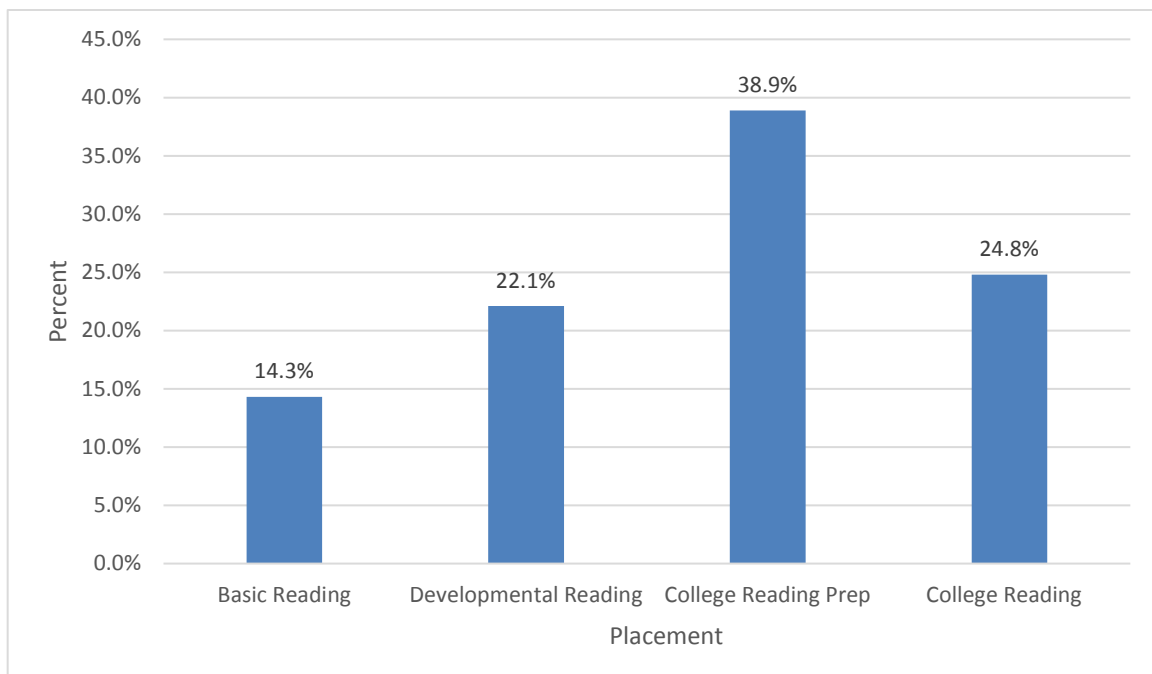
College reading (READ 142) is the only college-level reading course offered at Fullerton College. Students placing into this course, based on their score on the Reading assessment or other multiple measures, have been assessed as college-ready in reading skills. With the continued use of multiple measures placement, students placing in READ 142 have increased from 18.6% in academic year 2015-16 to 24.8% in academic year 2016-17. Around thirty-nine percent of students taking the assessment placed into college reading prep (READ 096), meaning this group of students had to successfully complete one reading course before continuing to college reading. In addition, 36.4% 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 2016-2017
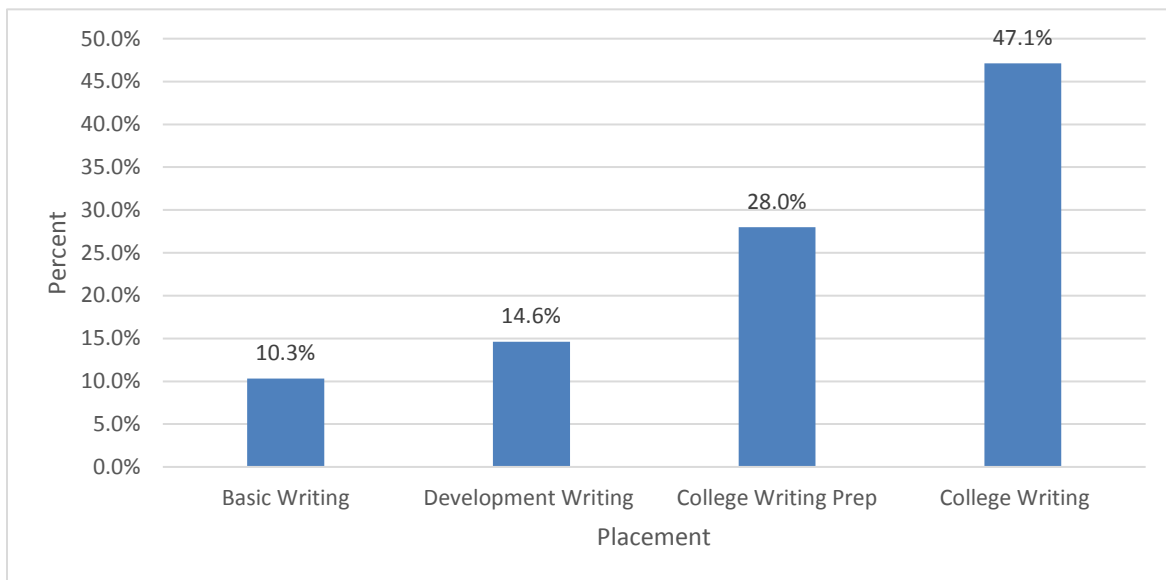
(Source: NOCCCD DataMart)

In academic year 2015-16 approximately 28% percent of students placed into college writing (ENGL 100) and with the continued use of multiple measures placement, the incoming students for AY2016-17 were placed in college writing (ENGL 100) at 47.1%. Approximately twenty-eight percent of students assessed needed to complete college writing prep (ENGL 060), one level below college writing, before attempting college writing. Around 25% of students assessed at a level where they needed to successfully complete at least two 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 below college level courses, as well as enroll in the enhanced English 100 course.
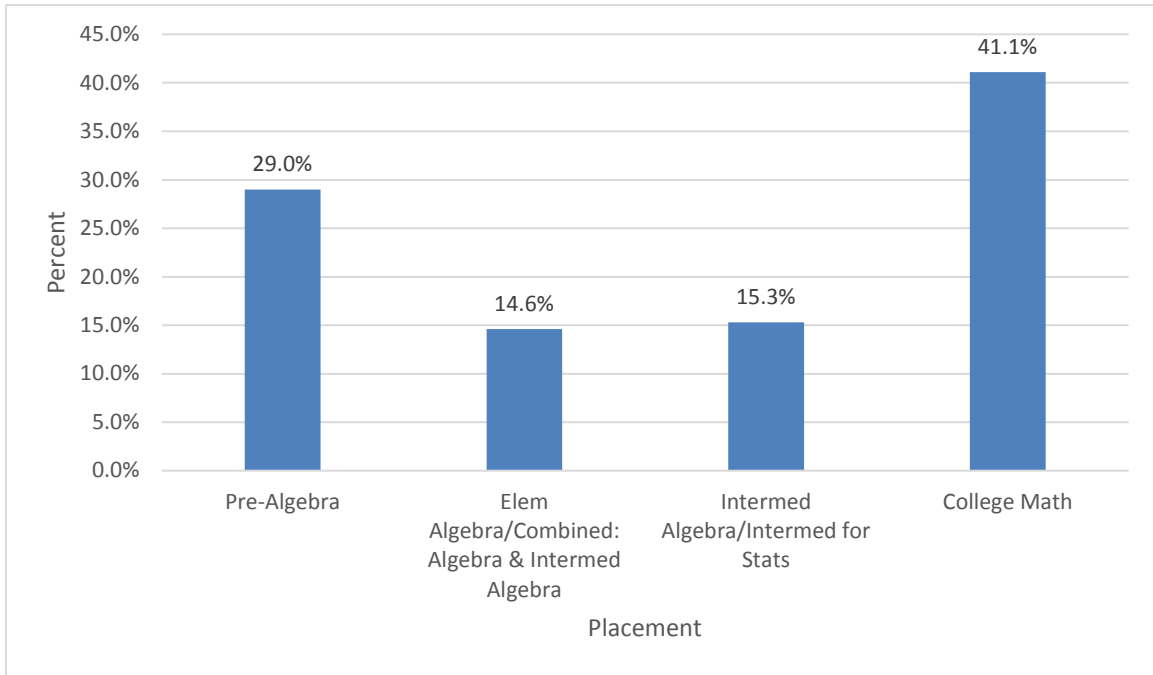
English-as-a-Second Language (ESL) Assessment Test Placements First-time Freshmen, Academic Year 2016-2017
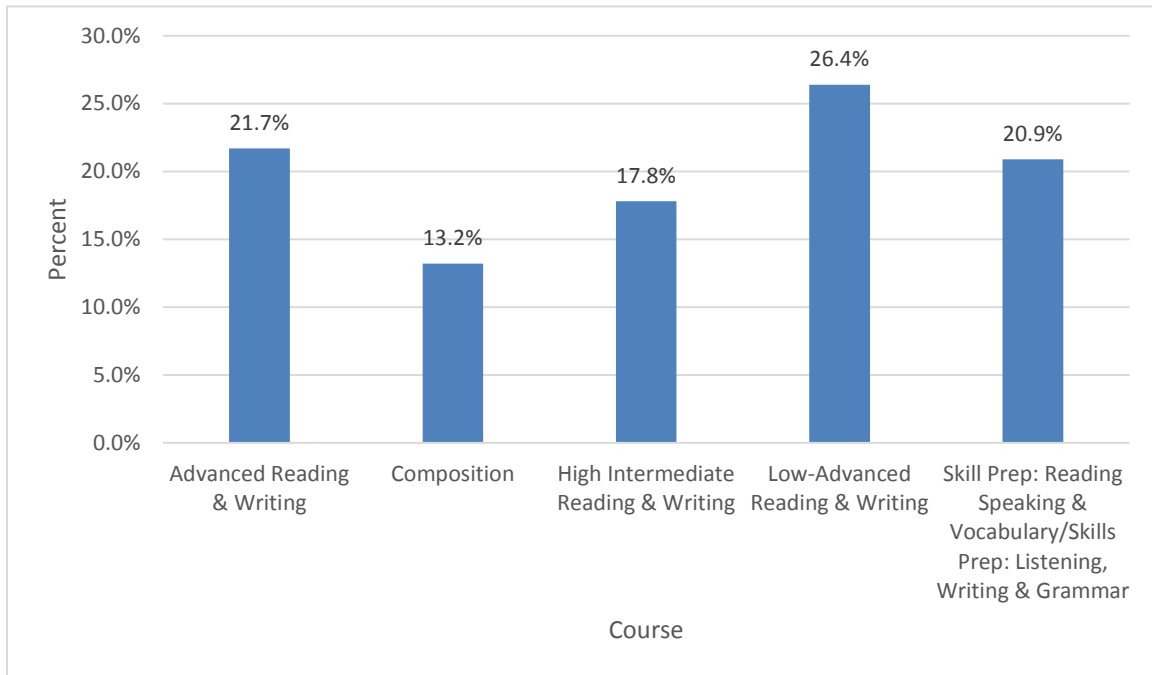
(Source: NOCCCD DataMart)

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. Around 44% of first-time freshmen students taking ESL 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 2016-2017

Math Assessment Test Placements, First-time Freshmen, Academic Year 2016-2017. Bar chart with Percent on the y-axis and Placement on the x-axis. Pre-Algebra: 29.0%; Elem Algebra/Combined: Algebra & Intermed Algebra: 14.6%; Intermed Algebra/Intermed for Stats: 15.3%; College Math: 41.1%.

(Source: NOCCCD DataMart)

During academic year 2016-17 approximately 41.1% of first-time students placed into College Math and with the continued use of multiple measures placement, 10% more students in this past academic year placed at college level math. However, nearly 44% of first-time freshmen placed two or more levels below a college level. 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, with males have higher progress rate in ESL. Equity analysis shows there are inequitable outcomes for African American and Pacific Islander students. 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 compared to statewide data, and one Fullerton College is investigating and approaching by expanding and implementing new programs targeting the discipline area.

CCCCO Scorecard 2010-2011 Cohort	Math		English		ESL	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	28.3%	34.2%	51.5%	46.9%	45.3%	30.5%
Female	29.2%	36.2%	52.4%	49.4%	44.1%	32.0%
Male	27.7%	31.6%	51.1%	44.0%	46.0%	28.4%
Under 20 years old	30.3%	38.3%	55.5%	53.2%	62.8%	48.7%
20 to 24 years old	25.9%	30.0%	42.4%	38.6%	59.6%	40.2%
25 to 39 years old	25.1%	32.1%	42.6%	38.8%	41.9%	26.2%
40 or more years old	21.2%	27.5%	34.4%	33.5%	29.6%	16.5%
African American	11.8%	19.5%	37.4%*	31.6%	0.0%	22.0%
Am. Ind./ Al. Nat.	16.7%	26.0%	50.0%	34.1%	N/A	18.9%
Asian	38.9%	48.0%	67.8%	62.7%	53.5%	39.6%
Filipino	37.2%	43.5%	64.2%	57.4%	0.0%	34.3%
Hispanic	26.8%	33.1%	49.7%	45.1%	33.8%	21.7%
Pacific Islander	7.1%	29.1%	44.4%*	42.9%	N/A	31.0%
White	32.6%	38.7%	54.5%	50.4%	52.0%	32.5%

*Cohort fewer than 10 students
(Source: 2017 Student Success Scorecard)

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).

