

FULLERTON COLLEGE

2017-2018

INSTITUTIONAL EFFECTIVENESS REPORT



2017-2018

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
INTRODUCTION	2
FULLERTON COLLEGE INTEGRATED PLANNING CYCLE	3
FULLERTON COLLEGE INSTITUTIONAL PHILOSOPHY	4
FULLERTON COLLEGE INSTITUTION-SET STANDARDS	5
CHAPTER I: STUDENT DEMOGRAPHICS	12
CHAPTER II: MEASURES OF INSTITUTIONAL EFFECTIVENESS	19
STUDENT SUCCESS SCORECARD	25
MATH & ENGLISH COMPLETION/REMEDIAL PROGRESS RATE	39
CONCLUSION	41
APPENDIX A: INVENTORY OF PROGRAMS & SERVICES TO ADDRESS THE ACHIEVEMENT GAP	42
APPENDIX B: EMPLOYEE DEMOGRAPHICS	44
APPENDIX C: FULLERTON COLLEGE ENVIRONMENTAL SCAN 2018	47

Executive Summary

Founded in 1913, Fullerton College has a rich history of academic excellence and service to our community. Fostering student success is at the core of everything we do at Fullerton College.

Our 2017-2018 Institutional Effectiveness Report highlights Fullerton College's commitment to providing a high quality and affordable education to our ever-growing student population. The College continues to experience 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. This report includes a variety of dashboards and institutional data related to who are students are, who they are performing and the impact the College is having as we work together to help them reach their academic and career goals. Over the next year, this report and the 2018 Environmental Scan will serve as resources for college-wide planning.

Fullerton College continued to benefit from strong fiscal support from the State in 2017-18 and the College seized the opportunity to further its 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 and align with the California Community College Chancellor's Office priority initiatives and reforms.

I am grateful to our faculty, classified professionals and members of our management team for their passion and commitment to help our students thrive. Their collective effort is the reason that Fullerton College continues to make positive progress with respect to our institutional goals and objectives.

I would also like to thank our Office of Institutional Effectiveness team for providing leadership and expertise in producing this report, including Director of Institutional Planning and Research Carlos Ayon, Research Analyst Michael Gieck, Research Analyst Joseph Ramirez, Research Analyst Megan Tagley and Administrative Assistant Emma Hangué.



Greg Schulz, Ed.D.
President
Fullerton College

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 Colleges Chancellor's 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.

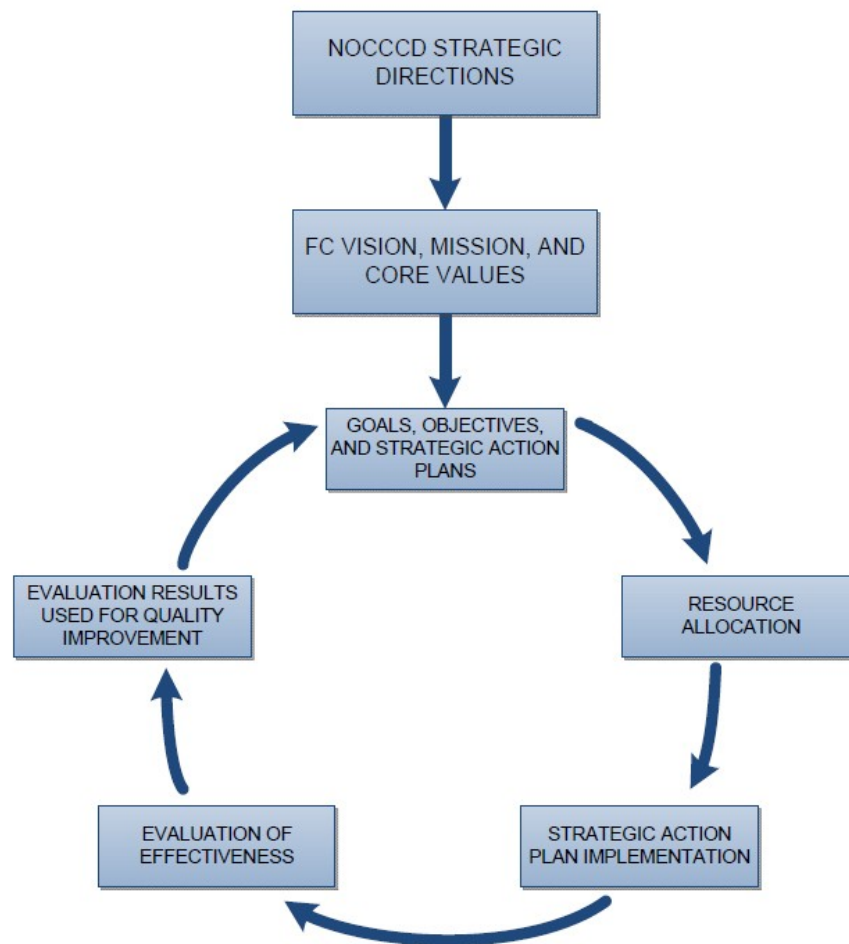
Chapter two focuses on institutional effectiveness measures. These measures include course success rates, Fullerton College Student Success Scorecard indicators, degree and certification completion, transfer, Career Technical Education (CTE) outcomes, and student placement results in Reading, Writing, 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.

As an accompanying piece to the Fullerton College 2017-2018 Institutional Effectiveness report, the 2018 Environmental Scan and Employee data 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 enhances 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 mutual respect and trust that embraces the individuality of all.

Responsibility

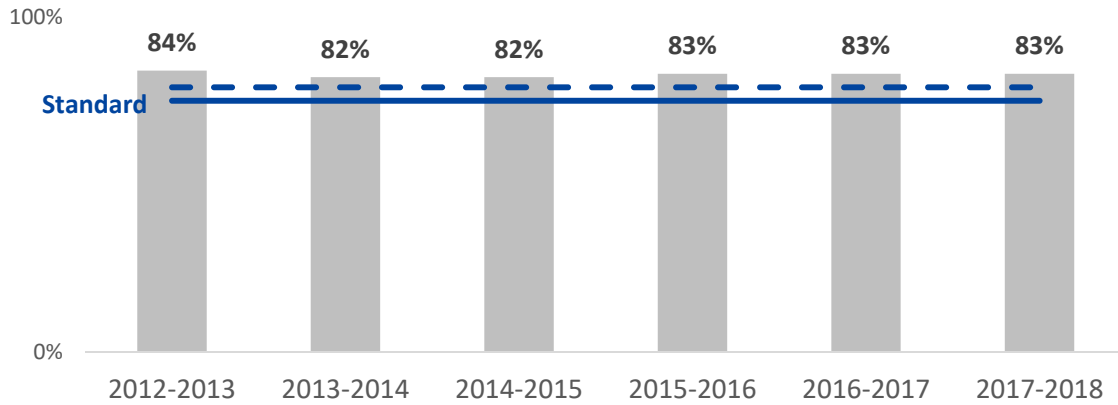
We accept our responsibility for the betterment of the world around us.

Fullerton College Institution-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

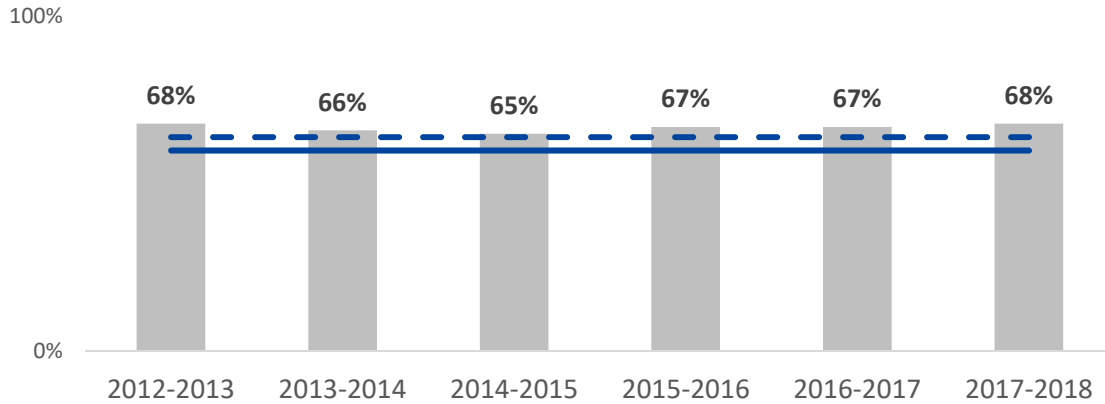
Percentage of Fall term credit course enrollments where student did not withdraw from class and received a valid grade



	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%
2017-2018	66,872	83%
95% Avg.	~2,760	79%
Institutional Standard – 90% Avg.	~5,520	75%

Course Success Rate

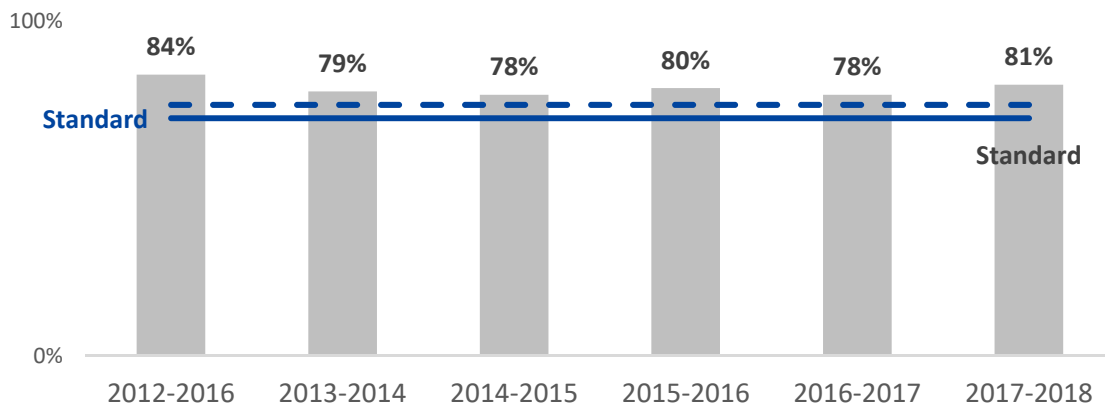
Percentage of Fall term credit course enrollments where student earned a grade of C or better (including Pass for Pass/No Pass courses)



	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%
2017-2018	66,872	68%
95% Avg.	~2,070	64%
Institutional Standard – 90% Avg.	~4,830	60%

Persistence Rate

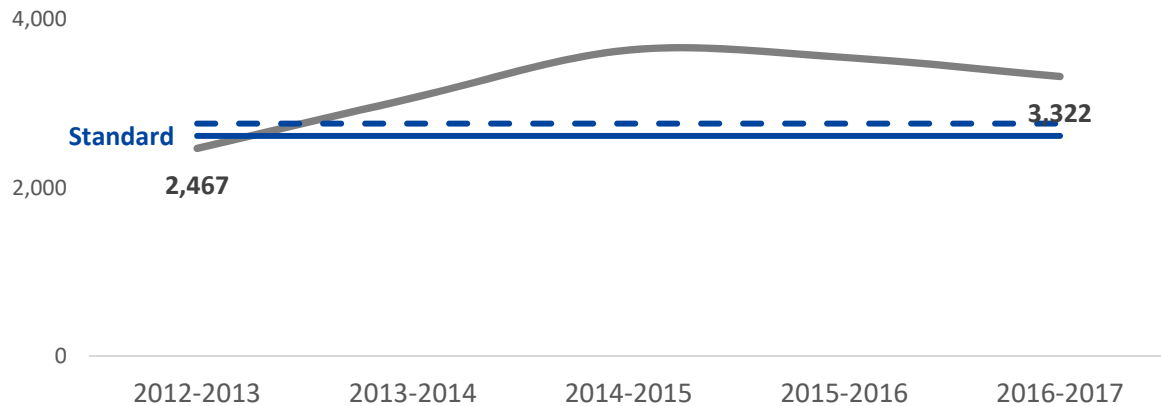
Percent of Fall term first-time students who enrolled as of census for an initial fall term and a subsequent Spring term.