Fullerton College 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
- Degree Applicable

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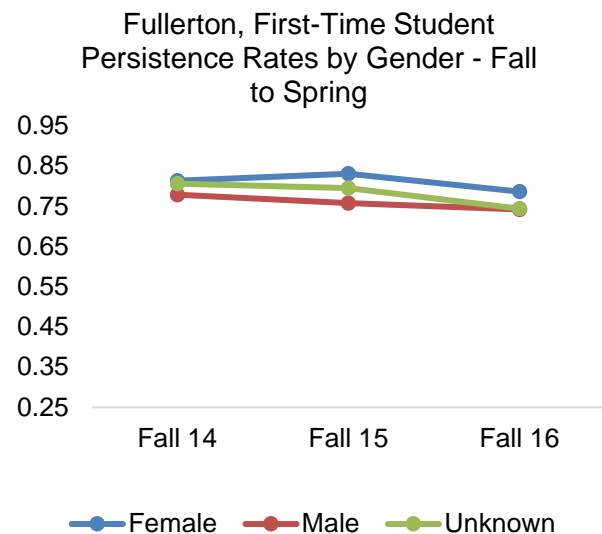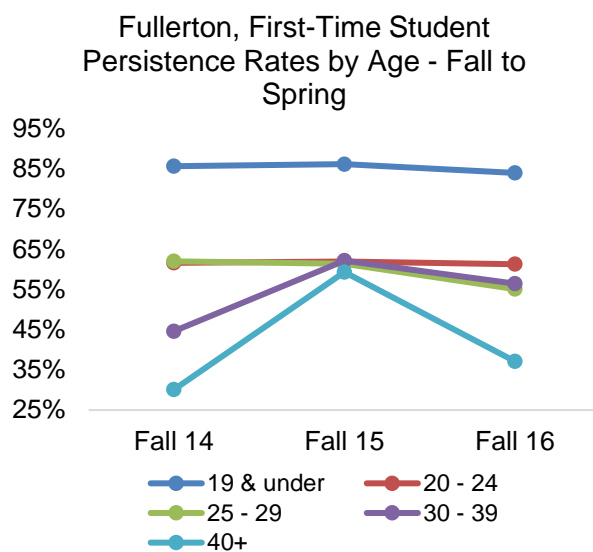- Degree Applicable

Race/Ethnicity
- Transfer Programs
- Career & Technical Education (CTE) Programs
- Basic Skills & ESL Programs
- Degree Applicable

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

Fullerton College Persistence Data Fall to Spring by Age, Gender, Race/Ethnicity, Financial Aid, DSS Status, Veteran and Foster Youth
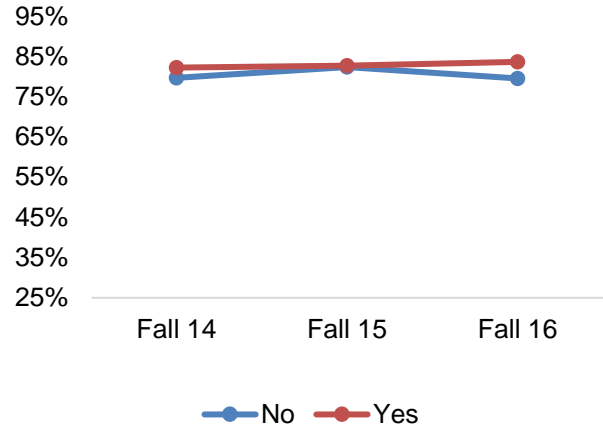
Fullerton College persistence data for first-time students indicates that younger students 19 & under have the highest persistence rate followed by 20-24 and 25-29 when compared older students. With respect to gender, females have the highest rate of persistence and has been constant for the last three years, along with males the rates have been consisted for the last three years. Ethnicity persistence rates varies widely with Asian and Filipinos having the highest rate of persistence with African American/Black and Pacific Islander having the lowest rate. Concerning Financial Aid students who receive aid when compared to students who do not receive aid the rates only varies by a couple of percentage points with Financial Aid students persisting at an overall slightly higher percentage. DSS and Non DSS students persist at a virtually same rate with DSS students having a marginally higher rate. With respect to Veteran students, Non-Veteran Students have higher rates of persistence, except for Fall 2016 with Veterans having the highest rate of persistence. Lastly, Foster Youth students persist comparatively similar to non-Foster Youth students, as it only varies by a couple of percentage points.

Fullerton, First-Time Student Persistence Rates by Age - Fall to Spring

Fullerton, First-Time Student Persistence Rates by Gender - Fall to Spring
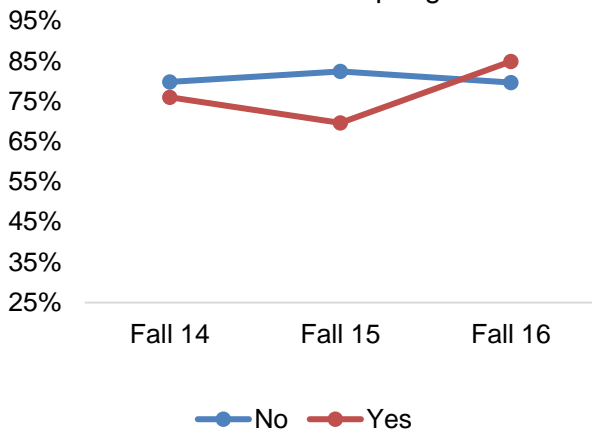
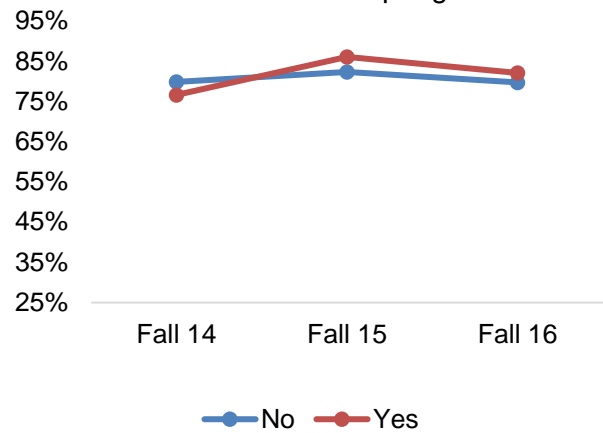Fullerton, First-Time Student Persistence Rates by Ethnicity - Fall to Spring
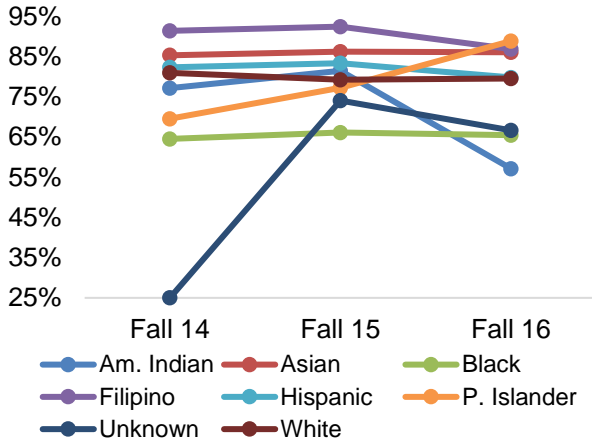
Fullerton, First-Time Student Persistence Rates by DSS Status - Fall to Spring

Fullerton, First-Time Student Persistence Rates by Veteran Status - Fall to Spring
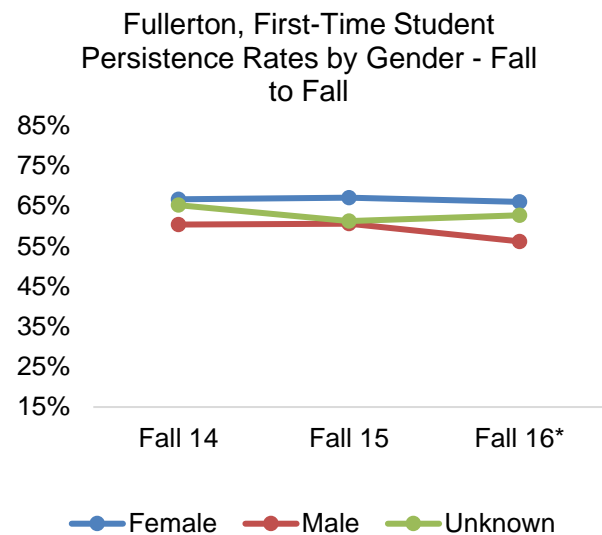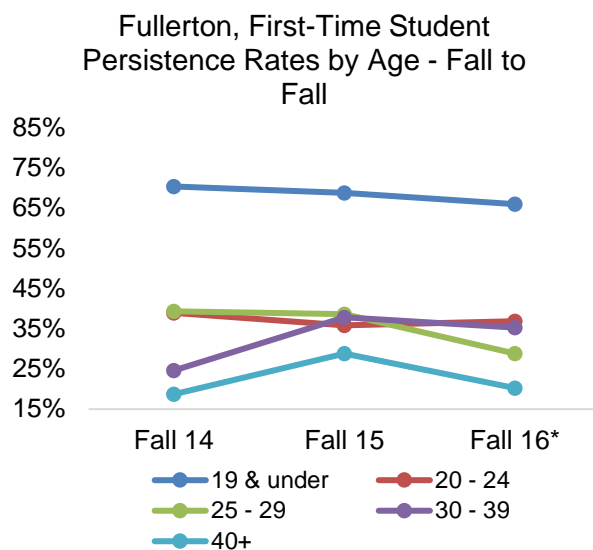

Fullerton, First-Time Student Persistence Rates by Foster Youth Status - Fall to Spring

Fullerton College Persistence Data Fall to Fall by Age, Gender, Race/Ethnicity, Financial Aid, DSS Status, Veteran and Foster

Fullerton College persistence data from fall to fall indicate that students 19 & under have the highest persistence rate to the following fall term from high 60 percent to 70 percent, however the next two age groups 20-24 and 25-29 drop into the high 30 percents and even lower for the next two age groups. With respect to gender, females have the highest rate of persistence from fall to fall and has been similar for the last three years. For males the rates vary slightly the last three years. Persistence rates by ethnicity vary widely with Asian and Filipinos having the highest rates of persistence followed by Hispanic students. African American and Pacific Islander students have the lowest persistence rates and the equity plan has highlighted the need for improvement. Concerning Financial Aid students who receive aid and students who do not receive aid the rates are equivalent across the board and it is the same for DSS and Non-DSS students. With respect to Veteran students, Non-Veteran students have a higher rate of persistence, however for Fall 2016 Veteran students have similar persistence rates when compared to Non-Veteran students. Lastly, Foster Youth students have equally persistence rates to non-Foster Youth with Fall 2015 being an outlier with an eleven percentage point difference. It should be the noted persistence rate from Fall 16 to Fall 17 student only identifies students enrolled at full-term census.

Fullerton, First-Time Student Persistence Rates by Age - Fall to Fall

Fullerton, First-Time Student Persistence Rates by Gender - Fall to Fall

Fullerton, First-Time Student Persistence Rates by Ethnicity - Fall to Fall

Legend: Am. Indian, Asian, Black, Filipino, Hispanic, P. Islander, Unknown, White

Fullerton, First-Time Student Persistence Rates by Financial Aid Recipient Status - Fall to Fall

Legend: No, Yes
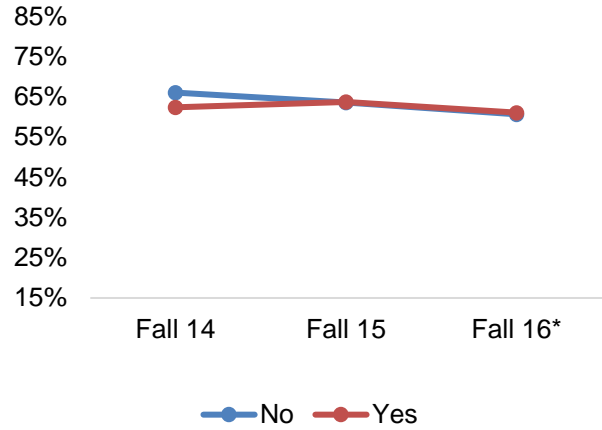
Fullerton, First-Time Student Persistence Rates by DSS Status - Fall to Fall

Legend: No, Yes
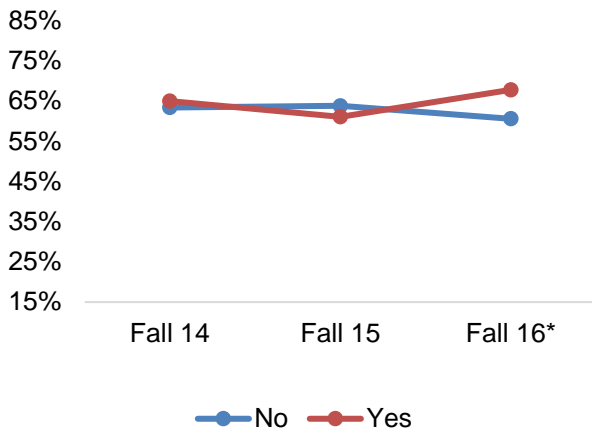
Fullerton, First-Time Student Persistence Rates by Veteran Status - Fall to Fall
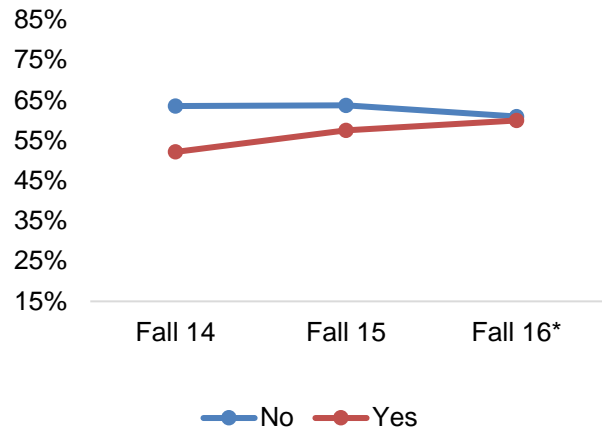
Legend: No, Yes

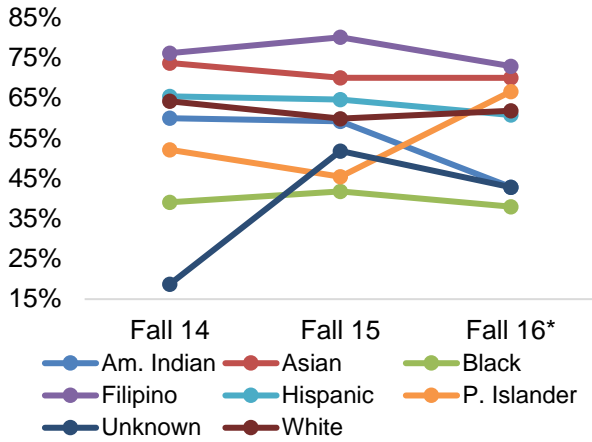**Fullerton, First-Time Student Persistence Rates by Foster Youth Status - Fall to Fall**
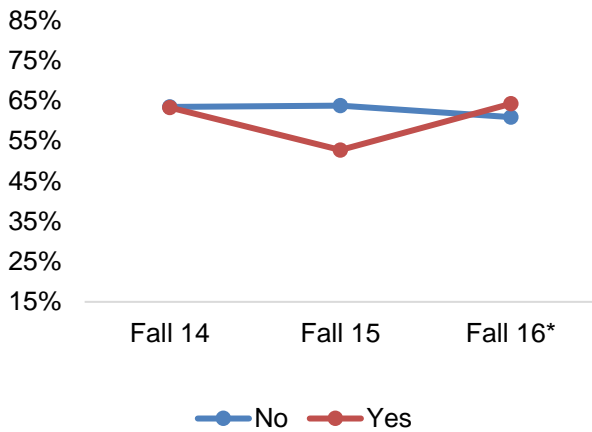
85%
75%
65%
55%
45%
35%
25%
15%

Fall 14   Fall 15   Fall 16*

━●━ No   ━●━ Yes

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

Fullerton College course completion data for transfer indicate that younger students have increased their completion rate by 3% for the last three fall and spring terms when compared older students, and CTE course completion rate have stayed constant. In basic skills/ESL courses, completion rates among the younger age groups (19 & under and 20-24) have been on the decline and older adults have a higher completion rate. With respect to degree applicable courses, the completion rate is similar across the different age groups.

Fullerton, Transfer Level Course Success Rates by Age - Fall Trend
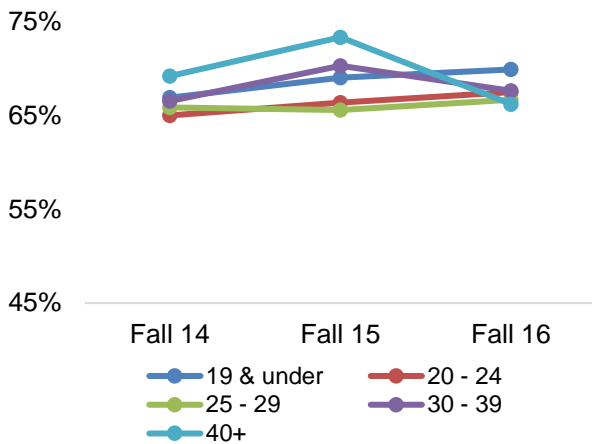
75%
65%
55%
45%

Fall 14   Fall 15   Fall 16

━●━ 19 & under   ━●━ 20 - 24
━●━ 25 - 29   ━●━ 30 - 39
━●━ 40+

Fullerton, Transfer Level Course Success Rates by Age - Spring Trend

75%
65%
55%
45%

Spring 15   Spring 16   Spring 17

━●━ 19 & under   ━●━ 20 - 24
━●━ 25 - 29   ━●━ 30 - 39
━●━ 40+

Fullerton, CTE Course Success Rates by Age - Fall Trend

Fullerton, CTE Course Success Rates by Age - Spring Trend

Fullerton, Basic Skills & ESL Course Success Rates by Age - Fall Trend

Fullerton, Basic Skills & ESL Course Success Rates by Age - Spring Trend
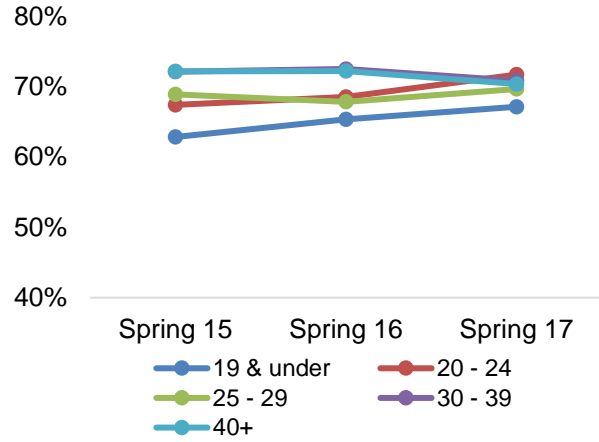
Fullerton, Degree Applicable Course Success Rates by Age - Fall Trend

Fullerton, Degree Applicable Course Success Rates by Age - Spring Trend

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

With respect to gender, Fullerton College course completion in transfer, CTE, basic skills/ESL and degree applicable courses were consistently higher for females than for males. Completion rates in transfer and CTE courses have shown steady increases among both males and females and Basic/ESL and degree applicable have stayed steady for both groups.
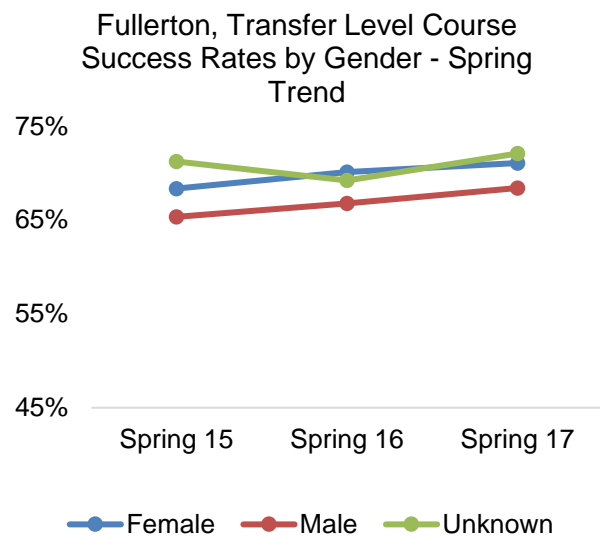
Fullerton, Transfer Level Course Success Rates by Gender - Fall Trend

Fullerton, Transfer Level Course Success Rates by Gender - Spring Trend

Fullerton, CTE Course Success Rates by Gender - Fall Trend

Fullerton, CTE Course Success Rates by Gender - Spring Trend

Fullerton, Basic Skills & ESL Course Success Rates by Gender - Fall Trend

Fullerton, Basic Skills & ESL Course Success Rates by Gender - Spring Trend

Fullerton, Degree Applicable Course Success Rates by Gender - Fall Trend
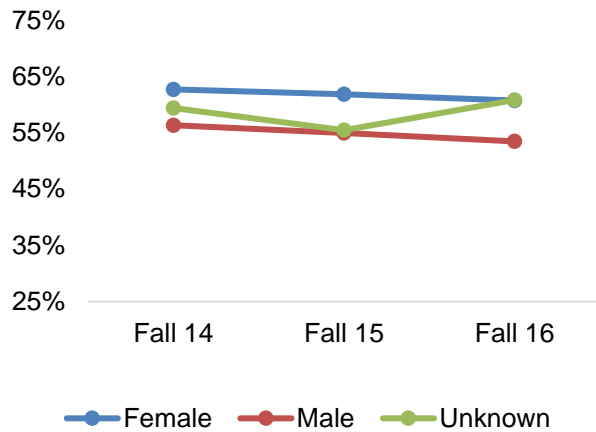
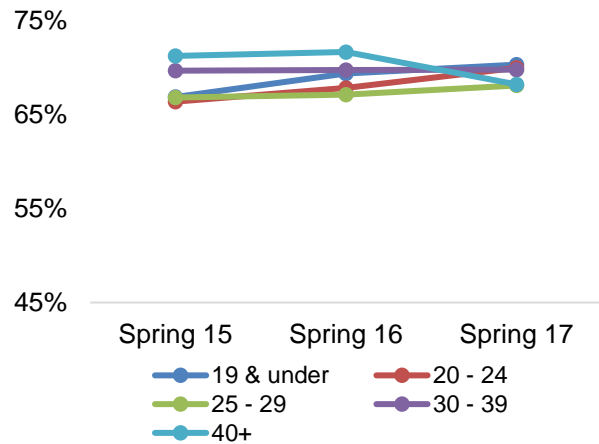**Fullerton, Degree Applicable Course Success Rates by Gender - Spring Trend**
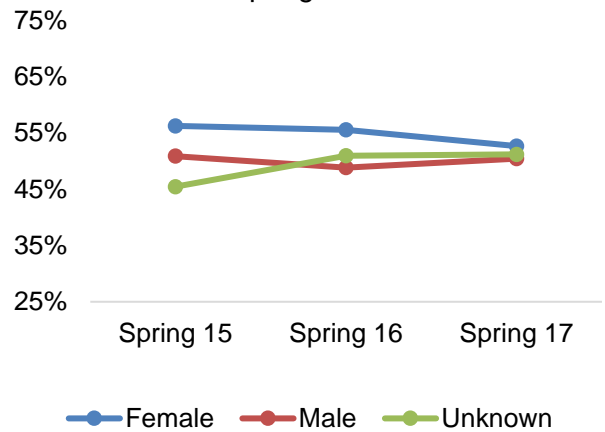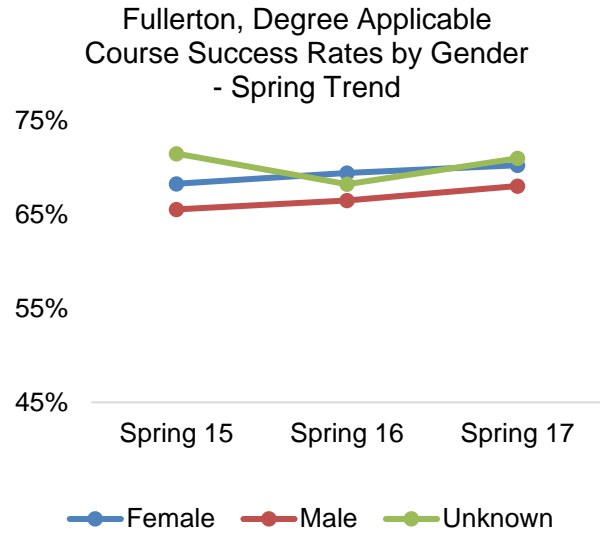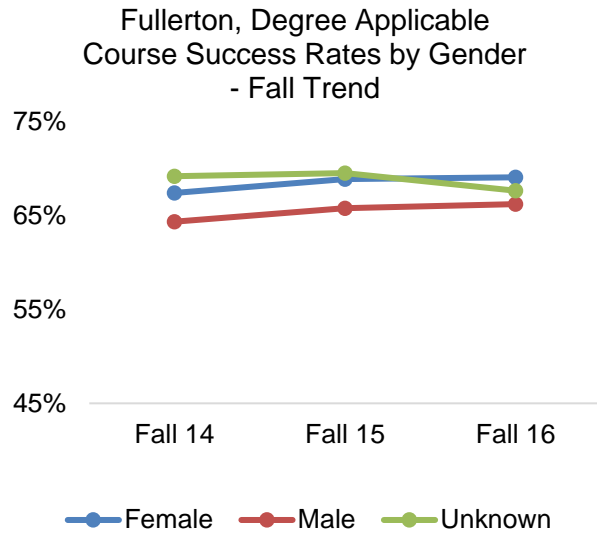
Fullerton College Completion Data by Ethnicity, Disaggregated by Transfer, CTE, Basic Skills/ESL, and Degree Applicable Courses

Ethnic groups varied widely with respect to Fullerton College course completion of transfer, CTE, basic skills/ESL and degree applicable 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.
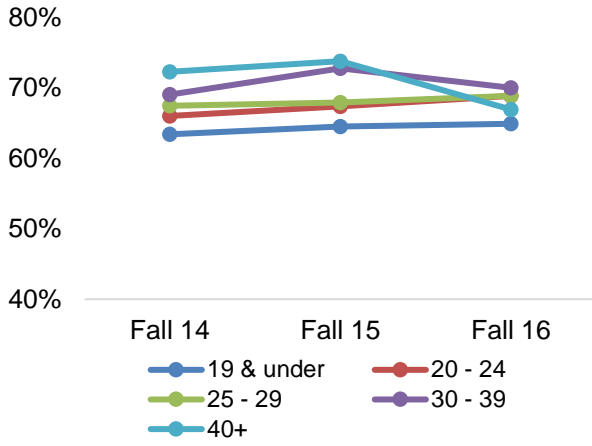

Fullerton, Transfer Level Course Success Rates by Ethnicity - Fall Trend

Fullerton, Transfer Level Course Success Rates by Ethnicity - Spring Trend

Fullerton, CTE Course Success Rates by Ethnicity - Fall Trend

Fullerton, CTE Course Success Rates by Ethnicity - Spring Trend

Fullerton, Basic Skills & ESL Course Success Rates by Ethnicity - Fall Trend

Fullerton, Basic Skills & ESL Course Success Rates by Ethnicity - Spring Trend

Fullerton, Degree Applicable Course Success Rates by Ethnicity - Fall Trend
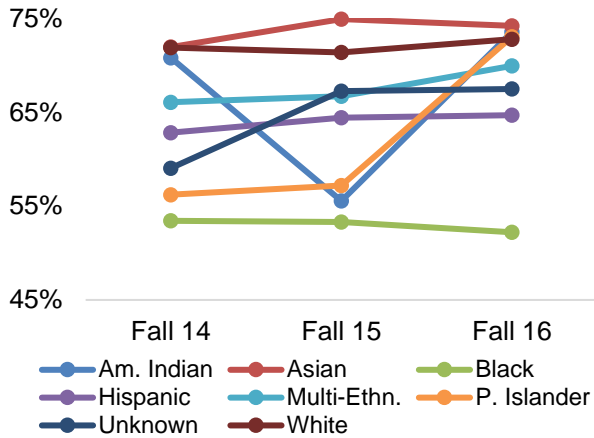
Fullerton, Degree Applicable Course Success Rates by Ethnicity - Spring Trend

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

Distance education courses have had consistently lower collegewide course completion rates than on campus courses among transfer, CTE, basic skills/ESL, and degree applicable courses. Completion of distance education courses has largely remained stable for transfer, CTE and degree applicable courses. However, basic skills/ESL courses have the lowest completion rate in both method of instruction, with non-distance education completion rate relatively the same, however distance education method has varied between a 31% to 40% completion rate.
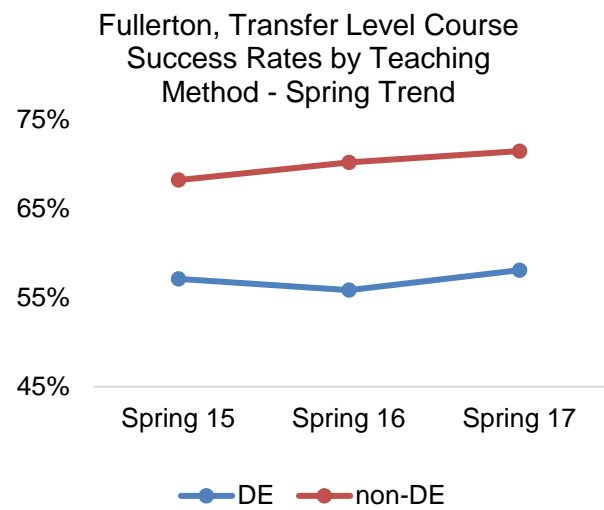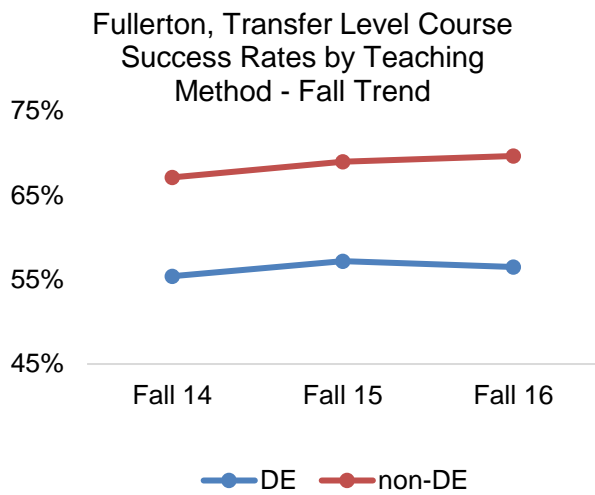
Fullerton, Transfer Level Course Success Rates by Teaching Method - Fall Trend

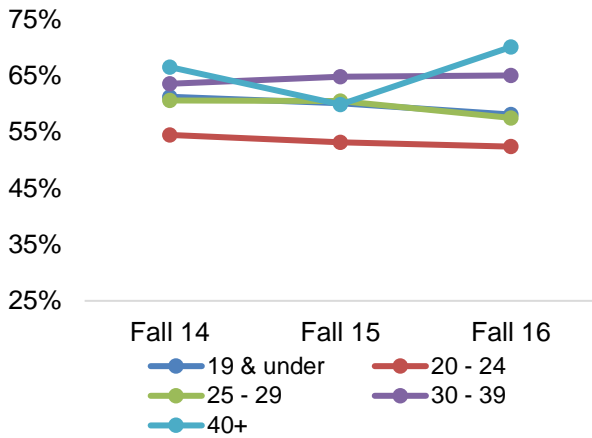Fullerton, Transfer Level Course Success Rates by Teaching Method - Spring Trend