	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%
2017-2018	4,243	81%
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

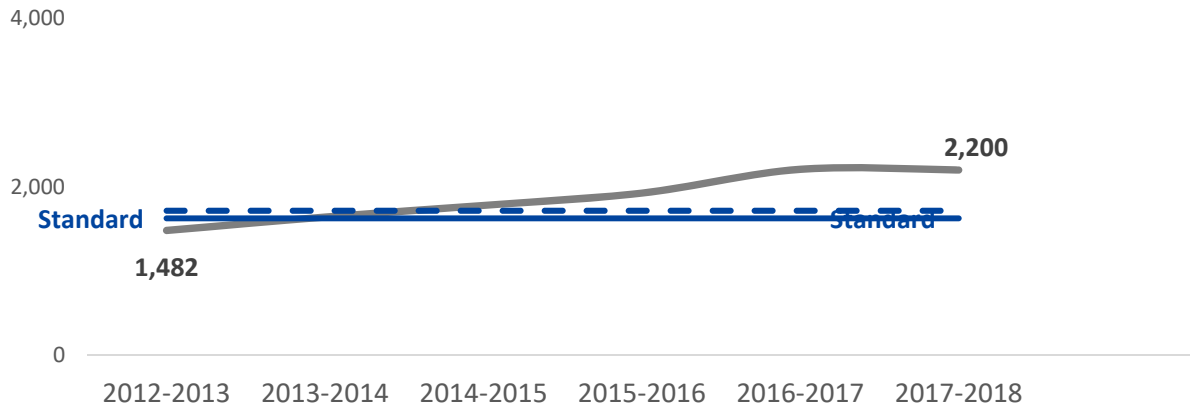


	Yearly Enrollment	Transfer
2012-2013	31,411	2,467
2013-2014	34,063	3,068
2014-2015	34,295	3,637
2015-2016	34,417	3,549
2016-2017	34,602	3,322
2017-2018	33,679	3,233
95% Avg.	~560	2,762
Institutional Standard – 90% Avg.	~706	2,616

¹Source: National Student Clearinghouse

Degrees Awarded

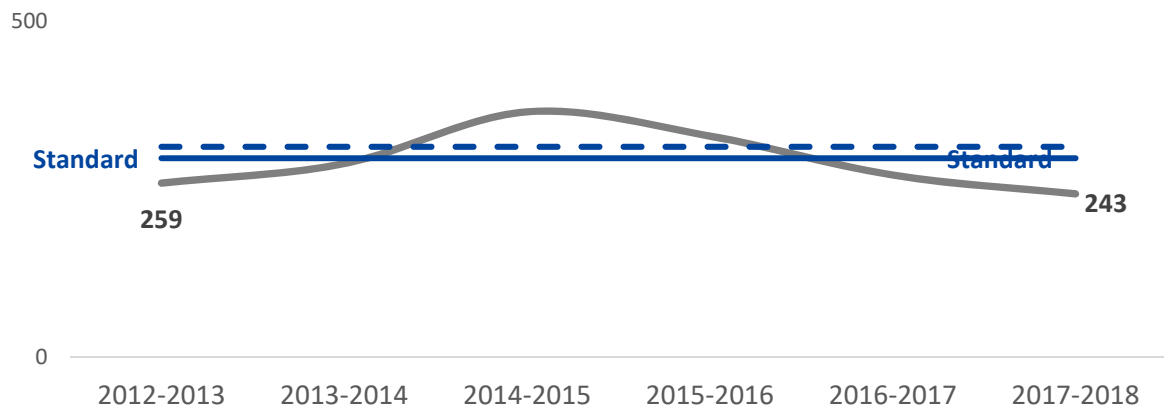
Number of Associates of Arts and Associates of Sciences awarded during the academic school year.



	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
2017-2018	33,679	2,200
95% Avg.	~657	1,552
Institutional Standard – 90% Avg.	~783	1,471

Certificates Awarded

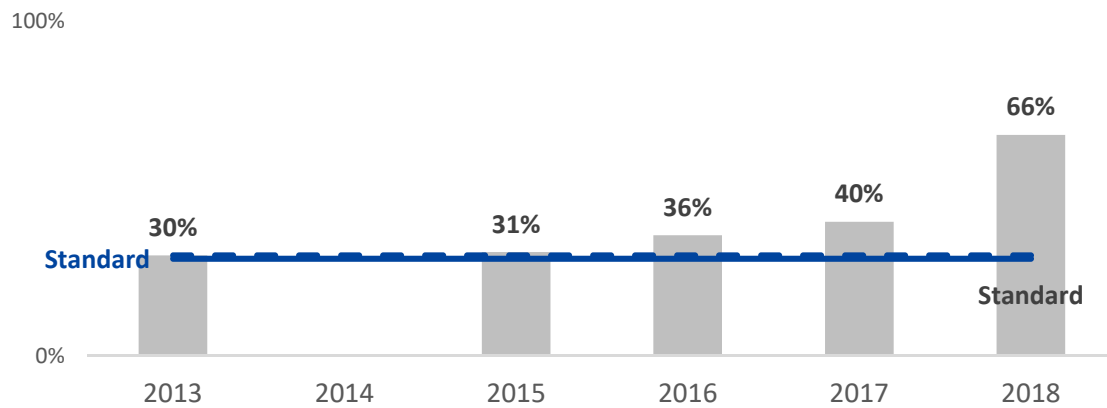
Number of Certificates awarded during the academic school year.



	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
2017-2018	33,679	243
95% Avg.	~**	313
Institutional Standard – 90% Avg.	~**	296

Job Earnings

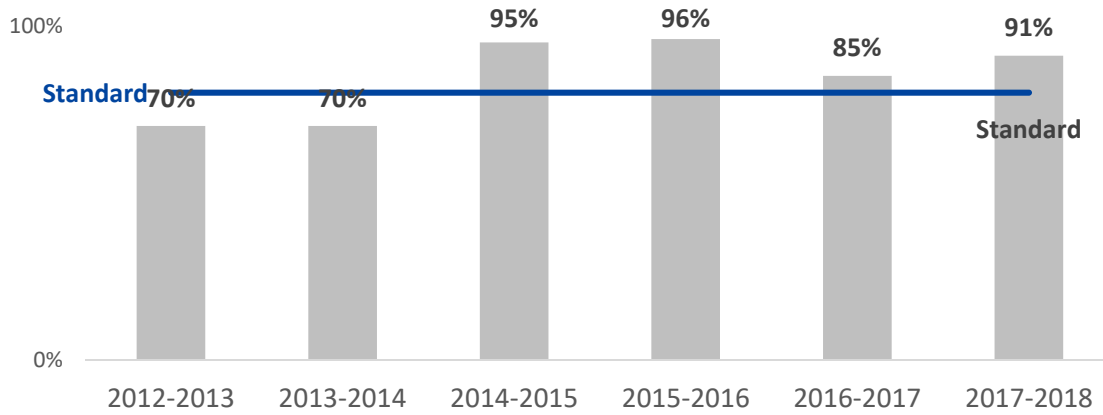
The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey.



	Yearly Respondents	Increase in Job Earnings
2013	710	30%
2014	-	-
2015	593	31%
2016	872	36%
2017	1,071	40%
2018	941	66%
95% Avg.	~**	29%
Institutional Standard – 90% Avg.	~**	27%

Board of Barbering and Cosmetology Licensing Examination

Percent of students who have successfully passed the written examination after completing coursework in cosmetology.

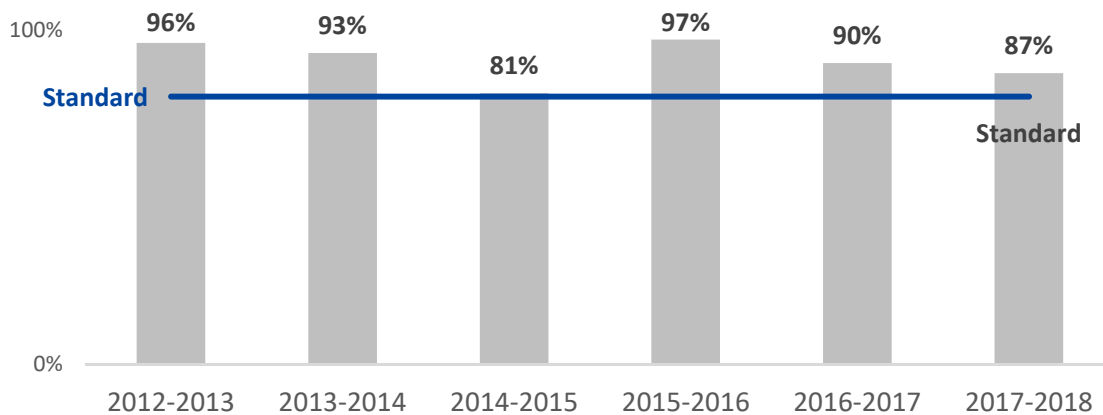


	Yearly Exams	Pass Rate
2012-2013 ¹	97	70%
2013-2014	124	80%
2014-2015	133	95%
2015-2016	122	96%
2016-2017	84	85%
2017-2018	85 ²	91%
Institutional Standard	~15	80%

¹7-1-2013 to 9-30-2013 not available

²7-1-2018 to 9-30-2018 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	110	92%
2017-2018	82 ²	87%
Institutional Standard	~16	80%

¹7-1-2013 to 9-30-2013 not available

²7-1-2018 to 9-30-2018 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.

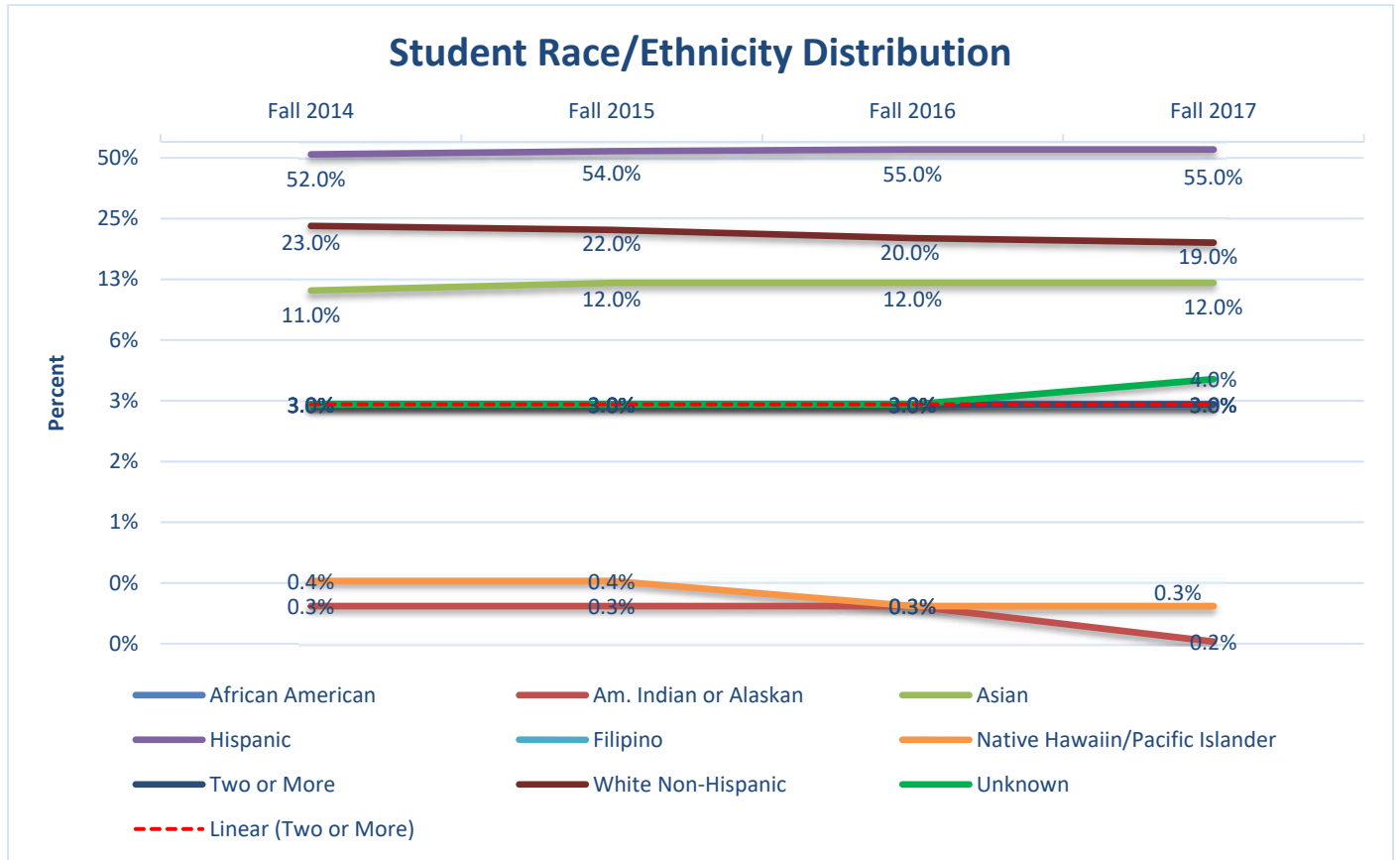
Fullerton College Student Gender, Fall Semester 2013 to 2017

Gender	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	50%	50.5%	50.5%	50.3%	51.0%
Male	48%	47.9%	47.8%	47.8%	47.0%
Unknown	2%	1.6%	1.7%	1.9%	2.0%

(Source: NOCCCD Argos Files)

The student population at Fullerton College continues to have a higher distribution of female students than male students do and has grown by one-percent over the last five years, as shown in the figure above. Females also 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 2017 (California Community Colleges Chancellor's Office-DataMart). The percentage of students who do not identify with either gender has largely remained constant and is slightly higher than the state average.

Fullerton College Student Race/Ethnicity, Fall Semester 2014 to 2017



(Source: NOCCCD Argos Files)

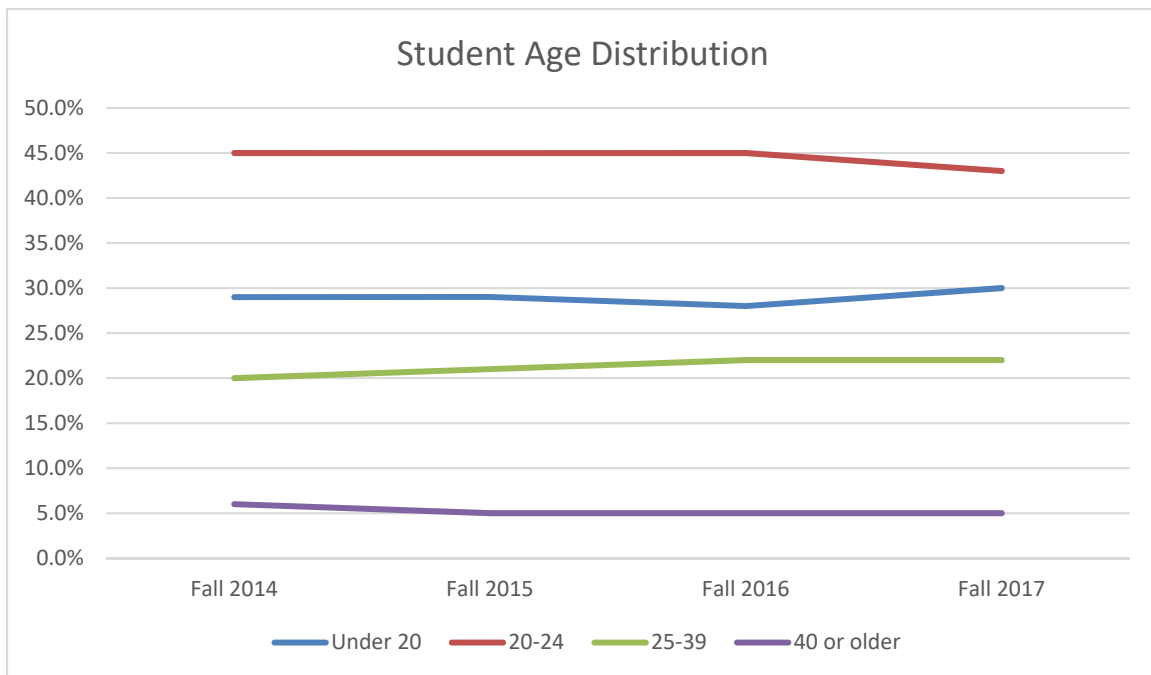
Fullerton College is a Hispanic Serving Institution. The largest ethnic representation among Fullerton College students is those of Hispanic/Latino origin, the Hispanic/Latino student population has increased 4% in the last five fall semesters, however the percentage has stayed at 55% the last two fall 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 student population.

Fullerton College Student Race/Ethnicity, Fall Semester 2013 to 2017

Race/Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Am. Indian or Alaskan	79	0.3%	73	0.3%	73	0.3%	68	0.3%	60	0.2%
Asian	2,880	12.0%	2,919	11.0%	2,944	12.0%	2,933	12.0%	2,876	12.0%
African American	822	3.0%	813	3.0%	776	3.0%	741	3.0%	790	3.0%
Filipino	726	3.0%	746	3.0%	713	3.0%	686	3.0%	672	3.0%
Hispanic	12,541	51.0%	13,350	52.0%	13,652	54.0%	13,747	55.0%	13,634	55.0%
Native Hawaiian/Pacific Islander	113	0.4%	106	0.4%	105	0.4%	78	0.3%	83	0.3%
Two or More	869	3.0%	863	3.0%	841	3.0%	843	3.0%	842	3.0%
White Non-Hispanic	5,977	24.0%	5,844	23.0%	5,496	22.0%	5,106	20.0%	4,737	19.0%
Unknown	812	3.0%	821	3.0%	672	3.0%	740	3.0%	875	4.0%

(Source: NOCCCD Argos Files)

Fullerton College Student Age, Fall Semester 2014 to 2017



(Source: NOCCCD DataMart)

The majority of Fullerton College students are between the ages of 20 and 24 and under 20. Students aged below 20 increased by two percent from fall 2016 to fall 2017. This slight

increase is likely the result of increased outreach to our local feeder high schools. In addition, Fullerton College has seen a slight decrease in ages between 20-24. This decrease aligns with the number of Associate degrees awarded, the number of degrees from the last three years have increased from 1,926 to 2,200, which is an increase of 14.0%.

Student Age Distribution, Fall Semester 2014 to 2017

Age Group	Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	7,298	29.0%	7,332	29.0%	7,097	28.0%	7,429	30.0%
20-24	11,609	45.0%	11,370	45.0%	11,128	45.0%	10,520	43.0%
25-39	5,209	20.0%	5,292	21.0%	5,461	22.0%	5,368	22.0%
40 or older	1,419	6.0%	1,278	5.0%	1,256	5.0%	1,252	5.0%

(Source: NOCCCD DataMart)

Parent Educational Attainment, Fall Semester 2014 to 2017

Parent Level of Education	Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
No High School Diploma	4,142	17.4%	4,155	17.5%	4,209	18.0%	4,341	17.7%
High School Diploma	6,218	26.1%	6,271	26.5%	6,245	26.8%	6,552	26.7%
Total No College	10,360	43.5%	10,426	44.0%	10,454	44.8%	10,893	44.3%
Some College/No Degree	5,576	23.4%	5,415	22.9%	5,186	22.2%	5,230	21.3%
Associate Degree	1,903	8.0%	1,865	7.9%	1,800	7.7%	1,898	7.7%
Bachelors Degree	3,805	16.0%	3,721	15.7%	3,666	15.7%	3,921	16.0%
Graduate Degree	1,786	7.5%	1,878	7.9%	1,834	7.9%	1,924	7.8%
No Response	394	1.7%	372	1.6%	404	1.7%	701	2.9%

(Source: NOCCCD DataMart)

In Fall 2017, Fullerton College had a slight decrease of 0.5% of students who were first-generation college students. In the last four fall terms, about half of Fullerton College students are first-generation college students. In addition, about 2/3 of Fullerton College students have 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 2014 to 2017

BOG Eligibility	Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes - BOG eligible	15,745	62.0%	15,290	61.0%	13,968	56.0%	13,399	55.0%
No - Not eligible	9,790	38.0%	9,982	39.0%	10,974	44.0%	11,170	45.0%

(Source: NOCCCD DataMart)

In Fall 2017, 55.0% 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, 2016) 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 \$36,450. While the College has seen a gradual decline in the number and proportion of BOG eligible students, there continues to be a significant population of students in financial need that the College serves. 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 2014 to 2017

Educational Goal	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	% of Total	% of Total	% of Total	% of Total
4 Year Student	4.1%	4.0%	3.7%	3.8%
Associate Degree and Transfer	52.0%	54.0%	54.2%	54.1%
Associate Degree Only	4.5%	4.4%	4.5%	4.2%
HS Completion	0.4%	0.5%	0.4%	0.4%
Career Advancement/Change	3.8%	3.6%	3.5%	6.0%
Educational Development	1.4%	2.5%	3.2%	1.5%
Career Exploration	1.7%	1.7%	1.6%	1.8%
Non-Credit to Credit	< 0.1%	0.1%	0.1%	<0.1%
Transfer to University Only	15.2%	15.0%	15.6%	15.7%
Vocational Certificate/Degree	2.6%	2.1%	2.4%	2.4%
Missing	2.8%	2.5%	2.5%	2.1%
Undecided	9.0%	9.0%	7.9%	7.9%

(Source: NOCCCD DataMart)

More than half (54.1%) 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 2%,

since fall 2014. About sixteen percent identify the single goal of transferring to a four-year institution, without identifying the goal of an Associate degree. Aggregated, 74.0% 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 2014-2017

Fall 2014			Fall 2015			Fall 2016			Fall 2017		
Total	#	%	Total	#	%	Total	#	%	Total	#	%
Business Administration	1,273	6.0%	Business Administration	1,507	5.9%	Business Administration	1,503	6.0%	Business Administration	1,340	5.5%
Business Management	1,309	5.1%	Business Management	1,238	4.8%	Pre-Nursing	1,233	4.9%	Pre-Nursing	1,238	5.0%
Pre-Nursing	1,215	4.8%	Pre-Nursing	1,231	4.8%	Biology	1,185	4.7%	Biology	1,182	4.8%
Biology	1,177	4.6%	Biology	1,185	4.6%	Business Management	1,165	4.7%	Engineering	1,070	4.4%
Engineering	1,002	3.9%	Engineering	1,077	4.2%	Engineering	1,107	4.4%	Business Management	1,023	4.2%
Psychology	913	3.6%	Psychology	871	3.4%	Psychology	837	3.3%	Psychology	802	3.3%
Art	753	2.9%	Computer Science	775	3.0%	Computer Science	791	3.2%	Computer Science	794	3.2%
Liberal Studies	716	2.8%	Art	759	3.0%	Art	728	2.9%	Kinesiology AA-T	722	2.9%
Computer Science	696	2.7%	Kinesiology AA-T	707	2.7%	Kinesiology AA-T	717	2.9%	Art	672	2.7%
Administration of Justice	664	2.6%	Administration of Justice	675	2.6%	Administration of Justice	679	2.7%	Business Administration AS-T	633	2.6%

(Source: NOCCCD DataMart)

Business Administration continues to be the largest single declared major, followed by Pre-Nursing and Biology among Fullerton College students. In the fall 2017 semester the top ten majors remain unchanged except Business Administration Associate of Science Transfer is now number ten in declared majors.

Top Ten Cities of Residence, Fall Semester 2014-2017

Fall 2014			Fall 2015			Fall 2016			Fall 2017		
Top 10 Cities	Total	%	Top 10 Cities	Total	%	Top 10 Cities	Total	%	Top 10 Cities	Total	%
Anaheim	5,551	21.7%	Anaheim	6,260	24.7%	Anaheim	5,568	22.3%	Anaheim	5,661	23.0%
Fullerton	4,164	16.3%	Fullerton	4,711	18.6%	Fullerton	4,003	16.0%	Fullerton	4,028	16.4%
La Habra	1,615	6.3%	La Habra	1,898	7.5%	La Habra	1,720	6.9%	La Habra	1,691	6.9%
Whittier	1,533	6.0%	Whittier	1,754	6.9%	Whittier	1,581	6.3%	Whittier	1,548	6.3%
Placentia	1,136	4.4%	Placentia	1,300	5.1%	Placentia	1,098	4.4%	Placentia	1,109	4.5%
Buena Park	1,118	4.4%	Buena Park	1,129	4.5%	Buena Park	1,053	4.2%	Buena Park	1,074	4.4%
Brea	951	3.7%	Brea	1,104	4.4%	Brea	927	3.7%	Brea	969	3.9%
Yorba Linda	872	3.4%	Yorba Linda	1,027	4.1%	Yorba Linda	824	3.3%	Yorba Linda	807	3.3%
La Mirada	775	3.0%	La Mirada	869	3.4%	La Mirada	783	3.1%	La Mirada	804	3.3%
Orange	559	2.2%	Garden Grove	600	2.4%	Garden Grove	536	2.1%	Garden Grove	489	2.0%
Top Ten	18,274	71.5%	Top Ten	20,652	81.6%	Top Ten	18,093	72.5%	Top Ten	18,180	74.0%