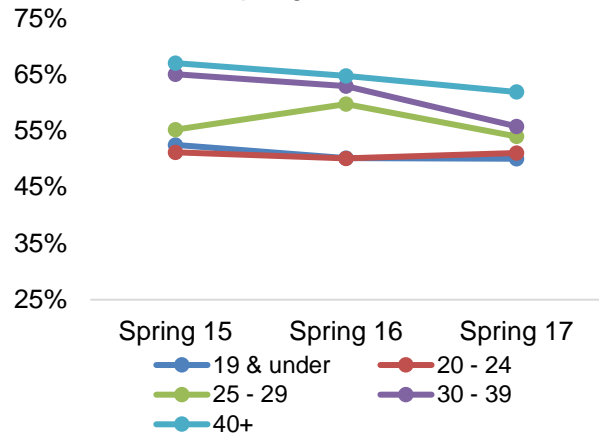## Fullerton, CTE Course Success Rates by Teaching Method - Fall Trend

Fullerton, CTE Course Success Rates by Teaching Method - Spring Trend
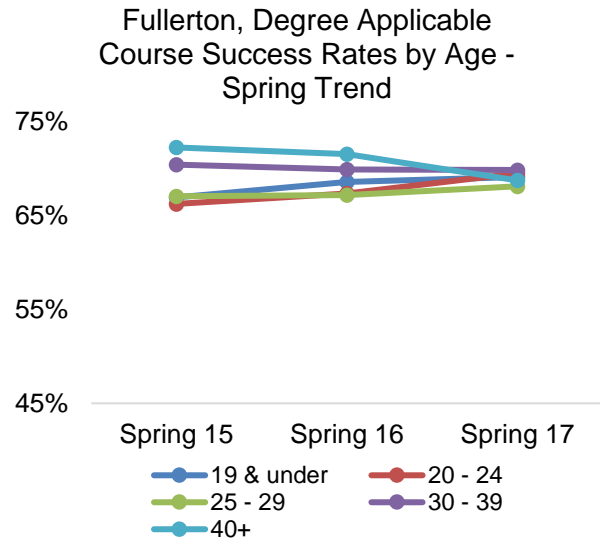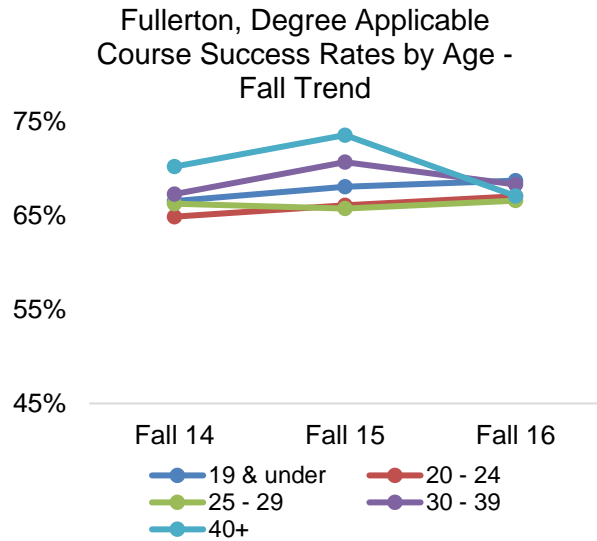

Fullerton, Basic Skills & ESL Course Success Rates by Teaching Method - Fall Trend
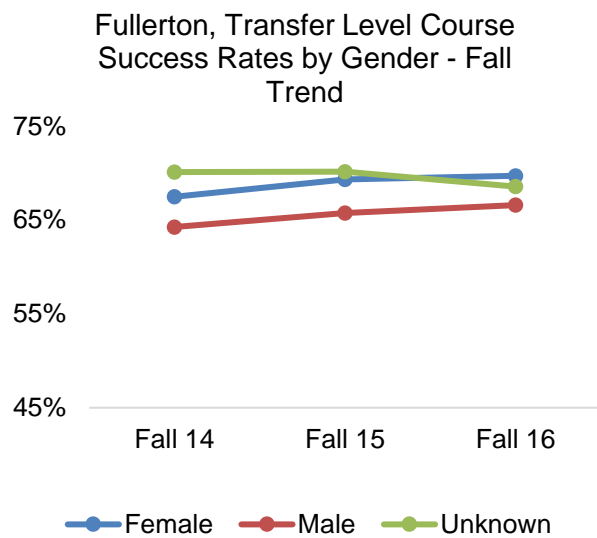

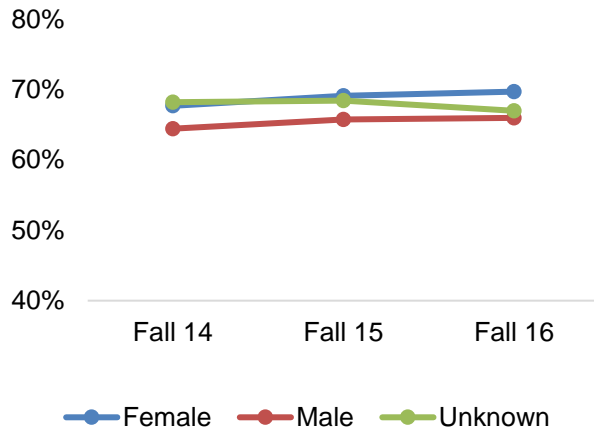## Fullerton, Basic Skills & ESL Course Success Rates by Teaching Method - Spring Trend

Fullerton, Degree Applicable Course Success Rates by Teaching Method - Fall Trend
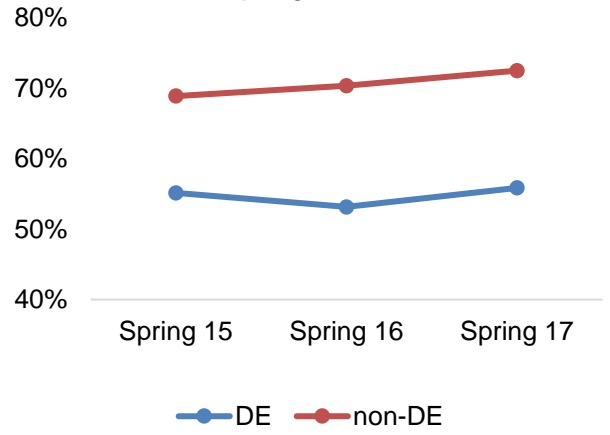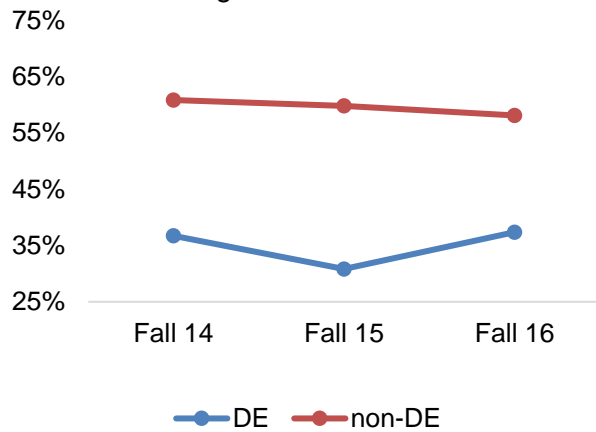
Fullerton, Degree Applicable Course Success Rates by Teaching Method - Spring Trend
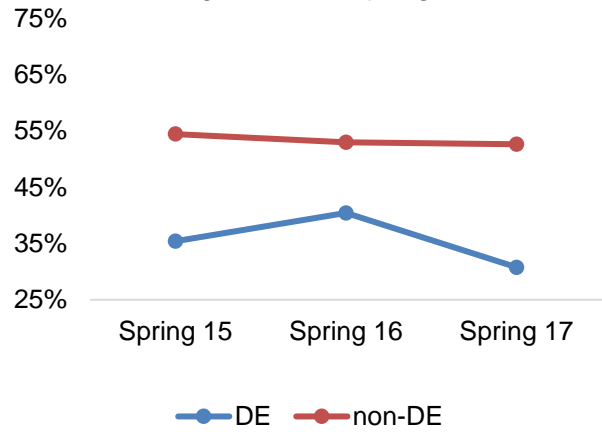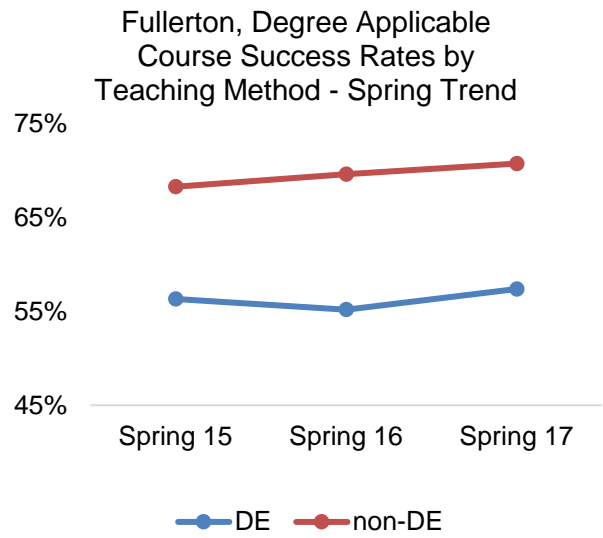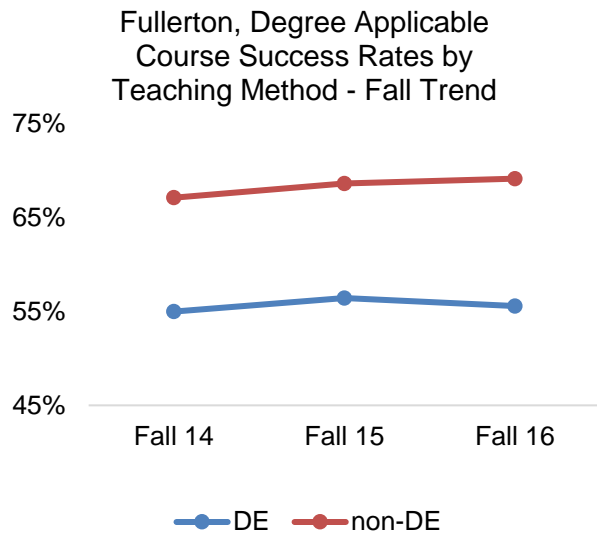
District-wide Student Achievement Data

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

District-wide course completion data for transfer and degree applicable courses indicate that younger students generally have the same completion rates as older students and the younger students have seen a slight increase for the last three years. However with CTE and basic skills/ESL courses, younger students have a lower completion rate than older students.

NOCCCD, Transfer Level Course Success Rates by Age - Fall Trend
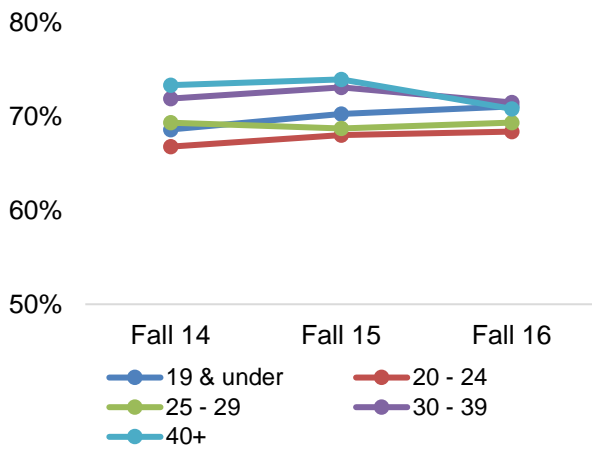
NOCCCD, Transfer Level Course Success Rates by Age - Spring Trend

NOCCCD, CTE Course Success Rates by Age - Fall Trend
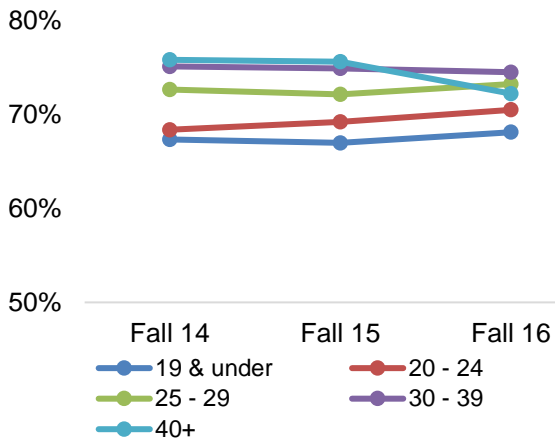
- 19 & under
- 20 - 24
- 25 - 29
- 30 - 39
- 40+

NOCCCD, CTE Course Success Rates by Age - Spring Trend

- 19 & under
- 20 - 24
- 25 - 29
- 30 - 39
- 40+

NOCCCD, Basic Skills & ESL Course Success Rates by Age - Fall Trend

- 19 & under
- 20 - 24
- 25 - 29
- 30 - 39
- 40+

NOCCCD, Basic Skills & ESL Course Success Rates by Age - Spring Trend

- 19 & under
- 20 - 24
- 25 - 29
- 30 - 39
- 40+
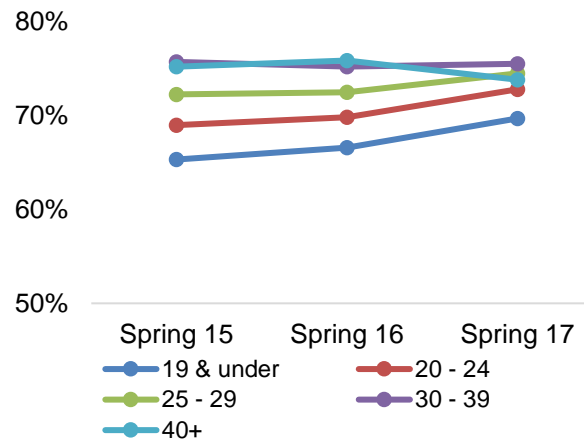
NOCCCD, Degree Applicable Course Success Rates by Age - Fall Trend
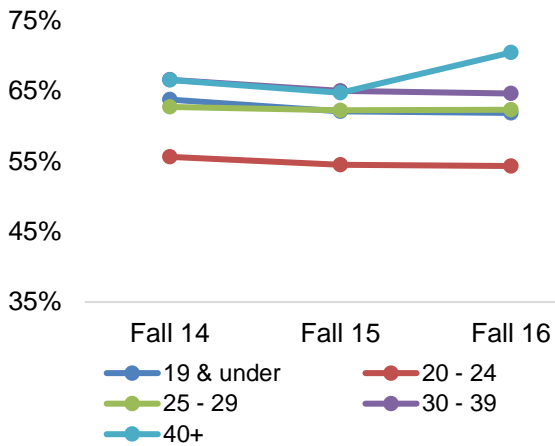
NOCCCD, Degree Applicable Course Success Rates by Age - SpringTrend
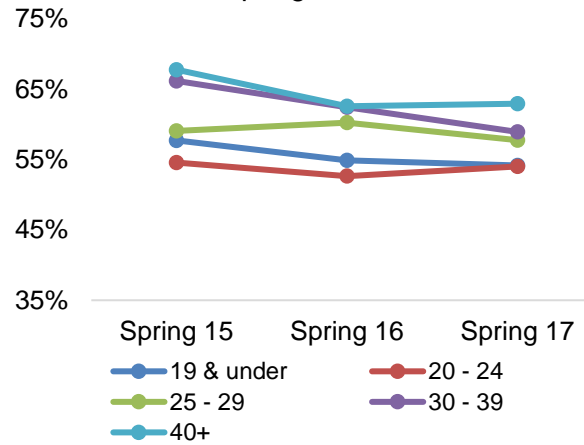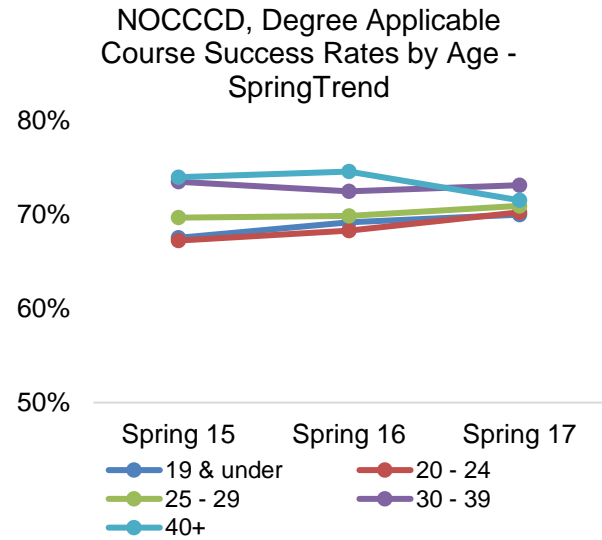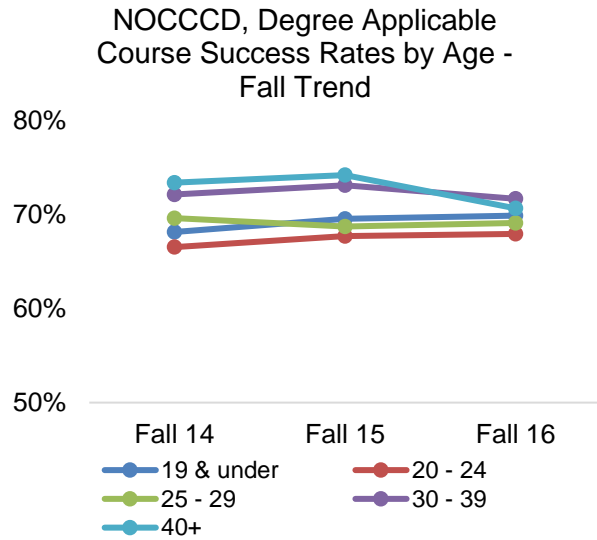
Districtwide Completion Data by Gender, Disaggregated by Transfer, CTE, Basic Skills/ESL, and Degree Applicable Courses
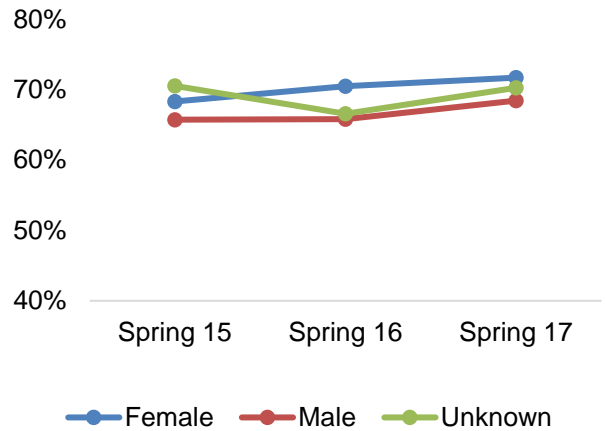
Districtwide course completion rates in transfer, CTE, basic skills/ESL, and degree applicable courses were consistently higher for females than for males. Completion rates in transfer courses have shown recent stability among both males and females, and CTE completion rates have remained generally high for both groups over time. In addition, degree applicable course completion has been constant for females and the completion rates for males have steadly increased in the last three years.
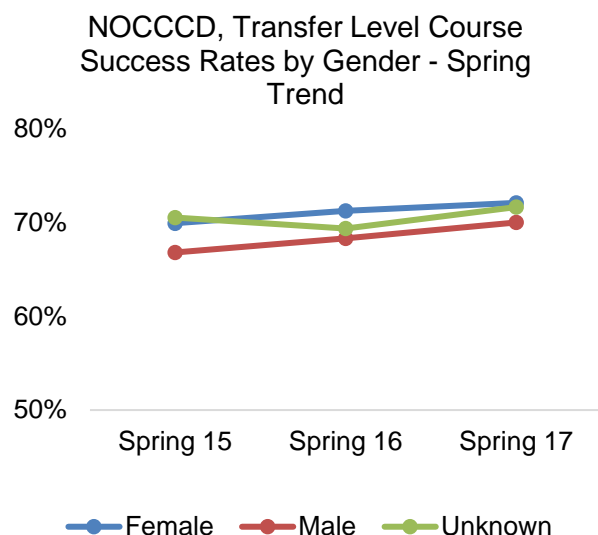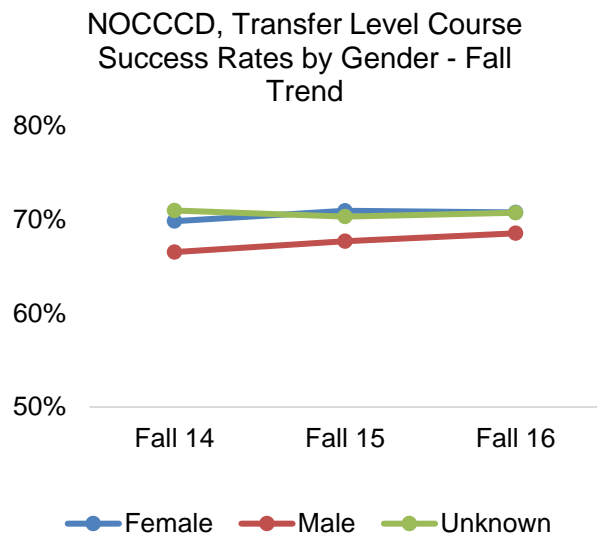
NOCCCD, Transfer Level Course Success Rates by Gender - Fall Trend
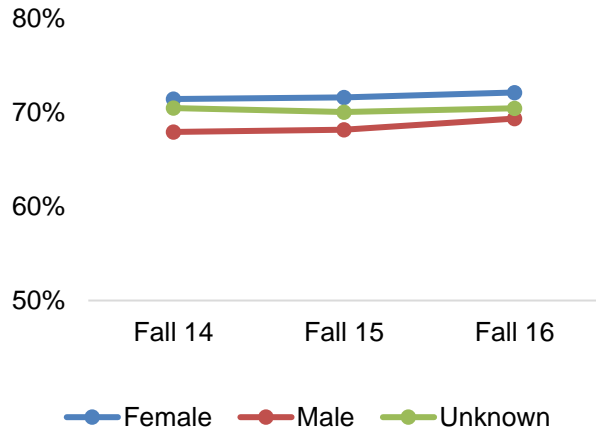
NOCCCD, Transfer Level Course Success Rates by Gender - Spring Trend

NOCCCD, CTE Course Success Rates by Gender - Fall Trend

80%
70%
60%
50%

Fall 14   Fall 15   Fall 16

Female   Male   Unknown

NOCCCD, CTE Course Success Rates by Gender - Spring Trend

80%
70%
60%
50%

Spring 15   Spring 16   Spring 17

Female   Male   Unknown

## NOCCCD, Basic Skills & ESL Course Success Rates by Gender - Fall Trend

75%
65%
55%
45%
35%

Fall 14   Fall 15   Fall 16

Female   Male   Unknown

NOCCCD, Basic Skills & ESL Course Success Rates by Gender - Spring Trend

75%
65%
55%
45%
35%

Spring 15   Spring 16   Spring 17

Female   Male   Unknown
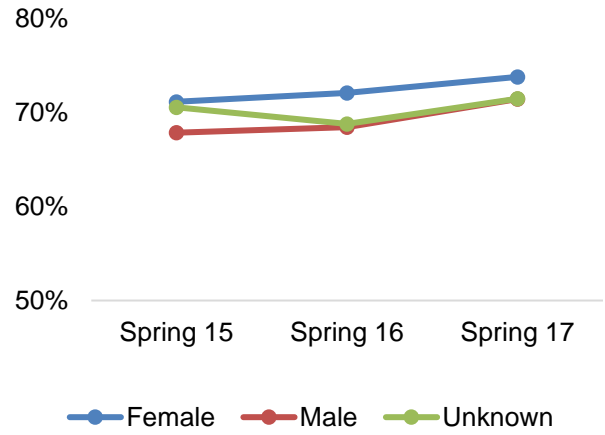
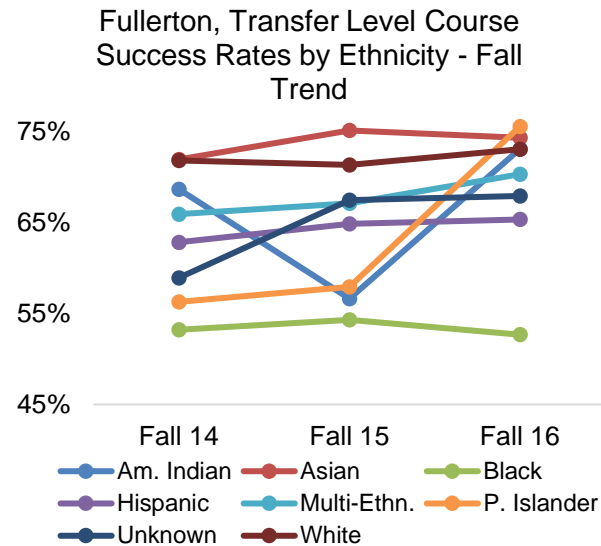**NOCCCD, Degree Applicable Course Success Rates by Gender - Fall Trend**

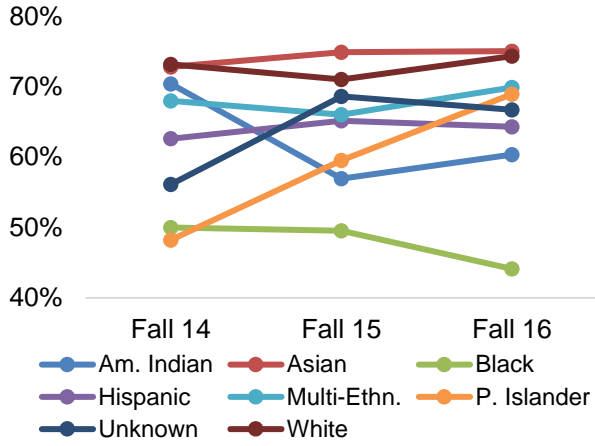**NOCCCD, Degree Applicable Course Success Rates by Gender - Spring Trend**
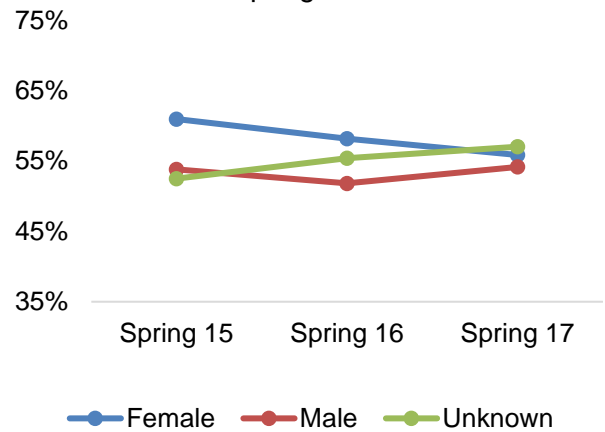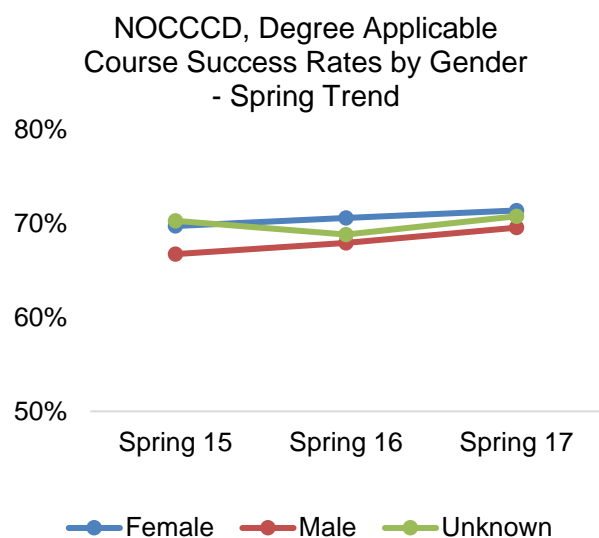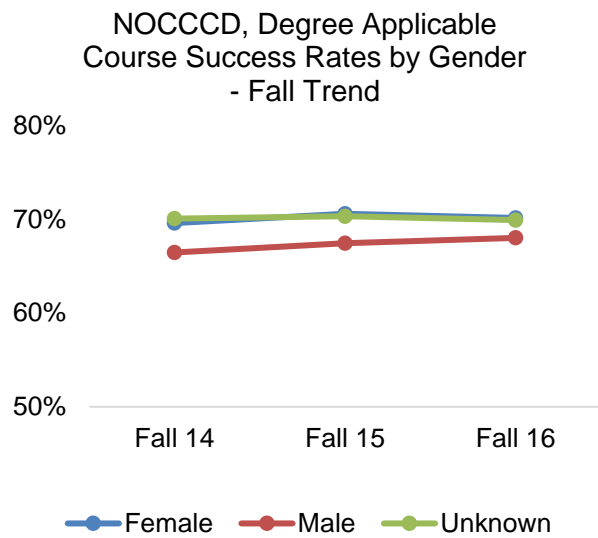
Districtwide Completion Data by Ethnicity, Disaggregated by Transfer, CTE, Basic Skills/ESL, and Degree Applicable Courses
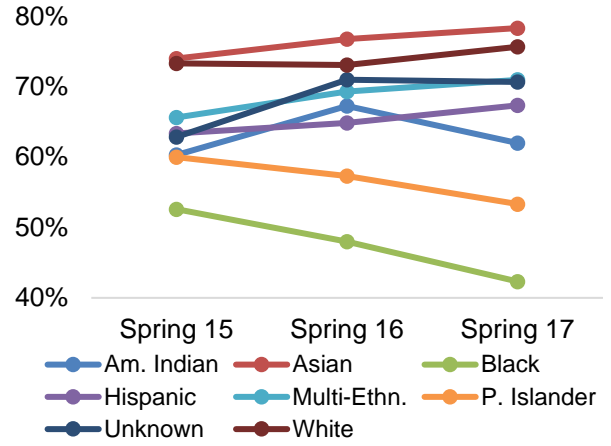
With respect to ethnicity, districtwide course completion rates in transfer, CTE, basic skills/ESL, and degree applicable courses varied by subpopulation. Course completion rates of African American, Hispanic, and Pacific Islander students have consistently been the lowest, whereas the completion rates of White and Asian students have consistently been t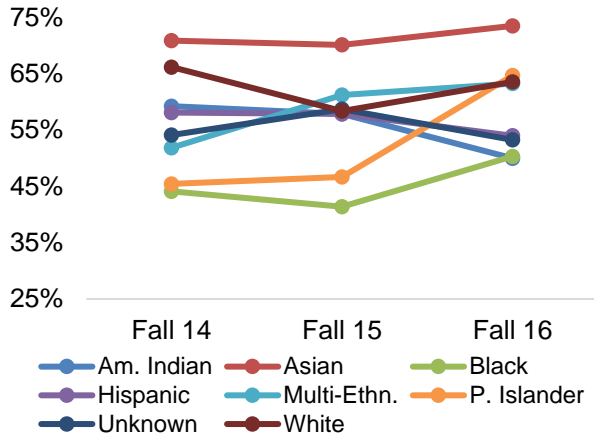he highest. It is worth noting that since Fall 2014, completion rates have been relatively stable in transfer, CTE and degree applicable courses among nearly all ethnic groups and has slightly increased among Hispanic and Pacific Islander students.