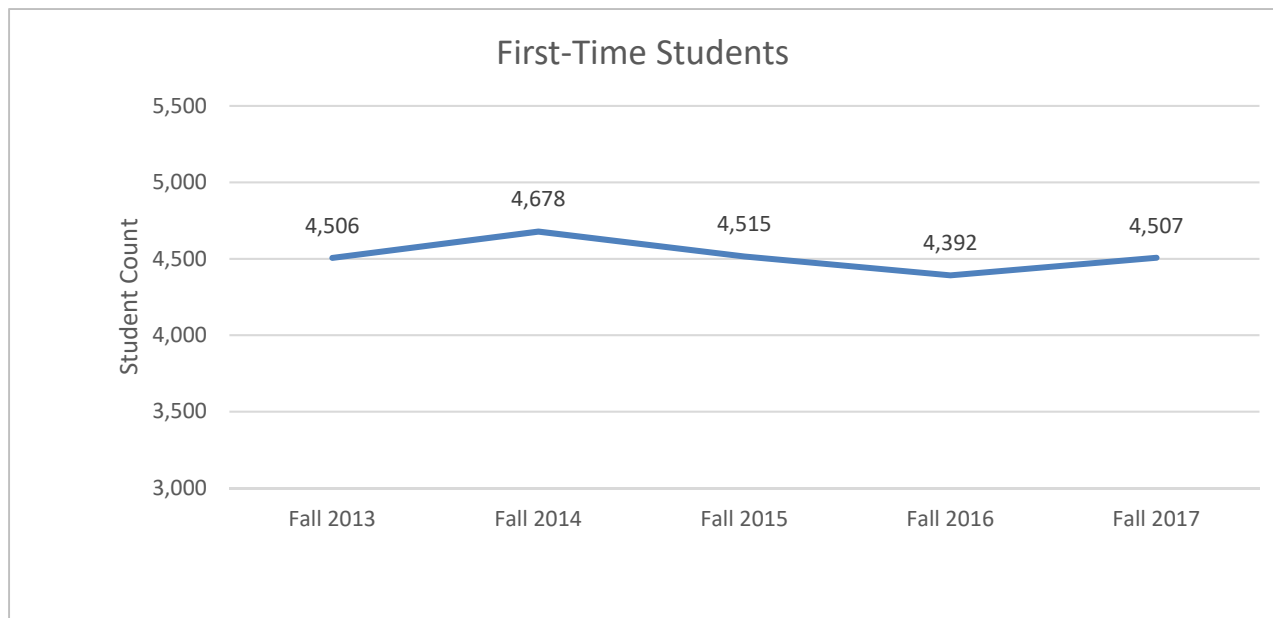
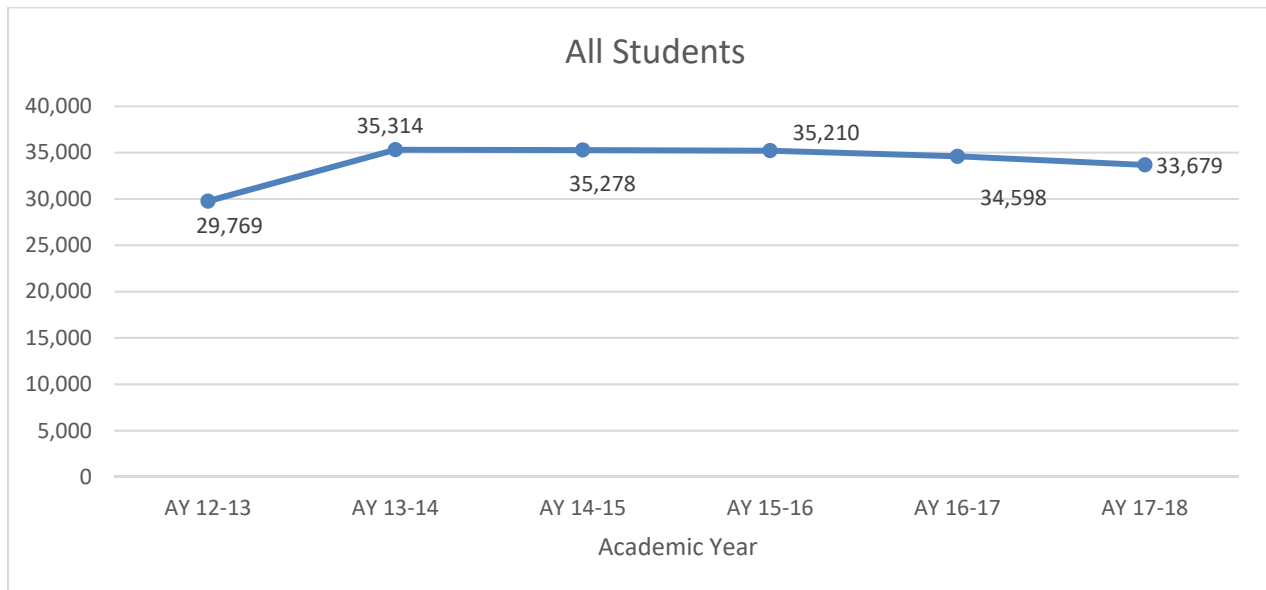
(Source: NOCCCD DataMart)

The cities of Anaheim, Fullerton, La Habra, Whittier, and Placentia consistently rank as the top five cities of origin for Fullerton College students, with a slight decrease from La Habra and Whittier and an increase from Anaheim, Fullerton and Placentia. Overall, the top ten cities have remained constant the past three fall semesters. Students from these top ten cities made up 74.0% of the student population in Fall 2017. This is a 1.5% increase from Fall 2016 to Fall 2017. There is an overall student population decline at Fullerton College of 2.7% which might be explained by higher volume of degrees conferred and transfer rates among students, additionally the improving economy also explains the 2.7% decline in enrollment.

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.

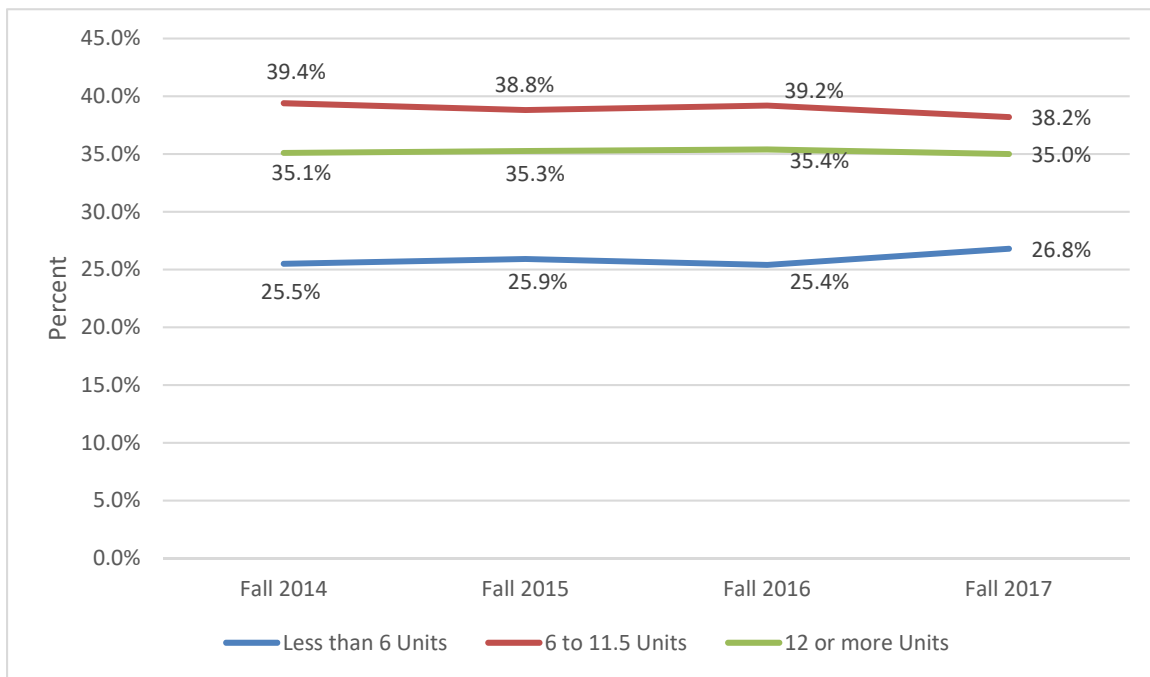
Academic Year Enrollment Trends, 2012-2013 to 2017-2018



(Source: NOCCCD DataMart)

With the influx of State fiscal support and growth funding, enrollments rose drastically between 2011-12 and 2014-15 and have stabilized with a steady decline from 2014-15 to 2017-2018. 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 3.6% in June 2018. In addition, Fullerton College’s feeder High Schools have seen a decline of 3.3% in student enrollment for the last four years, however Fullerton College continues to outreach to local high schools, which explains the slight increase of First-Time students for fall 2017.

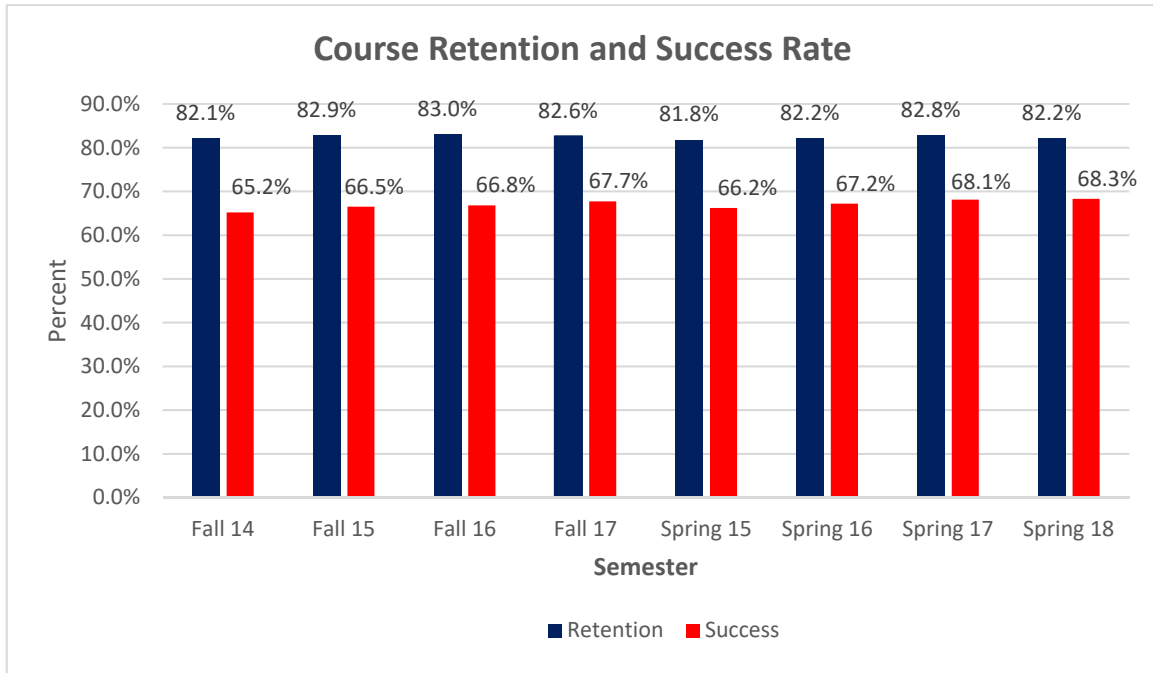
Student Unit Load, Fall Semester 2014 to 2017



(Source: NOCCCD DataMart.)

Over the last four fall semesters, more than 35% of Fullerton College students have continued to be enrolled as full-time status. The rates for students enrolled from 6 to 11.5 units and less than 6 units have remained constant for the last four semesters. Students enrolled in 6 to 11.5 units declined 1% and compared to a slight increase of 1% for students enrolled in less than 6 units.

Overall Course Retention and Success Rates, 2014-15 to 2017-18



(Source: NOCCCD DataMart)

Course Success Rates by Course Type and Race/Ethnicity, Fall Semester 2017

Race/Ethnicity	Overall	Basic Skills	Transfer	Vocational
African-American	50.7%	41.6%	52.4%	41.8%
American Indian	73.3%	44.4%	77.7%	62.7%
Asian	75.5%	72.3%	75.4%	77.3%
Hispanic	65.5%	55.2%	66.8%	66.5%
Multi-Ethnicity	69.7%	57.8%	70.6%	69.2%
Pacific Islander	57.6%	40.0%	58.9%	52.3%
White	73.7%	66.2%	74.2%	74.5%
Unknown	67.3%	59.5%	68.5%	65.1%
Total	68.2%	57.6%	69.2%	68.9%

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

Retention rates across all semesters have remained stable. Fullerton College has slowly decreased section offerings, has experienced a 3.8% increase in success rates from 65.2% in Fall 2014 to 68.3% in Fall 2016, and has experienced a similar increase of over 3% from Spring 2015 to Spring 2018. Equity analysis 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 records of accomplishment 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 Fullerton College Strategic Plan and the Student Equity Plan.

Progress Towards College 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%
2017-2018	82.8%	(0.5%)	68.7%	0.5%

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%
2017-2018	2,443	141	6.1%

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	424	6.4%
2017-2018	1,385	263	*	*

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

Goal 2: Fullerton College will reduce the achievement gap.

Objective 1: Address the needs of English language learners		
Year	ESL Course Success	Increase/(Decrease) Annually
2014-2015	73.7%	(0.1%)
2015-2016	79.7%	6.0%
2016-2017	78.9%	(0.8%)
2017-2018	78.3%	(0.6%)

Objective 2: Increase Retention rate of Hispanic and African Americans by 2% Annually			
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%
2017-2018	African-American	76.9%	-1.9%
2014-2015	Hispanic	81.2%	-0.5%
2015-2016	Hispanic	81.8%	0.6%
2016-2017	Hispanic	82.2%	0.4%
2017-2018	Hispanic	81.7%	-0.5%

Objective 3: Increase Success rate of Hispanic and African Americans by 2% Annually			
Year	Ethnicity	Success	Increase/(Decrease) 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%
2017-2018	African-American	52.4%	1.3%
2014-2015	Hispanic	63.4%	-0.4%
2015-2016	Hispanic	64.7%	1.3%
2016-2017	Hispanic	65.3%	0.6%
2017-2018	Hispanic	65.9%	0.6%

Objective 4: Increase Persistence rate of Hispanic and African Americans by 2% Annually			
Year	Ethnicity	Persistence	Increase/(Decrease) Annually
2014-2015	African-American	39.0%	--
2015-2016	African-American	42.0%	3.0%
2016-2017	African-American	38.0%	(4.0%)
2017-2018	African-American	39.0%	1.0%
2014-2015	Hispanic	65.0%	--
2015-2016	Hispanic	65.0%	0.0%
2016-2017	Hispanic	61.0%	(4.0%)
2017-2018	Hispanic	56.0%	(5.0%)

Objective 6: Increase Persistence rate of students		
Year	Persistence	Increase/(Decrease) Annually
2013-2014	54.0%	0.0%
2014-2015	54.0%	0.0%
2015-2016	54.0%	0.0%
2016-2017	53.0%	-1.0%

Student Success Scorecard

The California Community Colleges Student Success Scorecard was created on the recommendation from the Student Success Task Force (SSTF). 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 Accountability Reporting for the Community Colleges (ARCC) Advisory Workgroup was convened to guide the development and it recommended a four tiered accountability framework, where each level targets a different audience (this report provides the first two levels):

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

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

Persistence Rate

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

- Enroll in the first three consecutive primary semester terms (or four quarter terms) anywhere in the California Community College (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 continue to perform higher than male students. Persistence rates by race/ethnicity show some variation across groups, with Asians being the highest and Pacific Islander having the lowest overall persistence rate. Prepared students continue to have generally higher persistence, when compared to unprepared with slight variation among certain Ethnic groups.

CCCCO Scorecard 2011-2012 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	87.0%	76.5%	88.4%	79.4%	86.4%	75.6%
Female	88.0%	77.0%	89.9%	79.8%	87.3%	76.1%
Male	85.7%	76.0%	87.1%	79.0%	85.1%	75.0%
Under 20 years old	88.0%	77.8%	89.1%	80.3%	87.6%	76.8%
20 to 24 years old	74.1%	68.5%	80.5%	72.1%	72.2%	67.8%
25 to 39 years old	76.8%	72.2%	75.0%	72.7%	77.4%	72.7%
40 or more years old	90.0%	78.3%	88.9%*	73.3%	90.5%	79.0%
African American	82.0%	71.8%	75.0%	74.5%	83.1%	71.5%
Am. Ind./ Al. Nat.	100.0%*	68.6%	100.0%*	68.7%	100.0%*	68.6%
Asian	91.7%	82.2%	90.7%	80.0%	92.6%	83.3%
Filipino	90.7%	79.8%	86.7%	83.3%	92.9%	78.5%
Hispanic	87.6%	75.7%	91.7%	79.3%	86.5%	75.0%
Pacific Islander	60.0%	67.9%	0.0%*	67.7%	75.0%*	67.7%
White	86.5%	76.8%	87.5%	79.7%	86.0%	79.7%

*Cohort fewer than 10 students

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

30-Unit Attainment Rate

The 30-unit attainment 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 higher than male students. As with the persistence data, prepared student rates are higher than unprepared students, with Asians, females, and under 20 years old students performing higher in their sub-categories.

CCCCO Scorecard 2011-2012 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	75.5%	69.6%	84.5%	76.5%	72.2%	67.4%
Female	77.6%	71.3%	87.4%	77.8%	74.1%	69.4%
Male	73.1%	67.8%	81.7%	75.3%	69.7%	65.1%
Under 20 years old	76.7%	71.8%	85.4%	78.2%	73.4%	69.4%
20 to 24 years old	63.2%	58.4%	78.0%	64.5%	59.0%	57.2%
25 to 39 years old	62.3%	61.9%	56.3%	63.2%	64.2%	61.6%
40 or more years old	73.3%	64.9%	88.9%*	59.3%	66.7%*	65.6%
African American	65.2%	58.7%	91.7%	66.7%	61.0%	57.7%
Am. Ind./ Al. Nat.	88.9%*	58.7%	50.0%*	66.4%	100.0%*	57.1%
Asian	88.5%	79.3%	92.4%	78.9%	85.2%	79.6%
Filipino	80.2%	76.1%	93.3%	83.2%	73.2%	73.6%
Hispanic	71.3%	67.4%	81.2%	75.4%	68.7%	65.8%
Pacific Islander	80.0%*	57.4%	100.0%*	67.1%	75.0%*	55.5%
White	78.5%	71.7%	84.9%	76.9%	75.2%	68.9%

*Cohort fewer than 10 students

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

Degree/Transfer Completion (SPAR) Rate

The Student Progress and Achievement (SPAR) rate is defined as the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

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

The data below show the Fullerton College cohort has higher rates overall when compared to statewide data. Female students have higher Degree/Transfer completion rates when compared to males, but this did not qualify as an inequitable outcome in equity analysis. Fullerton College continues to outperform Statewide in prepared and unprepared across categories. However, 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 2011-2012 Cohort	Overall		Prepared		Unprepared	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	53.4%	48.2%	73.6%	70.4%	45.9%	41.0%
Female	57.1%	50.0%	78.7%	73.9%	49.4%	43.0%
Male	49.5%	46.3%	68.8%	67.1%	41.8%	38.8%
Under 20 years old	55.1%	51.2%	74.9%	72.5%	47.5%	43.5%
20 to 24 years old	37.3%	36.2%	63.4%	56.6%	29.9%	32.0%
25 to 39 years old	34.8%	35.2%	37.5%	51.4%	34.0%	32.7%
40 or more years old	40.0%	32.3%	66.7%*	48.4%	28.6%*	30.4%
African American	51.7%	36.9%	66.7%	63.2%	49.4%	33.6%
Am. Ind./ Al. Nat.	55.6%*	35.1%	50.0%*	60.3%	57.1%*	29.8%
Asian	73.9%	65.2%	87.3%	81.2%	62.2%	57.0%
Filipino	62.8%	56.5%	80.0%	76.9%	53.6%	49.4%
Hispanic	45.9%	41.6%	69.2%	64.3%	39.9%	37.0%
Pacific Islander	40.0%*	37.7%	0.0%*	61.5%	50.0%*	33.0%
White	56.8%	53.9%	67.7%	71.5%	51.2%	44.4%

*Cohort fewer than 10 students

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

Career Technical Education Completion Rate

The Career Technical Education (CTE) 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 Taxonomy of Programs code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within six years of entry:

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

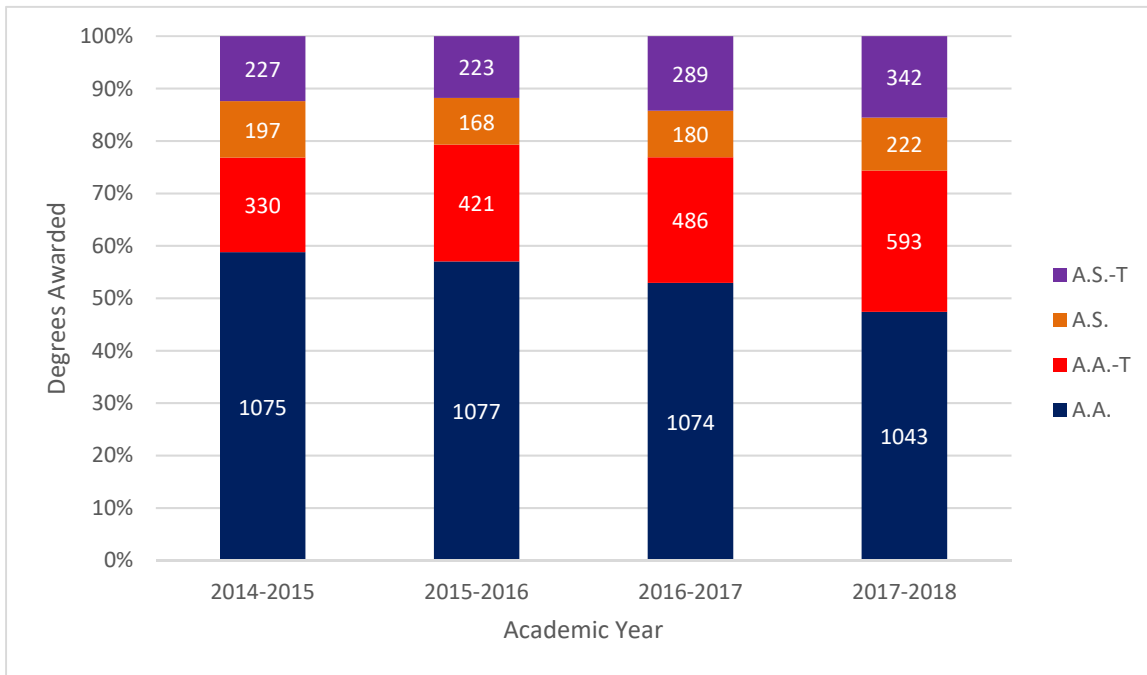
The chart below shows the Fullerton College cohort has higher completion rates in all categories than statewide data. Female students have higher rates of CTE completion than male students. By race/ethnicity group Asian students are the highest, with Filipino and African American students following closely behind. It is important to note there is no equity gap in CTE completion rates 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 2011-2012 Cohort	Overall	
	Fullerton College	Statewide
Cohort	61.8%	55.1%
Female	70.7%	58.6%
Male	55.5%	52.0%
Under 20 years old	69.4%	66.8%
20 to 24 years old	62.1%	57.9%
25 to 39 years old	48.4%	46.6%
40 or more years old	40.6%	42.6%
African American	62.0%	47.0%
Am. Ind./ Al. Nat.	66.7%*	52.0%
Asian	76.3%	61.9%
Filipino	65.0%	62.6%
Hispanic	59.7%	54.6%
Pacific Islander	100.0%*	55.6%
White	59.0%	54.5%

*Cohort fewer than 10 students

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

Fullerton College Associate Degrees Awarded, 2014-15 to 2017-18

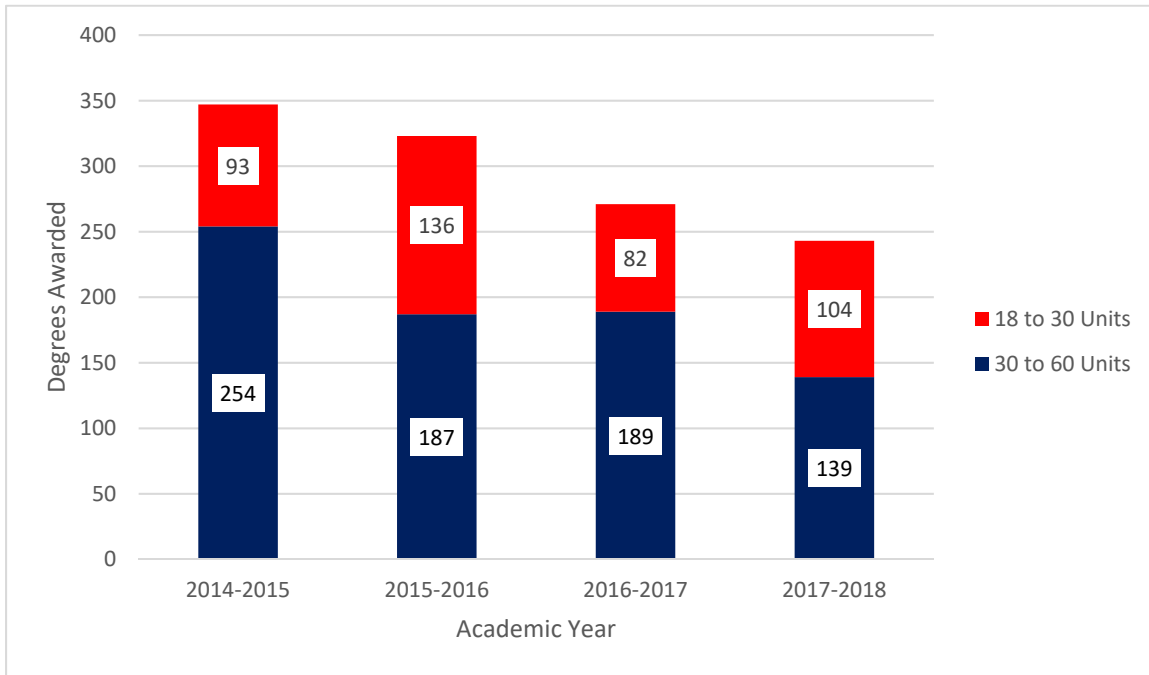


(Source: NOCCCD DataMart as of October 01, 2017)

The chart above reports the total number of Associate degrees awarded by academic year. The total number of degrees awarded by Fullerton College between 2014-15 and 2017-18 has increased by 20.3%. There has been a continuous overall increase in AA/AA-T degrees and AS/AS-T degrees awarded, in addition there has been an increase of AA-T and AS-T by 67.9% since 2014-15. 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, 2014-2015 to 2017-2018



(Source: NOCCCD DataMart)