NOCCCD, Transfer Level Course Success Rates by Ethnicity - Fall Trend

NOCCCD, Transfer Level Course Success Rates by Ethnicity - Spring Trend

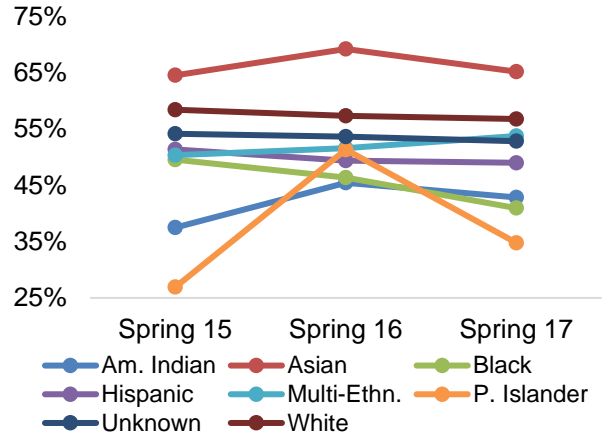## NOCCCD, CTE Course Success Rates by Ethnicity - Fall Trend

NOCCCD, CTE Course Success Rates by Ethnicity - Spring Trend

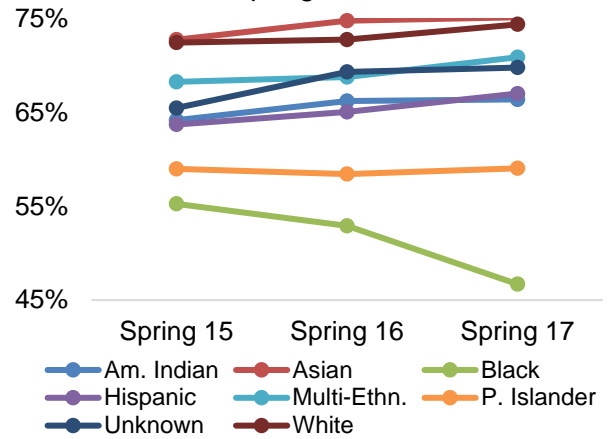## NOCCCD, Basic Skills & ESL Course Success Rates by Ethnicity - Fall Trend

Legend: Am. Indian, Asian, Black, Hispanic, Multi-Ethn., P. Islander, Unknown, White

NOCCCD, Basic Skills & ESL Course Success Rates by Ethnicity - Spring Trend

Legend: Am. Indian, Asian, Black, Hispanic, Multi-Ethn., P. Islander, Unknown, White

NOCCCD, Degree Applicable Course Success Rates by Ethnicity - Fall Trend

Legend: Am. Indian, Asian, Black, Hispanic, Multi-Ethn., P. Islander, Unknown, White

NOCCCD, Degree Applicable Course Success Rates by Ethnicity - Spring Trend

Legend: Am. Indian, Asian, Black, Hispanic, Multi-Ethn., P. Islander, Unknown, White

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

Distance education courses have had consistently lower districtwide course completion rates than on-campus courses among transfer, CTE, basic skills/ESL, and degree applicable courses. Completion of distance education courses has remained stable for transfer and degree applicable courses, has increased for CTE courses, and has increased in basic skills/ESL courses for fall terms but has declinded for spring terms.

NOCCCD, Transfer Level Course Success Rates by Teaching Method - Fall Trend

NOCCCD, Transfer Level Course Success Rates by Teaching Method - Spring Trend

NOCCCD, CTE Course Success Rates by Teaching Method - Fall Trend

NOCCCD, CTE Course Success Rates by Teaching Method - Spring Trend

NOCCCD, Basic Skills & ESL Course Success Rates by Teaching Method - Fall Trend

NOCCCD, Basic Skills & ESL Course Success Rates by Teaching Method - Spring Trend

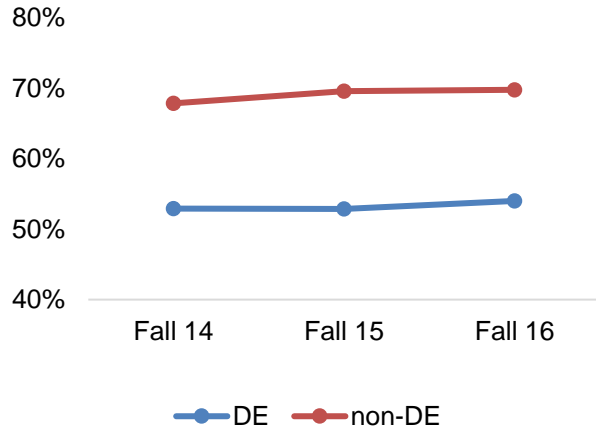## NOCCCD, Degree Applicable Course Success Rates by Teaching Method - Fall Trend

NOCCCD, Degree Applicable Course Success Rates by Teaching Method - Spring Trend

Conclusion

Fullerton College continues to make strides toward improving student completion and reducing the student achievement gap. This is supported by the reduction in the achievement gap in course retention, success, and persistence rates among Hispanic students and the increases in degrees awarded for the last five years. Additionally, Native Hawaiin/Pacific Islander students have seen an increase of 10.3% in course success over the last five years. However, African American students tend to have lower successful cource 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. 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 continues implementing the reforms imposed through the Student Success and Support Program and Student Equity plans, an even greater focus will be placed on support for incoming, continuing and returning students. The resulting higher levels of student support are expected to reinforce students' progress in their studies at Fullerton College and the achievement gap, 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:

Dual Enrollment and High School Partnerships – Pathways and courses 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
NOCCCD Student Achievement Data

Basic Skills & ESL Course Success Rates

NOCCCD Basic Skills & ESL Success Rates by Gender

Gender	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Female	5,521	64%	4,762	61%	5,447	64%	4,547	58%	5,046	64%	3,851	56%
Male	4,384	59%	3,832	54%	4,211	56%	3,552	52%	4,124	56%	3,113	54%
Unknown	157	62%	120	53%	195	56%	166	55%	177	60%	135	57%
Overall	**10,062**	**62%**	**8,714**	**58%**	**9,853**	**60%**	**8,265**	**55%**	**9,347**	**60%**	**7,099**	**55%**

NOCCCD Basic Skills & ESL Success Rates by Age

Age	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
19 & under	5,869	64%	4,170	58%	5,880	62%	3,896	55%	5,499	62%	3,327	54%
20 - 24	2,678	56%	2,910	55%	2,549	54%	2,747	53%	2,387	54%	2,318	54%
25 - 29	695	63%	770	59%	689	62%	825	60%	685	62%	703	58%
30 - 39	443	67%	473	66%	440	65%	487	62%	478	65%	465	59%
40+	377	67%	391	68%	295	65%	310	63%	298	70%	286	63%
Overall	**10,062**	**62%**	**8,714**	**58%**	**9,853**	**60%**	**8,265**	**55%**	**9,347**	**60%**	**7,099**	**55%**

NOCCCD Basic Skills & ESL Success Rates by Ethnicity

Ethnicity	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Am. Indian	31	61%	24	42%	25	56%	18	50%	16	50%	14	50%
Asian	1,189	74%	1,037	71%	1,112	75%	916	70%	1,163	75%	897	68%
Black	377	48%	368	53%	322	47%	310	46%	305	53%	247	49%
Hispanic	6,249	60%	5,410	55%	6,313	58%	5,316	52%	6,012	57%	4,591	52%
Multi-Ethn.	250	54%	223	52%	246	62%	206	59%	224	63%	181	55%
P. Islander	37	49%	40	35%	25	56%	51	53%	35	66%	36	39%
Unknown	372	58%	286	59%	324	62%	236	57%	309	58%	228	57%
White	1,557	66%	1,326	62%	1,486	60%	1,212	59%	1,283	63%	905	58%
Overall	**10,062**	**62%**	**8,714**	**58%**	**9,853**	**60%**	**8,265**	**55%**	**9,347**	**60%**	**7,099**	**55%**

NOCCCD Basic Skills & ESL Success Rates by Teaching Method

Method	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
DE	452	49%	450	51%	480	49%	303	47%	330	52%	316	47%
non-DE	9,610	62%	8,264	58%	9,373	61%	7,962	56%	9,017	61%	6,783	56%
Overall	**10,062**	**62%**	**8,714**	**58%**	**9,853**	**60%**	**8,265**	**55%**	**9,347**	**60%**	**7,099**	**55%**

CTE Course Success Rates

NOCCCD CTE Success Rates by Gender

Gender	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Female	23,316	71%	22,303	71%	21,851	72%	21,232	72%	19,507	72%	18,972	74%
Male	21,557	68%	20,469	68%	20,139	68%	19,327	68%	18,313	69%	17,560	71%
Unknown	658	71%	629	71%	719	70%	709	69%	729	71%	639	72%
Overall	**45,531**	**70%**	**43,401**	**70%**	**42,709**	**70%**	**41,268**	**70%**	**38,549**	**71%**	**37,171**	**73%**

NOCCCD CTE Success Rates by Age

Age	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
19 & under	12,949	67%	10,557	65%	11,767	67%	10,322	67%	10,235	68%	8,879	70%
20 - 24	19,227	68%	19,577	69%	17,935	69%	17,764	70%	16,068	71%	16,166	73%
25 - 29	6,221	73%	6,327	72%	6,322	72%	6,429	72%	5,849	73%	5,906	75%
30 - 39	3,969	75%	3,990	76%	3,925	75%	3,958	75%	3,916	75%	3,791	76%
40+	3,165	76%	2,950	75%	2,760	76%	2,795	76%	2,476	72%	2,427	74%
Overall	**45,531**	**70%**	**43,401**	**70%**	**42,709**	**70%**	**41,268**	**70%**	**38,549**	**71%**	**37,171**	**73%**

NOCCCD CTE Success Rates by Ethnicity

Ethnicity	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Am. Indian	121	70%	101	63%	108	56%	93	67%	111	64%	88	64%
Asian	7,770	77%	7,866	76%	7,331	78%	7,466	78%	7,138	78%	7,022	80%
Black	1,809	59%	1,668	58%	1,580	59%	1,577	56%	1,496	53%	1,520	54%
Hispanic	21,784	66%	20,629	65%	21,199	67%	20,308	66%	18,865	67%	18,052	69%
Multi-Ethn.	1,566	69%	1,489	69%	1,444	69%	1,390	72%	1,348	70%	1,254	73%
P. Islander	189	55%	176	63%	153	65%	167	63%	120	65%	117	62%
Unknown	1,479	64%	1,223	66%	1,168	71%	1,128	72%	1,117	71%	1,216	73%
White	10,813	75%	10,249	76%	9,726	74%	9,139	75%	8,354	76%	7,902	77%
Overall	**45,531**	**70%**	**43,401**	**70%**	**42,709**	**70%**	**41,268**	**70%**	**38,549**	**71%**	**37,171**	**73%**

NOCCCD CTE Success Rates by Teaching Method

Method	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
DE	5,902	60%	6,107	61%	6,135	59%	6,036	60%	5,788	60%	6,055	62%
non-DE	39,629	71%	37,294	71%	36,574	72%	35,232	72%	32,761	73%	31,116	75%
Overall	**45,531**	**70%**	**43,401**	**70%**	**42,709**	**70%**	**41,268**	**70%**	**38,549**	**71%**	**37,171**	**73%**

Degree Applicable Course Success Rates

NOCCCD Degree Applicable Success Rates by Gender

Gender	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Female	53,725	70%	52,181	70%	53,740	71%	51,971	71%	52,688	70%	50,622	71%
Male	48,220	66%	46,895	67%	47,988	67%	46,199	68%	47,613	68%	45,092	70%
Unknown	1,427	70%	1,479	70%	1,644	70%	1,682	69%	1,831	70%	1,750	71%
Overall	**103,372**	**68%**	**100,555**	**68%**	**103,372**	**69%**	**99,852**	**69%**	**102,132**	**69%**	**97,464**	**71%**

NOCCCD Degree Applicable Success Rates by Age

Age	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
19 & under	33,466	68%	29,351	68%	34,227	70%	29,787	69%	33,657	70%	29,637	70%
20 - 24	46,709	67%	48,030	67%	45,708	68%	46,045	68%	44,957	68%	44,443	70%
25 - 29	11,769	70%	12,077	70%	12,511	69%	12,923	70%	12,557	69%	12,527	71%
30 - 39	6,616	72%	6,576	74%	6,604	73%	6,776	73%	6,890	72%	6,930	73%
40+	4,812	73%	4,521	74%	4,319	74%	4,316	75%	4,062	71%	3,921	72%
Overall	**103,372**	**68%**	**100,555**	**68%**	**103,372**	**69%**	**99,852**	**69%**	**102,132**	**69%**	**97,464**	**71%**