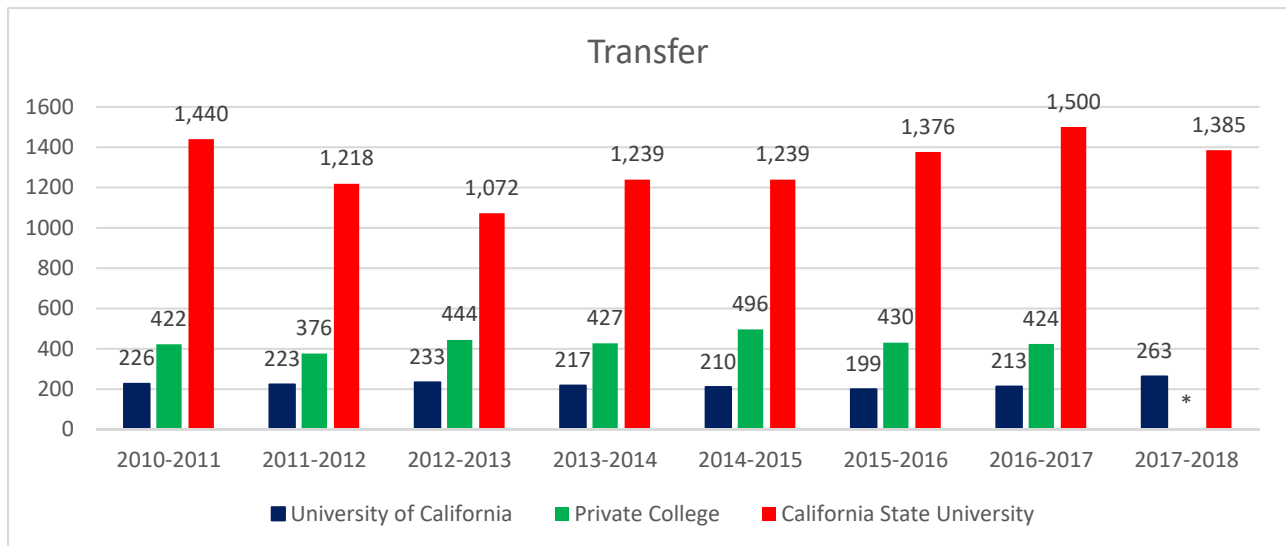
The number of certificates awarded has continued to decline from 347 in 2014-2015 to 243 in 2017-2018. One of the main reasons for the sharp decline is that the Administration of Justice FCPA certificate program has not been offered since 2015-16, which explains the significant drop in 30 to 60 unit certificates. Another reason for the decline is Cosmetology has seen a drop in the number of certificates from 123 in 2016-2017 to 54 in 2017-2018. The College continues to explore the causes surrounding the decline.

Degrees and Certificates Awarded, 2014-2015 to 2017-2018

Degree/Certificate	2014-2015	2015-2016	2016-2017	2017-2018
Associate of Arts (A.A.) degree	1,075	1,077	1,074	1,043
Associate in Arts for Transfer (A.A.-T) degree	330	421	486	593
Associate of Science (A.S.) degree	197	168	180	222
Associate in Science for Transfer (A.S.-T) degree	227	223	289	342
Associate Degree Total	1,829	1,889	2,029	2,200
Certificate requiring 18 to 30 units	93	136	82	104
Certificate requiring 30 to 60 units	254	187	189	139
Certificate Total	347	323	271	243
Overall Total	2,176	2,212	2,300	2,443

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

Fullerton College Transfer by Volume, 2010-2011 to 2017-2018



(Source: UCOP, CSU President's Office, and CCCCCO)

*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 2017-2018, Fullerton College ranked 4th in the number of transfers to the California State University system and the number of students transferring to the University of California system has been the highest since 2010-2011.

Transfer Velocity, Cohorts 2008-2009 to 2010-2011

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 2008-2009		Cohort Year 2009-2010		Cohort Year 2010-2011	
Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
2,624	1,132	2,730	1,139	2,573	1,054

(Source: 2017 CCCC Transfer Velocity Cohort)

Transfer rates by cohorts have remained around 42% over the past cohorts, while the overall volume has fluctuated over the last three years.

Gender	Cohort Year 2008-2009		Cohort Year 2009-2010		Cohort Year 2010-2011	
	Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
Female	1,341	606	1,408	620	1,304	565
Male	1,243	515	1,294	511	1,224	474
Unknown	40	11	28	8	45	15
Total	2,624	1,132	2,730	1,139	2,573	1,054

(Source: 2017 CCCC Transfer Velocity Cohort)

Ethnicity	Cohort Year 2008-2009		Cohort Year 2009-2010		Cohort Year 2010-2011	
	Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
African-American	98	49	50	23	68	27
American Indian/ Alaskan Native	20	6	8	3	8	1
Asian	358	223	362	204	246	155
Filipino	89	39	89	40	78	38
Hispanic	977	327	1269	435	1,127	399
Multi-Ethnicity	-	-	76	38	39	15
Pacific Islander	26	8	8	2	12	4
Unknown	241	101	79	42	376	142
White Non-Hispanic	815	379	789	352	619	273
Total	2,624	1,132	2,730	1,139	2,573	1,054

(Source: 2017 Transfer Velocity Cohort)

Age Group	Cohort Year 2008-2009		Cohort Year 2009-2010		Cohort Year 2010-2011	
	Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student
Under 20	2,380	1,062	2,456	1,047	2,347	970
20-24	158	48	184	62	160	65
25-39	55	13	60	19	45	16
40 or Older	31	9	30	11	21	3
Total	2,624	1,132	2,730	1,139	2,573	1,054

(Source: 2017 Transfer Velocity Cohort)

CTE Job Placement Related Data for Fullerton College

CTE Employment Outcomes Survey 2018

- \$10.00 change in hourly wages after completing training.
- 67% change in hourly wages after completing training.
- 82% of respondents reported being employed.
- 89% of respondents reported being very satisfied/satisfied with their training.

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	95.5%
Applied Photography	101200	91.6%
Fashion Merchandising	130320	90.9%
Police Academy	210550	90.3%
Journalism	60200	87.5%
Administration of Justice	210500	86.6%
Manufacturing and Industrial Technology	95600	86.0%
Graphic Art and Design	103000	81.8%
Accounting	50200	81.1%
Television (Including Combined TV/Film/Video)	60420	80.0%
Welding Technology	95650	80.0%
Fashion	130300	78.2%
Business Administration	50500	76.5%
Business Management	50600	73.7%
Cosmetology and Barbering	300700	72.9%
Music	100400	72.9%
Interior Design and Merchandising	130200	72.7%
Paralegal	140200	71.9%
Radio and Television	60400	70.2%
Health Professions, Transfer Core Curriculum	126000	70.0%
Construction Crafts Technology	95200	68.1%
Commercial Music	100500	63.1%
Computer Information Systems	70200	62.5%
Real Estate	51100	61.1%
Computer Programming	70710	50.0%

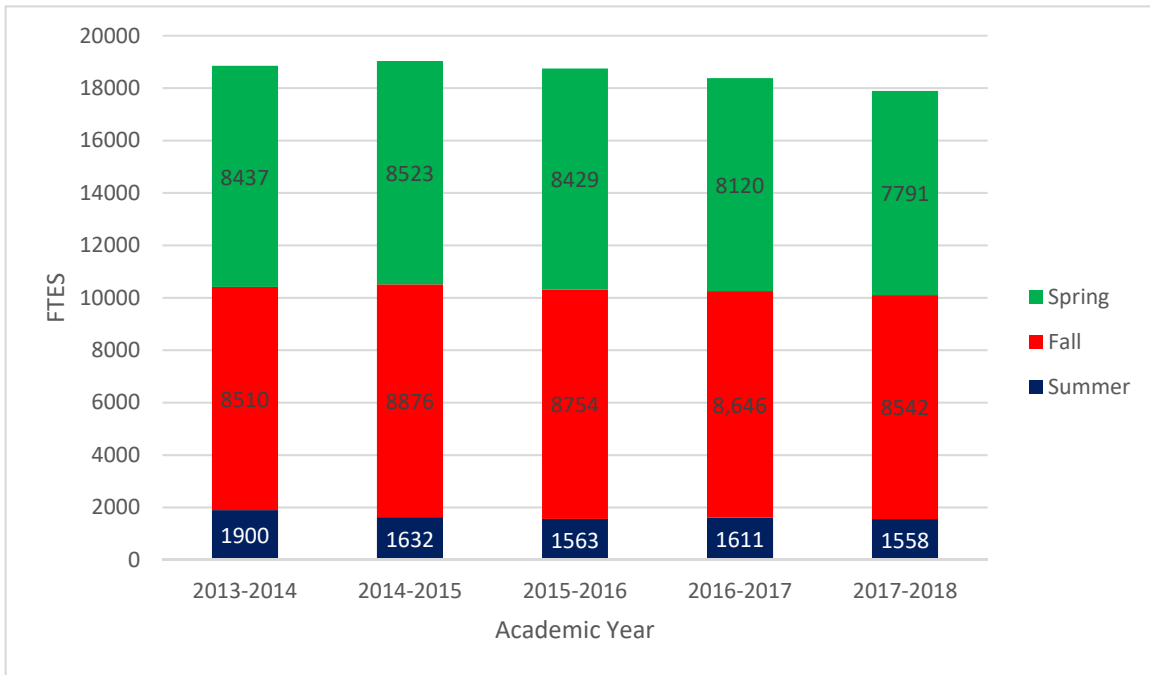
Skills Builder Outcomes, 2018 CCCC Scorecard

Skills Builder Data – The median percentage change in wages for students who completed higher level CTE coursework in 2014-2015 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 31.9%.

Programs with Highest Enrollments	Median % Change	Total N
Accounting	26.0%	153
Business Management	29.7%	127
Computer Information Systems	32.2%	107
Manufacturing and Industrial Technology	33.6%	60
Radio and Television	31.9%	53
Administration of Justice	47.1%	50
Fashion	32.7%	39
Construction Crafts Technology	25.4%	37
Marketing and Distribution	19.9%	34
Paralegal	27.4%	32

(Source: CCCC Scorecard 2018)

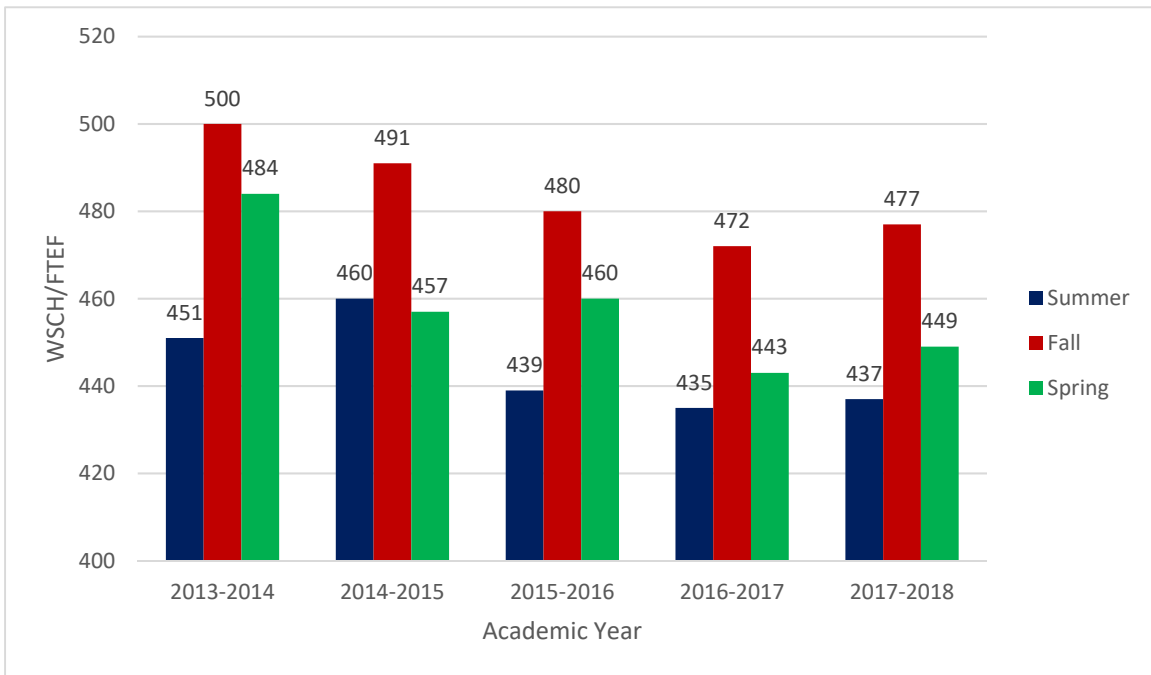
Resident Full Time Equivalent Students (FTES) Generation



(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. 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 from 18,377 in AY 2016-17 to 17,891 AY 2017-18 this could be the product of an improved economic climate and a decline in high school enrollment from our feeder high schools of 3.3% for the last four years. Fullerton College is aware of dropping enrollment and has created the Anaheim Pledge for all incoming freshman from any school in the Anaheim Union High School district, among other services that are being offered to increase enrollment.

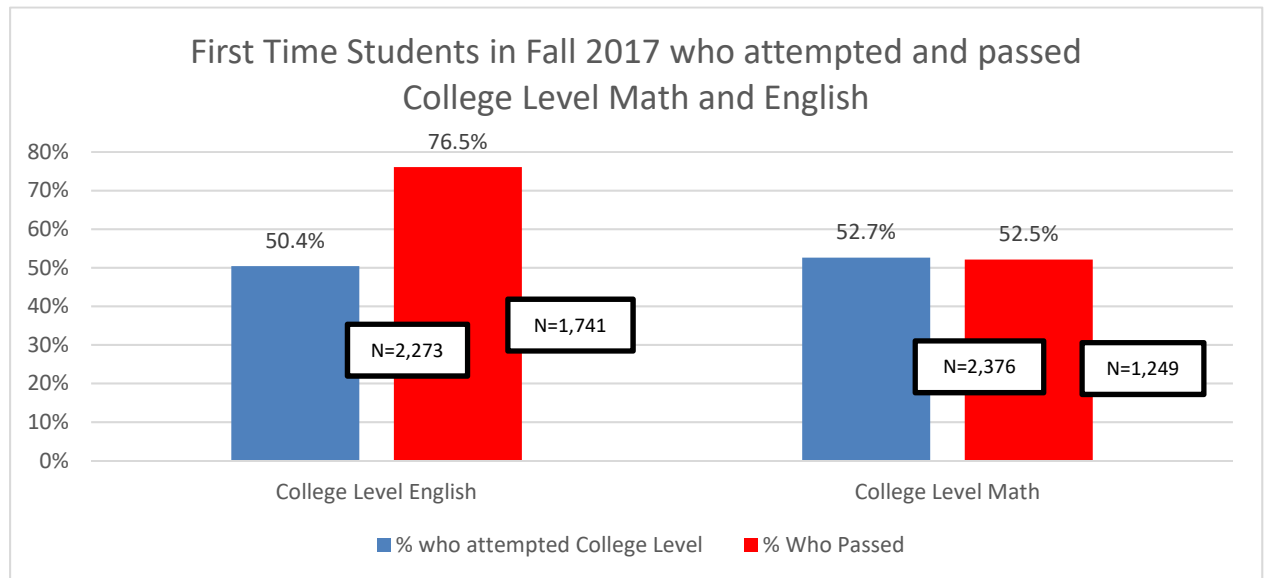
WSCH/FTEF Ratio



(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 after four years of decline this past academic year 2017-2018 saw a slight increase in each term.

College Level Math and English Completion



The charts show the number of first-time students who attempted and passed college level English and Math in their first year. The data shows that 50.4% of first-time students attempted a college-level English and 52.7% of first-time students who attempted a college-level Math and those who attempted a college-level English or Math, 76.5% passed English and 52.5% passed Math.

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 English and English as a Second Language (ESL) disciplines when compared to statewide figures. Women have higher progress rates in all three disciplines compared to males. 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 Fullerton College is investigating and approaching by expanding and implementing new programs targeting this discipline area.

CCCCO Scorecard 2010-2011 Cohort	Math		English		ESL	
	Fullerton College	Statewide	Fullerton College	Statewide	Fullerton College	Statewide
Cohort	34.6%	36.2%	61.8%	48.7%	50.7%	33.4%
Female	37.3%	38.7%	66.8%	51.7%	55.7%	34.7%
Male	31.6%	33.7%	57.6%	45.4%	44.0%	31.6%
Under 20 years old	37.9%	40.4%	67.2%	54.9%	77.1%	52.6%
20 to 24 years old	31.2%	32.7%	46.0%	40.8%	51.6%	44.9%
25 to 39 years old	27.8%	34.4%	50.8%	40.5%	54.5%	26.9%
40 or more years old	18.6%	29.3%	50.0%	35.7%	22.5%	17.0%
African American	19.5%	22.1%	45.2%	32.3%	40.0%*	28.0%
Am. Ind./ Al. Nat.	11.1%*	27.6%	80.0%	34.4%	N/A	33.3%
Asian	47.5%	48.6%	71.2%	64.2%	54.8%	41.7%
Filipino	50.0%	45.1%	68.1%	60.2%	33.3%*	33.9%
Hispanic	34.8%	35.6%	62.1%	47.6%	56.8%	26.1%
Pacific Islander	42.9%*	29.5%	30.0%	39.2%	N/A	20.8%
White	33.4%	40.8%	62.5%	52.2%	42.9%	32.2%

*Cohort fewer than 10 students

(Source: 2018 Student Success Scorecard)

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 success rates among Hispanic students and the increase in degrees awarded for the last five years by a tremendous 83.5%. Additionally, African American and Latino students have seen an increase of 1.3%, 0.6%, respectively in course success over the last year. However, African American students still tend to have lower successful course 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 documented racial and ethnic achievement gaps since 2010 and was one of the first to incorporate college efforts towards equity in 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 familiarize 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-on-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.

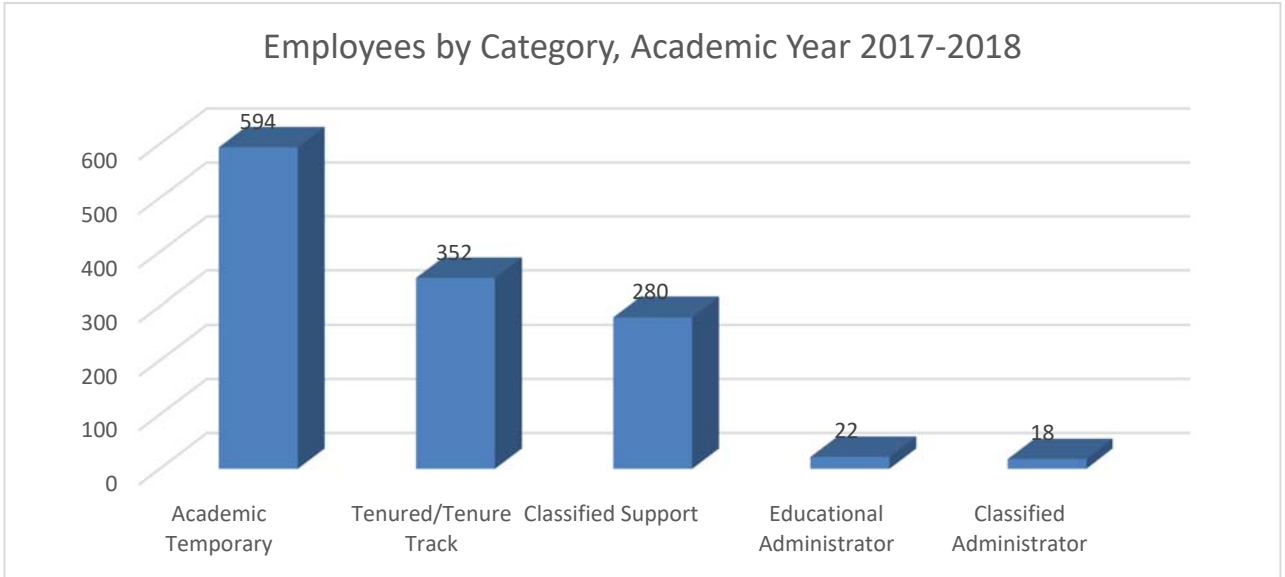
Umoja - A Kiswahili word meaning unity, Umoja is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to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

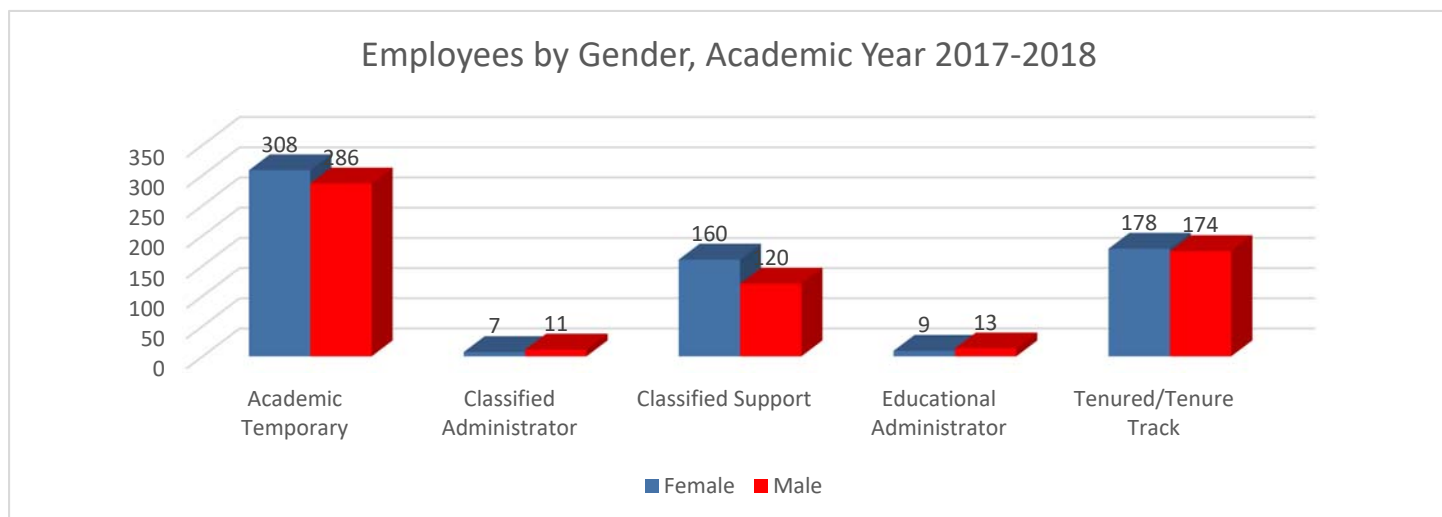
Appendix B Employee Demographics

Employees by Category



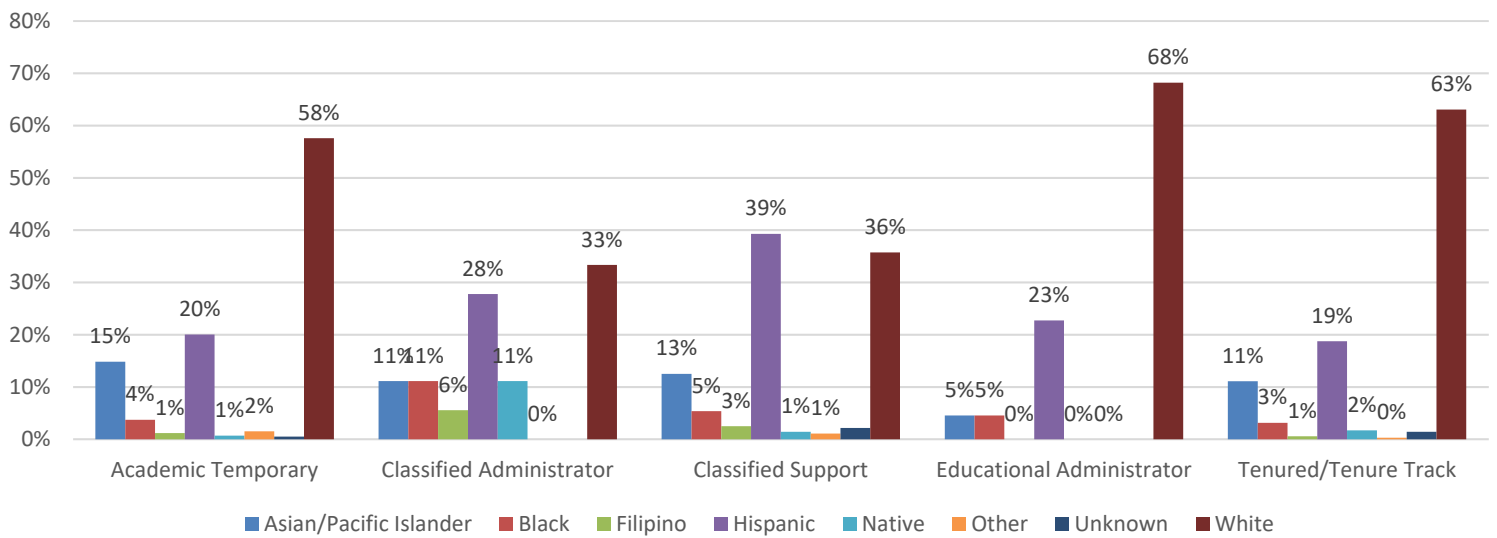
Employee Category	Count	Percent
Academic Temporary	594	46.9%
Tenured/Tenure Track	352	27.8%
Classified Support	280	22.1%
Educational Administrator	22	1.7%
Classified Administrator	18	1.4%
Total	1266	100.0%

Employees by Gender



Employees by Category by Gender Academic Year 2017-2018				
Category	Female	Male	Percent Female	Percent Male
Academic Temporary	308	286	52%	48%
Classified Administrator	7	11	39%	61%
Classified Support	160	120	57%	43%
Educational Administrator	9	13	41%	59%
Tenured/Tenure Track	178	174	51%	49%
Total	662	604	52%	48%

Employees by Race/Ethnicity, Academic Year 2017-2018



Employees by Category by Gender Academic Year 2017-2018

Category	Asian/Pacific Islander	Black	Filipino	Hispanic	Native	Other	Unknown	White
Academic Temporary	15%	4%	1%	20%	1%	2%	1%	58%
Classified Administrator	11%	11%	6%	28%	11%	0%	0%	33%
Classified Support	13%	5%	3%	39%	1%	1%	2%	36%
Educational Administrator	5%	5%	0%	23%	0%	0%	0%	68%
Tenured/Tenure Track	11%	3%	1%	19%	2%	0%	1%	63%

Appendix C

Fullerton College Environmental Scan 2018

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 2018 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 2018

Area	2013	2014	2015	2016	2017	2018	Change 2013-2018
Orange County	3,087,715	3,114,209	3,151,910	3,183,011	3,198,968	3,221,103	4.3%
California	38,030,609	38,357,121	38,907,642	39,255,883	39,500,973	39,809,693	4.7%
United States	317,583,693	319,925,152	322,259,557	324,294,884	326,474,013	328,609,192	3.5%

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2018; U. S. Bureau of the Census.