NOCCCD Degree Applicable Success Rates by Ethnicity

Ethnicity	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
Am. Indian	249	69%	216	65%	219	56%	214	63%	249	73%	201	65%
Asian	18,740	75%	18,787	74%	19,222	77%	19,232	77%	19,114	76%	18,707	77%
Black	3,934	58%	3,709	59%	3,726	58%	3,656	58%	3,862	55%	3,768	54%
Hispanic	49,779	65%	48,935	65%	51,549	66%	49,621	66%	51,788	66%	48,841	68%
Multi-Ethn.	3,640	67%	3,439	69%	3,555	68%	3,404	70%	3,605	69%	3,467	72%
P. Islander	428	59%	408	62%	415	61%	386	61%	370	70%	385	63%
Unknown	3,238	64%	2,801	66%	2,765	68%	2,739	70%	2,969	69%	3,007	71%
White	23,364	73%	22,260	74%	21,921	73%	20,600	73%	20,175	74%	19,088	75%
Overall	**103,372**	**68%**	**100,555**	**68%**	**103,372**	**69%**	**99,852**	**69%**	**102,132**	**69%**	**97,464**	**71%**

NOCCCD Degree Applicable Success Rates by Teaching Method

Method	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
DE	10,905	59%	11,298	60%	12,299	59%	12,053	60%	12,719	59%	12,557	62%
non-DE	92,467	69%	89,257	69%	91,073	70%	87,799	71%	89,413	71%	84,907	72%
Overall	**103,372**	**68%**	**100,555**	**68%**	**103,372**	**69%**	**99,852**	**69%**	**102,132**	**69%**	**97,464**	**71%**

Transfer Level Course Success Rates

NOCCCD Transfer Level Success Rates by Gender

Gender	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	50,723	70%	49,355	70%	50,829	71%	49,181	71%	49,880	71%	48,087	72%
Male	45,038	67%	43,813	67%	44,924	68%	43,204	68%	44,728	69%	42,379	70%
Unknown	1,339	71%	1,394	71%	1,552	70%	1,576	69%	1,721	71%	1,661	72%
Overall	**97,100**	**68%**	**94,562**	**68%**	**97,305**	**69%**	**93,961**	**70%**	**96,329**	**70%**	**92,127**	**71%**

NOCCCD Transfer Level Success Rates by Age

Age	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
19 & under	31,707	69%	27,639	68%	32,413	70%	28,051	70%	31,805	71%	28,185	71%
20 - 24	44,164	67%	45,690	68%	43,473	68%	43,828	69%	42,764	68%	42,265	71%
25 - 29	10,883	69%	11,195	70%	11,542	69%	12,028	70%	11,701	69%	11,758	71%
30 - 39	6,005	72%	5,980	73%	5,990	73%	6,197	73%	6,354	72%	6,322	73%
40+	4,341	73%	4,058	74%	3,884	74%	3,853	75%	3,696	71%	3,591	72%
Overall	**97,100**	**68%**	**94,562**	**68%**	**97,305**	**69%**	**93,961**	**70%**	**96,329**	**70%**	**92,127**	**71%**

NOCCCD Transfer Level Success Rates by Ethnicity

Ethnicity	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
Am. Indian	225	67%	196	64%	207	57%	190	62%	226	74%	192	66%
Asian	17,965	75%	18,061	75%	18,435	77%	18,520	77%	18,381	76%	18,021	77%
Black	3,723	58%	3,507	59%	3,516	59%	3,472	59%	3,695	56%	3,634	54%
Hispanic	46,467	65%	45,811	65%	48,294	66%	46,112	67%	48,556	67%	45,888	68%
Multi-Ethn.	3,451	67%	3,282	69%	3,375	69%	3,229	70%	3,415	70%	3,316	72%
P. Islander	400	60%	387	62%	385	62%	370	62%	347	71%	360	62%
Unknown	3,057	64%	2,612	65%	2,597	68%	2,536	70%	2,806	70%	2,832	72%
White	21,812	73%	20,706	74%	20,496	73%	19,232	74%	18,903	74%	17,884	76%
Overall	**97,100**	**68%**	**94,562**	**68%**	**97,305**	**69%**	**93,961**	**70%**	**96,329**	**70%**	**92,127**	**71%**

NOCCCD Transfer Level Success Rates by Teaching Method

Method	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
DE	10,552	60%	10,979	61%	11,999	60%	11,754	61%	12,375	60%	12,306	62%
non-DE	86,548	69%	83,583	69%	85,306	71%	82,207	72%	83,954	71%	79,821	73%
Overall	**97,100**	**68%**	**94,562**	**68%**	**97,305**	**69%**	**93,961**	**70%**	**96,329**	**70%**	**92,127**	**71%**

Appendix C
Fullerton College Student Achievement Data

Fullerton Transfer by Age

Age	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
19 & under	20,534	67%	17,991	67%	20,668	69%	18,162	69%	20,318	70%	18,694	70%
20 - 24	27,777	65%	28,193	66%	26,844	66%	27,537	68%	26,670	67%	26,093	70%
25 - 29	6,454	66%	6,610	67%	6,567	66%	6,931	67%	6,615	67%	6,635	68%
30 - 39	3,225	67%	3,180	70%	3,105	70%	3,412	70%	3,473	68%	3,460	70%
40+	2,192	69%	2,027	71%	1,996	73%	2,015	72%	1,865	66%	1,896	68%
Overall	**60,182**	**66%**	**58,001**	**67%**	**59,180**	**68%**	**58,057**	**69%**	**58,941**	**68%**	**56,778**	**70%**

Fullerton Career & Technical (CTE) by Age

Age	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
19 & under	6,917	63%	6,106	63%	6,758	65%	6,198	65%	5,923	65%	5,170	67%
20 - 24	10,750	66%	10,793	67%	10,178	67%	10,338	69%	9,148	69%	9,130	72%
25 - 29	3,218	67%	3,300	69%	3,303	68%	3,388	68%	3,001	69%	3,029	70%
30 - 39	1,863	69%	1,943	72%	1,854	73%	2,044	73%	1,966	70%	1,958	71%
40+	1,420	72%	1,334	72%	1,330	74%	1,371	72%	1,150	67%	1,208	70%
Overall	**24,168**	**66%**	**23,476**	**67%**	**23,423**	**67%**	**23,339**	**68%**	**21,188**	**68%**	**20,495**	**70%**

Fullerton Basic Skills and ESL by Age

Age	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
19 & under	4,017	61%	2,788	53%	3,988	60%	2,402	50%	3,614	58%	1,972	50%
20 - 24	1,674	54%	1,889	51%	1,563	53%	1,716	50%	1,414	52%	1,380	51%
25 - 29	429	61%	451	55%	418	61%	507	60%	393	58%	400	54%
30 - 39	291	64%	292	65%	253	65%	321	63%	289	65%	276	56%
40+	245	67%	270	67%	182	60%	193	65%	184	70%	168	62%
Overall	**6,656**	**60%**	**5,690**	**54%**	**6,404**	**59%**	**5,139**	**52%**	**5,894**	**57%**	**4,196**	**52%**

Fullerton Degree Applicable by Age

Age	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
19 & under	21,588	67%	19,140	67%	21,791	68%	19,313	69%	21,490	69%	19,678	69%
20 - 24	29,219	65%	29,504	66%	28,167	66%	28,924	67%	28,005	67%	27,474	70%
25 - 29	6,959	66%	7,104	67%	7,150	66%	7,491	67%	7,139	67%	7,118	68%
30 - 39	3,559	67%	3,536	70%	3,457	71%	3,786	70%	3,813	68%	3,851	70%
40+	2,452	70%	2,287	72%	2,232	74%	2,284	72%	2,080	67%	2,103	69%
Overall	63,777	66%	61,571	67%	62,797	67%	61,798	68%	62,527	68%	60,224	69%

Fullerton Transfer by Gender

Gender	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Female	30,370	67%	29,280	68%	30,023	69%	29,629	70%	29,537	70%	28,679	71%
Male	28,928	64%	27,765	65%	28,148	66%	27,401	67%	28,338	67%	27,045	68%
Unknown	884	70%	956	71%	1,009	70%	1,027	69%	1,066	69%	1,054	72%
Overall	60,182	66%	58,001	67%	59,180	68%	58,057	69%	58,941	68%	56,778	70%

Fullerton Career & Technical (CTE) by Gender

Gender	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Female	11,841	68%	11,528	68%	11,528	69%	11,661	70%	10,182	70%	10,077	72%
Male	11,962	64%	11,595	66%	11,480	66%	11,268	66%	10,591	66%	10,065	68%
Unknown	365	68%	353	71%	415	68%	410	67%	415	67%	353	70%
Overall	24,168	66%	23,476	67%	23,423	67%	23,339	68%	21,188	68%	20,495	70%

Fullerton Basic Skill and ESL by Gender

Gender	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Female	3,565	63%	2,994	56%	3,403	62%	2,725	56%	3,074	61%	2,203	53%
Male	2,985	56%	2,619	51%	2,864	55%	2,306	49%	2,700	53%	1,909	50%
Unknown	106	59%	77	45%	137	55%	108	51%	120	61%	84	51%
Overall	6,656	60%	5,690	54%	6,404	59%	5,139	52%	5,894	57%	4,196	52%

Fullerton Degree Applicable by Gender

Gender	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Female	31,911	67%	30,812	68%	31,548	69%	31,286	69%	31,128	69%	30,204	70%
Male	30,927	64%	29,755	66%	30,195	66%	29,419	67%	30,267	66%	28,916	68%
Unknown	939	69%	1,004	72%	1,054	70%	1,093	68%	1,132	68%	1,104	71%
Overall	**63,777**	**66%**	**61,571**	**67%**	**62,797**	**67%**	**61,798**	**68%**	**62,527**	**68%**	**60,224**	**69%**

Fullerton Transfer by Race/Ethnicity

Ethnicity	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Am. Indian	147	69%	134	63%	150	57%	138	66%	149	73%	122	66%
Asian	8,938	72%	8,915	73%	9,047	75%	9,349	75%	8,998	74%	8,945	75%
Black	2,063	53%	1,867	55%	1,966	54%	1,979	53%	2,027	53%	2,153	47%
Hispanic	30,606	63%	29,885	64%	31,154	65%	30,599	66%	31,710	65%	30,042	68%
Multi-Ethn.	2,060	66%	1,983	68%	2,000	67%	1,914	69%	2,055	70%	1,954	71%
P. Islander	238	56%	216	59%	226	58%	233	59%	197	76%	221	59%
Unknown	1,971	59%	1,588	66%	1,511	68%	1,498	69%	1,736	68%	1,824	70%
White	14,159	72%	13,413	72%	13,126	71%	12,347	73%	12,069	73%	11,517	75%
Overall	**60,182**	**66%**	**58,001**	**67%**	**59,180**	**68%**	**58,057**	**69%**	**58,941**	**68%**	**56,778**	**70%**

Fullerton Career & Technical (CTE) by Race/Ethnicity

Ethnicity	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Am. Indian	71	70%	63	60%	72	57%	55	67%	58	60%	50	62%
Asian	3,048	73%	3,299	74%	3,094	75%	3,251	77%	3,045	75%	2,970	78%
Black	846	50%	768	53%	781	50%	817	48%	705	44%	775	42%
Hispanic	12,250	63%	11,868	63%	12,261	65%	12,264	65%	11,053	64%	10,622	67%
Multi-Ethn.	853	68%	815	66%	789	66%	769	69%	751	70%	679	71%
P. Islander	85	48%	80	60%	89	60%	89	57%	58	69%	60	53%
Unknown	848	56%	633	63%	625	69%	607	71%	607	67%	641	71%
White	6,167	73%	5,950	73%	5,712	71%	5,487	73%	4,911	74%	4,698	76%
Overall	**24,168**	**66%**	**23,476**	**67%**	**23,423**	**67%**	**23,339**	**68%**	**21,188**	**68%**	**20,495**	**70%**

Fullerton Basic Skills & ESL by Race/Ethnicity

Ethnicity	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
Am. Indian	27	59%	16	38%	19	58%	11	45%	6	50%	7	43%
Asian	649	71%	567	65%	566	70%	455	69%	582	74%	414	65%
Black	222	44%	234	50%	186	41%	166	46%	143	50%	105	41%
Hispanic	4,296	58%	3,647	51%	4,277	58%	3,428	49%	3,989	54%	2,844	49%
Multi-Ethn.	160	52%	137	50%	147	61%	124	52%	128	63%	106	54%
P. Islander	22	45%	26	27%	15	47%	37	51%	17	65%	23	35%
Unknown	253	54%	192	54%	235	59%	151	54%	184	53%	123	53%
White	1,027	66%	871	58%	959	58%	767	57%	845	64%	574	57%
Overall	**6,656**	**60%**	**5,690**	**54%**	**6,404**	**59%**	**5,139**	**52%**	**5,894**	**57%**	**4,196**	**52%**

Fullerton Degree Applicable by Race/Ethnicity

Ethnicity	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
Am. Indian	27	59%	16	38%	19	58%	11	45%	6	50%	7	43%
Asian	649	71%	567	65%	566	70%	455	69%	582	74%	414	65%
Black	222	44%	234	50%	186	41%	166	46%	143	50%	105	41%
Hispanic	4,296	58%	3,647	51%	4,277	58%	3,428	49%	3,989	54%	2,844	49%
Multi-Ethn.	160	52%	137	50%	147	61%	124	52%	128	63%	106	54%
P. Islander	22	45%	26	27%	15	47%	37	51%	17	65%	23	35%
Unknown	253	54%	192	54%	235	59%	151	54%	184	53%	123	53%
White	1,027	66%	871	58%	959	58%	767	57%	845	64%	574	57%
Overall	**6,656**	**60%**	**5,690**	**54%**	**6,404**	**59%**	**5,139**	**52%**	**5,894**	**57%**	**4,196**	**52%**

Fullerton Transfer by Distance Ed/On Campus

Method	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
DE	5,960	55%	6,349	57%	6,772	57%	6,645	56%	6,624	57%	6,807	58%
non-DE	54,222	67%	51,652	68%	52,408	69%	51,412	70%	52,317	70%	49,971	71%
Overall	**60,182**	**66%**	**58,001**	**67%**	**59,180**	**68%**	**58,057**	**69%**	**58,941**	**68%**	**56,778**	**70%**

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

Method	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	n	%	n	%	n	%	n	%	n	%
DE	2,910	53%	3,138	55%	3,033	53%	3,048	53%	2,721	54%	3,021	56%
non-DE	21,258	68%	20,338	69%	20,390	70%	20,291	70%	18,467	70%	17,474	73%
Overall	**24,168**	**66%**	**23,476**	**67%**	**23,423**	**67%**	**23,339**	**68%**	**21,188**	**68%**	**20,495**	**70%**

Fullerton Basic Skills & ESL by Distance Ed/On Campus

Method	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
DE	286	37%	243	35%	253	31%	230	40%	198	37%	195	31%
non-DE	6,370	61%	5,447	54%	6,151	60%	4,909	53%	5,696	58%	4,001	53%
Overall	**6,656**	**60%**	**5,690**	**54%**	**6,404**	**59%**	**5,139**	**52%**	**5,894**	**57%**	**4,196**	**52%**