Table 2: Population

City	2013	2014	2015	2016	2017	2018	Change 2013-2018
Anaheim	346,882	348,369	355,497	355,675	356,502	357,084	3.0%
Brea	41,372	42,389	43,245	43,606	44,776	44,890	8.5%
Fullerton	138,573	140,120	141,407	141,918	143,499	144,214	4.1%
La Habra	61,300	61,705	61,764	62,003	62,451	62,850	2.5%
Placentia	51,938	52,084	51,873	52,292	52,772	52,755	1.6%
Yorba Linda	66,560	67,055	67,128	67,632	68,781	69,121	3.9%
Total	706,625	711,722	720,914	726,267	728,781	730,914	3.4%

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2018; 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	3,240,543	3,433,510	3,558,071	3,615,935	3,616,576	11.6%	11.6%
California	40,639,392	43,939,250	46,804,202	49,077,801	50,975,904	20.8%	25.4%
United States	334,503,000	359,402,000	380,219,000	398,328,000	416,795,000	19.1%	24.6%

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 2017

Area	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Other/Decline to State	Two or More Races
Fullerton College	3.6%	15.7%	53.2%	0.2%	19.1%	4.7%	3.4%
Orange County	2.1%	21.4%	34.2%	1.0%	40.6%	--	3.5%
California	6.5%	15.7%	39.1%	1.6%	37.2%	--	3.9%

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	7,346	56,238	185,945	491	90,059	447	6,250
Brea	587	8,128	12,246	107	19,016	85	1,182
Fullerton	3,359	34,699	49,743	180	47,255	131	4,124
La Habra	578	6,777	36,299	118	16,944	70	874
Placentia	526	8,833	19,237	25	22,164	125	1,258
Yorba Linda	692	11,887	11,091	55	40,892	62	2,678
Total	13,088	126,562	314,561	976	236,330	920	16,366

Source: U.S. Census Bureau, 2012-2016 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	2.1%	16.2%	53.6%	0.1%	26.0%	0.1%	1.8%
Brea	1.4%	19.7%	29.6%	0.3%	46.0%	0.2%	2.9%
Fullerton	2.4%	24.9%	35.7%	0.1%	33.9%	0.1%	3.0%
La Habra	0.9%	10.9%	58.9%	0.2%	27.5%	0.1%	1.4%
Placentia	1.0%	16.9%	36.9%	<0.1%	42.5%	0.2%	2.4%
Yorba Linda	1.0%	17.7%	16.5%	0.1%	60.7%	0.1%	4.0%
Total	1.8%	17.9%	44.4%	0.1%	33.3%	0.1%	2.3%

Source: U.S. Census Bureau, 2012-2016 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, 2013-2014 to 2017-2018

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Change 2012-2017
Orange County	500,487	497,116	493,030	490,430	485,835	-3.0%
California	6,236,672	6,235,520	6,235,520	6,228,235	6,220,413	-0.3%

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 2026-2027

	2017-2018	2018-2019	2019-2020	2020-2021	2026-2027	Change 2018-2027
Orange County	485,835	481,401	478,425	474,955	447,513	-7.9%
California	6,220,413	6,209,655	6,208,516	6,195,725	6,039,573	-2.9%

(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, 2013-2014 to 2017-2018

School District	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Change 2012-2017
Anaheim	31,889	31,659	31,276	30,964	30,729	-3.6%
Brea-Olinda	2,001	1,974	1,942	1,862	1,829	-8.6%
Fullerton	14,501	14,396	14,235	13,983	13,901	-4.1%
Placentia Yorba Linda	8,429	8,458	8,467	8,532	8,460	0.4%

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 2017-2018

School District	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
Anaheim Union High	454	3,808	13,789	97	1,353	758	320
Brea-Olinda	35	443	663	3	647	0	38
Fullerton Union High	274	3,033	7,720	28	2,245	26	329
Placentia-Yorba Linda	120	1,451	3,237	12	3,443	0	197

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 2017-2018

High School	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
Anaheim	0.7%	2.2%	94.2%	0.3%	1.2%	1.4%	0.1%
Brea-Olinda	1.9%	24.5%	35.4%	0.2%	35.9%	0.0%	2.1%
El Dorado	1.6%	12.0%	33.0%	0.1%	50.3%	0.0%	3.0%
Fullerton	1.9%	8.0%	65.5%	0.3%	21.7%	0.1%	2.5%
Katella	1.3%	5.4%	88.1%	0.2%	2.6%	2.0%	0.3%
La Habra	2.1%	3.6%	72.1%	0.1%	21.1%	0.3%	0.8%
Sonora	1.0%	9.0%	68.9%	0.1%	18.2%	0.0%	2.7%
Sunny Hills	1.5%	47.7%	31.4%	0.2%	16.6%	0.0%	2.6%
Troy	1.1%	52.4%	26.3%	0.1%	15.3%	0.1%	4.6%
Valencia	1.4%	22.1%	60.1%	0.1%	15.3%	0.0%	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, 2017-2018

School	Total Students	Percent Free or Reduced Lunch	Percent English Language Learners	Percent Disadvantaged	Percent UC/CSU Eligible Grads
Anaheim	3,115	87.4%	28.1%	81.0%	23.2%
Brea-Olinda	1,788	29.5%	3.3%	29.5%	58.9%
El Dorado	1,955	25.9%	4.3%	25.9%	55.3%
Fullerton	2,024	52.9%	12.1%	52.9%	47.4%
Katella	2,749	82.0%	21.4%	82.0%	34.1%
La Habra	2,194	50.7%	6.6%	50.7%	53.5%
Sonora	1,941	49.4%	7.9%	49.4%	51.3%
Sunny Hills	2,244	34.6%	4.6%	34.6%	69.0%
Troy	2,696	30.6%	2.9%	30.6%	81.4%
Valencia	2,729	56.9%	13.0%	56.9%	53.1%

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

Part III. Economic Trends

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

Measures	June 2014	June 2015	June 2016	June 2017	June 2018	Change 2014-2018
Civilian Labor Force	1,569,400	1,599,800	1,612,600	1,613,800	1,603,400	2.2%
Employed	1,483,700	1,530,800	1,541,500	1,554,200	1,551,100	4.5%
Unemployed	85,700	69,000	71,100	59,600	53,500	-37.6%
Unemployment Percent	5.5%	4.3%	4.4%	3.7%	3.6%	-34.6%

Source: California Employment Development Department

Table 16: Civilian Labor Force, Employment, and Unemployment for Fullerton College Area,
June 2018

Measures	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
Civilian Labor Force	170,200	22,500	70,500	30,600	26,000	35,100
Employed	164,200	21,700	68,100	29,500	25,100	34,000
Unemployed	6,000	700	3,400	1,100	900	1,100
Unemployment Percent	3.5%	3.3%	3.4%	3.5%	3.4%	3.2%

Source: California Employment Development Department

Table 17: Employment by Industry in Orange County: 2017 and 2018

Industry	June 2017	June 2018	Change	Percent Change
Professional & Business Services	299,300	309,200	9,900	3.3%
Trade, Transportation & Utilities	261,500	260,500	-1,000	-0.4%
Goods Producing	261,900	260,200	-1,700	-0.7%
Leisure & Hospitality	221,500	224,800	3,300	1.5%
Educational & Health Services	213,900	222,400	8,500	4.0%
Health Care & Social Assistance	187,300	194,600	7,300	3.9%
Accommodation & Food Services	171,300	172,700	1,400	0.8%
Government	165,200	164,100	-1,100	-0.7%
Total	1,781,900	1,808,500	26,600	1.5%

Source: California Employment Development Department

Table 18: Fastest Growing Orange County Occupations Requiring an Associate Degree or Post-Secondary Vocational Training, 2014-2024

Occupation	2014	2024	Change	Percent Change
Web Developers	2,680	3,990	1,310	48.9%
Phlebotomists	1,040	1,390	350	33.7%
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,900	2,510	610	32.1%
Medical and Clinical Laboratory Technicians	1,640	2,150	510	31.1%
Physical Therapist Assistants	580	750	170	29.3%
Emergency Medical Technicians and Paramedics	1,360	1,730	370	27.2%

Source: California Employment Development Department

Table 19: Projected Growth in Top 10 Largest Growing Orange County Occupations Requiring a Four-Year Degree, 2014-2024

Occupation	2014	2024	Change	Percent Change
Operations Research Analysts	1,470	2,090	620	42.2%
Interpreters and Translators	560	760	200	35.7%
Environmental Scientists and Specialists, Including Health	1,180	1,600	420	35.6%
Biomedical Engineers	900	1,220	320	35.6%
Medical and Clinical Laboratory Technologists	1,490	1,980	490	32.9%
Market Research Analysts and Marketing Specialists	9,020	11,760	2,740	30.4%
Multimedia Artists and Animators	1,390	1,810	420	30.2%
Geoscientists, Except Hydrologists and Geographers	820	1,060	240	29.3%
Natural Sciences Managers	500	640	140	28.0%
Computer Systems Analysts	4,930	6,300	1,370	27.8%
Management Analysts	11,180	14,140	2,960	26.5%
Environmental Engineers	470	590	120	25.5%
Software Developers, Applications	9,400	11,780	2,380	25.3%

Source: California Employment Development Department

Table 20: Top 10 Employed Industry and Growth Projections for 2019 for Orange County by Entry Level for Career Technical Certificate.

Occupation	2018 Jobs	Projections for 2019	Change (%)	Median Hourly Earnings
Medical Assistants	9,762	10,054	3%	\$16.69
Heavy and Tractor-Trailer Truck Drivers	7,676	7,788	1%	\$22.51
Nursing Assistants	7,084	7,383	4%	\$14.25
Licensed Practical and Licensed Vocational Nurses	6,563	6,754	3%	\$25.78
Dental Assistants	5,729	5,932	4%	\$17.13
Automotive Service Technicians and Mechanics	5,557	5,643	2%	\$21.91
Telecommunications Equipment Installers and Repairers, Except Line Installers	3,458	3,434	-1%	\$26.75
Massage Therapists	2,907	3,040	5%	\$18.94
Hairdressers, Hairstylists, and Cosmetologists	2,890	3,008	4%	\$12.12
Manicurists and Pedicurists	2,591	2,654	2%	\$11.70

Source: EMSI-Economic Modeling

Table 21: Top 10 Employed Industry and Growth Projections for 2019 for Orange County by Entry Level for Associate's Degrees

Occupation	2018 Jobs	Projections for 2019	Change (%)	Median Hourly Earnings
Preschool Teachers, Except Special Education	4,802	4,867	1%	\$15.33
Paralegals and Legal Assistants	3,588	3,698	3%	\$22.22
Clinical Laboratory Technologist and Technicians	2,984	2,654	2%	\$37.11
Dental Hygienists	2,584	2,694	4%	\$44.89
Electrical and Electronics Engineering Technicians	2,291	2,285	0%	\$25.97
Web Developers	2,226	2,254	1%	\$31.99
Respiratory Therapists	2,102	2,148	2%	\$35.32
Computer Network Support Specialists	2,099	2,125	1%	\$34.06
Architectural and Civil Drafters	1,819	1,843	1%	\$28.15
Human Resources Assistants, Except Payroll and Timekeeping	1,689	1,696	0%	\$17.76

Source: EMSI-Economic Modeling

Table 22: Top 10 Employed Industry and Growth Projections for 2019 for Orange County by Entry Level for Bachelor's Degrees

Occupation	2018 Jobs	Projections for 2019	Change (%)	Median Hourly Earnings
General and Operations Managers	27,691	28,103	1%	\$58.84
Registered Nurses	23,737	24,327	2%	\$42.70
Business Operations Specialists, All Other	16,906	17,097	1%	\$35.45
Accountants and Auditors	16,116	16,404	2%	\$34.76
Elementary School Teachers, Except Special Education	11,388	11,526	1%	\$42.36
Market Research Analysts and Marketing Specialists	10,875	11,132	2%	\$31.26
Management Analysts	10,439	10,627	2%	\$42.23
Software Developers, Applications	10,222	10,571	3%	\$56.30
Substitute Teachers	8,994	9,111	1%	\$17.88
Loan Officers	8,699	8,914	2%	\$30.50

Source: EMSI-Economic Modeling

PART IV. POLITICAL AND SOCIAL TRENDS IMPACTING FULLERTON COLLEGE

Importance of Monitoring Political Trends

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

Accountability

Accountability remains a top priority, particularly at the CCCCCO and legislature. With the implementation of the statewide accountability metrics, 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. The WASC ACCJC 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 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 environment 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 funding allocation model. 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 the 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 an 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 have become major pieces of the accountability concerns for this 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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