Fullerton Degree Applicable by Distance Ed/On Campus

Method	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
DE	6,144	55%	6,499	56%	6,926	56%	6,791	55%	6,815	56%	6,948	57%
non-DE	57,633	67%	55,072	68%	55,871	69%	55,007	70%	55,712	69%	53,276	71%
Overall	**63,777**	**66%**	**61,571**	**67%**	**62,797**	**67%**	**61,798**	**68%**	**62,527**	**68%**	**60,224**	**69%**

Fullerton College Persistence Rate by Age

Age	Fall 14			Fall 15			Fall 16		
	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %
19 & under	3,947	86%	70%	3,841	86%	69%	3,728	84%	66%
20 - 24	529	62%	39%	452	62%	36%	377	61%	37%
25 - 29	150	62%	39%	114	61%	39%	118	55%	29%
30 - 39	130	45%	25%	74	62%	38%	85	56%	35%
40+	123	30%	19%	59	59%	29%	89	37%	20%
Overall	**4,879**	**80%**	**63%**	**4,540**	**82%**	**64%**	**4,397**	**80%**	**61%**

Fullerton College Persistence Rate by Gender

Gender	Fall 14			Fall 15			Fall 16		
	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %
Female	2,349	83%	67%	2,175	84%	67%	2,055	83%	66%
Male	2,438	77%	60%	2,254	81%	61%	2,224	76%	56%
Unknown	92	78%	65%	111	80%	61%	118	85%	63%
Overall	**4,879**	**80%**	**63%**	**4,540**	**82%**	**64%**	**4,397**	**80%**	**61%**

Fullerton College Persistence Rate by Race/Ethnicity

Ethnicity	Fall 14			Fall 15			Fall 16		
	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %
Am. Indian	35	77%	60%	27	81%	59%	14	57%	43%
Asian	457	85%	74%	538	86%	70%	424	86%	70%
Black	220	65%	39%	189	66%	42%	200	66%	38%
Filipino	151	91%	76%	146	92%	80%	122	87%	73%
Hispanic	2,908	82%	65%	2,718	83%	65%	2,783	80%	61%
P. Islander	23	70%	52%	22	77%	45%	18	89%	67%
Unknown	160	25%	19%	27	74%	52%	42	67%	43%
White	925	81%	64%	873	79%	60%	794	80%	62%
Overall	**4,879**	**80%**	**63%**	**4,540**	**82%**	**64%**	**4,397**	**80%**	**61%**

Fullerton College Persistence Rate by Financial Aid

Financial Aid	Fall 14			Fall 15			Fall 16		
	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %
No	1,454	80%	66%	1,405	80%	64%	1,427	77%	61%
Yes	3,425	80%	62%	3,135	84%	64%	2,970	81%	61%
Overall	**4,879**	**80%**	**63%**	**4,540**	**82%**	**64%**	**4,397**	**80%**	**61%**

Fullerton College Persistence Rate by DSS

DSS	Fall 14			Fall 15			Fall 16		
	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %
No	4,676	80%	63%	4,355	82%	64%	4,164	80%	61%
Yes	203	82%	65%	185	83%	61%	233	84%	68%
Overall	**4,879**	**80%**	**63%**	**4,540**	**82%**	**64%**	**4,397**	**80%**	**61%**

Fullerton College Persistence Rate by Foster Youth

Foster Youth	Fall 14			Fall 15			Fall 16		
	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %	Cohort	Spring %	Fall %
No	4,849	80%	63%	4,504	82%	64%	4,369	80%	61%
Yes	30	77%	63%	36	86%	53%	28	82%	64%
Overall	**4,879**	**80%**	**63%**	**4,540**	**82%**	**64%**	**4,397**	**80%**	**61%**

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 2017 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. 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 2017

Area	2012	2013	2014	2015	2016	2017	Change 2012-2017
Orange County	3,057,233	2,087,715	3,114,209	3,151,910	3,183,011	3,193,280	4.5%
California	37,680,593	38,030,609	38,357,121	38,907,642	39,255,883	39,849,872	5.8%
United States	315,223,904	317,583,693	319,925,152	322,259,557	324,294,884	326,474,013	3.6%

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2017; U. S. Bureau of the Census.

Community Level Population through 2017

Table 2: Population

City	2012	2013	2014	2015	2016	2017	Change 2011-2017
Anaheim	343,974	346,882	348,369	355,497	355,675	358,529	5.0%
Brea	40,851	41,372	42,389	43,245	43,606	44,214	9.4%
Fullerton	138,573	138,573	140,120	141,407	141,918	142,234	5.1%
La Habra	60,880	61,300	61,705	61,764	62,003	62,084	2.7%
Placentia	51,171	51,938	52,084	51,873	52,292	52,268	3.0%
Yorba Linda	65,804	66,560	67,055	67,128	67,632	67,890	4.3%
Total	700,411	706,625	711,722	720,914	726,267	727,219	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 2017; 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 2016

Area	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Other/Decline to State	Two or More Races
Fullerton College	2.9%	14.8%	54.9%	0.2%	20.4%	3.0%	3.3%
Orange County	2.1%	20.8%	34.3%	1.1%	41.1%	--	3.4%
California	6.5%	15.3%	38.9%	1.7%	37.7%	--	3.8%

Source: Fullerton College Office of Institutional Research, U.S. Bureau of the Census
Numbers will be higher than 100% because of two or more races

Table 6: Fullerton College Community Population by Ethnicity, Census 2016

City	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Other	Two or More Races
Anaheim	7,442	55,673	183,479	462	92,136	394	5,992
Brea	386	7,814	11,540	86	19,868	113	1,124
Fullerton	3,205	34,472	48,974	185	48,228	120	3,792
La Habra	627	5,680	37,562	106	16,867	31	852
Placentia	599	8,657	19,884	24	21,637	123	1,199
Yorba Linda	769	11,838	11,239	101	40,779	77	2,230
Total	13,028	124,134	312,678	964	239,515	858	15,189

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

Table 7 Fullerton College Community Population Percentage by Ethnicity: Census 2016

City	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Other	Two or More Races
Anaheim	2.2%	16.1%	53.1%	0.1%	26.7%	0.1%	1.7%
Brea	0.9%	19.1%	28.2%	0.2%	48.5%	0.3%	2.7%
Fullerton	2.3%	24.8%	35.2%	0.1%	34.7%	0.1%	2.7%
La Habra	1.0%	9.2%	60.9%	0.2%	27.3%	0.1%	1.4%
Placentia	1.1%	16.6%	38.1%	0.0%	41.5%	0.2%	2.3%
Yorba Linda	1.1%	17.7%	16.8%	0.2%	60.8%	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

Table 10: Public School Enrollment in Orange County and California, 2012-2013 to 2016-2017

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Change 2012-2017
Orange County	501,801	500,487	497,116	493,030	490,430	-2.2%
California	6,226,989	6,236,672	6,235,520	6,235,520	6,228,235	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 2025-2026

	2017-2018	2018-2019	2019-2020	2020-2021	2025-2026	Change 2017-2026
Orange County	484,790	478,907	475,392	471,238	450,036	-7.2%
California	6,204,724	6,186,119	6,186,365	6,176,084	6,056,019	-2.4%

(State of California, Department of Finance, *California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2016 Series.* Sacramento, California, December 2016*.)*

Table 12: Public School Enrollment in Fullerton College Feeder High School Districts, 2012-2016-2017

School District	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Change 2012-2017
Anaheim	32,085	31,889	31,659	31,276	30,964	-3.5%
Brea-Olinda	2,041	2,001	1,974	1,942	1,862	-8.8%
Fullerton	14,608	14,501	14,396	14,235	13,983	-4.3%
Placentia Yorba Linda	8,320	8,429	8,458	8,467	8,532	2.5%

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 2016-2017

School District	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
Anaheim Union High	486	3,725	13,661	109	2,147	2	544
Brea-Olinda	36	442	649	4	693	1	37
Fullerton Union High	309	3,107	7,712	29	2,362	27	318
Placentia-Yorba Linda	132	1,347	3,197	17	3,635	50	154

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 2016-2017

School District	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
Anaheim	0.7%	2.6%	94.3%	0.2%	2.2%	0.0%	0.1%
Brea-Olinda	1.8%	24.2%	34.2%	0.2%	37.5%	0.0%	2.0%
El Dorado	1.3%	10.6%	31.9%	0.2%	52.1%	0.8%	2.2%
Fullerton	1.6%	7.2%	66.0%	0.2%	22.9%	0.0%	2.0%
Katella	1.0%	5.3%	88.5%	0.2%	4.4%	0.0%	0.6%
La Habra	2.1%	3.5%	70.8%	0.2%	22.3%	0.2%	0.8%
Sonora	1.1%	9.1%	69.0%	0.1%	18.2%	0.0%	2.5%
Sunny Hills	1.9%	49.0%	31.0%	0.3%	15.5%	0.0%	2.3%
Troy	1.2%	50.2%	25.8%	0.1%	17.9%	0.0%	4.8%
Valencia	1.5%	20.7%	59.7%	0.2%	16.1%	0.7%	1.1%

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, 2016-2017

School	Total Students	Percent Free or Reduced Lunch	Percent English Language Leaners	Percent Disadvantaged	Percent UC/CSU Eligible Grads
Anaheim	3,077	81.0%	26.3%	81.0%	22.5%
Brea-Olinda	1,800	23.2%	3.0%	23.1%	54.5%
El Dorado	1,930	20.9%	4.5%	20.9%	54.5%
Fullerton	2,067	49.4%	11.9%	49.4%	42.1%
Katella	2,670	77.9%	21.1%	77.8%	39.7%
La Habra	2,213	44.5%	7.2%	44.5%	49.4%
Sonora	1,884	42.1%	8.2%	42.1%	51.0%
Sunny Hills	2,323	27.9%	5.0%	27.9%	66.1%
Troy	2,680	21.0%	2.8%	21.0%	80.5%
Valencia	2,782	54.1%	11.4%	54.1%	48.7%

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

Part III. Economic Trends

The Employment Base

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

Measures	June 2013	June 2014	June 2015	June 2016	June 2017	Change 2013-2017
Civilian Labor Force	1,464,800	1,569,400	1,599,800	1,612,600	1,582,400	8.0%
Employed	1,464,800	1,483,700	1,530,800	1,541,500	1,521,600	3.9%
Unemployed	106,100	85,700	69,000	71,100	60,700	-42.8%
Unemployment Percent	6.8%	5.5%	4.3%	4.4%	3.8%	-44.1%

Source: California Employment Development Department

Table 16: Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, August 2017

Measures	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
Civilian Labor Force	170,100	21,900	70,200	30,600	26,000	34,500
Employed	160,900	21,100	66,800	29,200	24,800	33,200
Unemployed	9,200	900	3,400	1,500	1,200	1,300
Unemployment Percent	5.4%	4.1%	4.8%	4.8%	4.8%	3.7%

Source: California Employment Development Department

Table 17: Employment by Industry in Orange County: 2016 and 2017

Industry	June 2016	June 2017	Change	Percent Change
Good Producing	259,300	254,400	-4,900	-1.9%
Trade, Transportation & Utilities	262,700	258,000	-4,700	-1.8%
Information	26,100	26,000	-100	-0.4%
Financial Activities	118,000	117,500	-500	-0.4%
Professional and Business Services	295,200	299,900	4,700	1.6%
Education and Health Services	205,000	203,200	-1,800	-0.8%
Leisure and Hospitality	213,700	218,100	4,400	6.9%
Other Services	49,100	50,600	1,500	3.1%
Government	161,500	164,200	2,700	1.7%
Total	1,590,600	1,591,900	1,300	0.8%

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	5,020	650	14.9%
Paralegals and Legal Assistants	3,690	4,720	1,030	27.9%
Telecommunications Equipment Installers and Repairers, Except line Installers	1,990	2,872	880	44.2%
Web Developers	2,090	2,840	750	35.9%

Source: California Employment Development Department

Table 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

Table 20: Top 10 Employed Industry and Growth Projections for 2018 for Orange County by Entry Level for Career Technical Certificate.

Occupation	Employed in 2017	Projections for 2018	Change (%)	Median Hourly Earnings
Medical Assistants	8,027	8,269	3%	$15.38
Licensed Practical and Licensed Vocational Nurses	7,899	8,142	3%	$24.60
Nursing Assistants	7,930	8,295	5%	$13.63
Heavy and Tractor-Trailer Truck Drivers	6,613	6,702	1%	$19.69
Dental Assistants	5,554	5,748	3%	$16.85
Automotive Service Technicians and Mechanics	5,125	5,193	1%	$25.40
Massage Therapists	3,100	3,233	4%	$18.59
Telecommunications Equipment Installers and Repairers, Except Line Installers	2,886	2,938	2%	$25.41
Hairdressers, Hairstylists, and Cosmetologists	2,744	2,852	4%	$11.04
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,571	2,686	4%	$23.79

Source: EMSI-Economic Modeling

Table 21: Top 10 Emploed Industry and Growth Projections for 2018 for Orange County by Entry Level for Associate's Degrees

Occupation	Employed in 2017	Projections for 2018	Change (%)	Median Hourly Earnings
Preschool Teachers, Except Special Education	4,504	4,582	2%	$15.38
Paralegals and Legal Assistants	3,690	3,777	2%	$22.41
Web Developers	2,593	2,654	2%	$32.40
Dental Hygienists	2,480	2,585	4%	$46.14
Electrical and Electronics Engineering Technicians	2,283	2,283	0%	$27.04
Computer Network Support Specialists	1,966	1,991	1%	$33.12
Medical and Clinical Laboratory Technicians	1,816	1,859	2%	$20.75
Architectural and Civil Drafters	1,755	1,765	1%	$28.25
Human Resources Assistants, Except Payroll and Timekeeping	1,742	1,749	0%	$17.97
Respiratory Therapists	1,595	1,619	2%	$36.37

Table 22: Top 10 Emploed Industry and Growth Projections for 2018 for Orange County by Entry Level for Bachelor's Degrees

Occupation	Employed in 2017	Projections for 2018	Change (%)	Median Hourly Earnings
General and Operations Managers	29,093	29,468	1%	$58.11
Registered Nurses	22,346	22,921	3%	$43.07
Accountants and Auditors	16,385	16,734	2%	$33.60
Business Operations Specialists, All Other	14,239	14,400	1%	$35.46
Elementary School Teachers, Except Special Education	11,416	11,533	1%	$38.21
Market Research Analysts and Marketing Specialists	11,062	11,276	2%	$30.68
Software Developers, Applications	10,753	10,986	2%	$54.93
Management Analysts	10,682	10,866	2%	$40.76
Loan Officers	9,191	9,379	2%	$32.26
Sales Managers	8,530	8,549	0%	$55.36

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 completed the self-study for the re-affirmation of accreditation. The accreditation visiting team visited in October 2017. They highlighted several points of improvement and multiple commendations for the College, especially its student centered enivornment and services.

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, even though we had a slight decrease in our FTES this past academic year. Accommodating the enrollment growth annually over the next decade 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 with approval of Measure J Bond. The campus has been working closely with an architect to address the needs of infrastructure and the construction of new facilities, parking structure, etc.

Distance Learning

Distance education has become a important component of educational offerings at Fullerton College. With increased online 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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