



Fullerton College Institutional Effectiveness Report 2018-19

FULLERTON COLLEGE

2018-2019

INSTITUTIONAL EFFECTIVENESS REPORT



2018-2019

TABLE OF CONTENTS

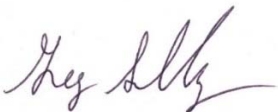
EXECUTIVE SUMMARY	1
INTRODUCTION	2
FULLERTON COLLEGE INTEGRATED PLANNING CYCLE	3
FULLERTON COLLEGE MISSION, VISION, AND VALUES	4
FULLERTON COLLEGE INSTITUTION-SET STANDARDS	5
CHAPTER I: STUDENT AND EMPLOYEE DEMOGRAPHICS	14
CHAPTER II: MEASURES OF INSTITUTIONAL EFFECTIVENESS	29
CHAPTER III: INSTITUTIONAL PLANNING EFFORTS	43
CHAPTER IV: FULLERTON COLLEGE ENVIRONMENTAL SCAN	46
APPENDIX A: INVENTORY OF PROGRAMS AND SERVICES TO ADDRESS THE ACHIEVEMENT GAP	56

Executive Summary

Our 2018-2019 Institutional Effectiveness Report highlights Fullerton College's commitment to transform lives and inspire positive change in the world as we proudly serve our diverse community. Thanks to our faculty and staff, and the hard work of our students, Fullerton College has many achievements to celebrate. The class of 2019 included more degrees earned than any other year in the history of the college. For the second time in the past three years, Fullerton College was ranked as the number one California Community College in transfer to the California State University (CSU) system. Last year, Fullerton College was also ranked number one in Hispanic/Latino students transferring to the CSU, and number two in female students transferring to the CSU, out of the 114 California Community Colleges. Fullerton College is proud of the fact that over two-thirds of our students are first-generation college students, and with the launch of the *Anaheim Pledge* and now the *North Orange Promise*, Fullerton College has experienced an increase in the number of first-time college students attending full-time.

This is a very exciting time at the college as we strategically plan and invest state resources from the Strong Workforce, Student Equity and Achievement, and Guided Pathways initiatives. During the past year, we have reviewed our campus planning structure to support inclusive planning and decision-making. Last year, a new Pathways Steering Committee and Student Equity and Achievement Committee were formed and are currently operating to support these important planning efforts. As proud as I am of the work our faculty and staff are doing, I am even more excited about the college we are becoming. Through reflection, data analysis and crucial conversations on institutional effectiveness, race and equity, and data informed decision-making, we will continue to experience the institutional effectiveness progress that our students and community deserve.

I am extremely grateful to our faculty, classified professionals and members of our management team for their passion and commitment to help our students thrive. I would especially like to thank our Office of Institutional Effectiveness team for providing leadership and expertise in producing this report, including Interim Director Joe Ramirez, Senior Research Analyst Michael Gieck, Senior Research Analyst Megan Harris, Senior Research Analyst Victor Manchik and Administrative Assistant Emma Hangué.



Greg Schulz, Ed.D.
President

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.

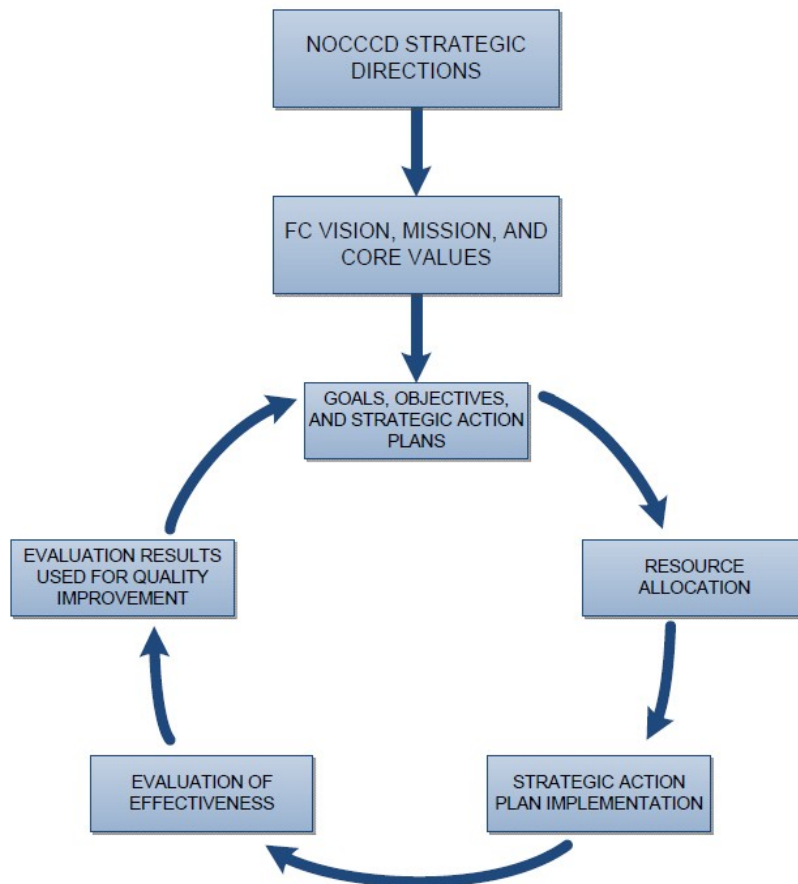
The College's Institution-Set Standards are presented, which include newly identified standards surrounding completion of transfer-level Math and English. The standards are reviewed by the Institutional Integrity Committee, who works with campus governing, planning, and decision-making bodies to communicate the results of the review and to spur conversations on both the College's standards and goals.

Chapter one presents Fullerton College student and faculty demographics and background characteristics. Trends in the characteristics of enrolled students and employees at Fullerton College are exhibited and discussed. Chapter two focuses on institutional effectiveness measures. These measures include student enrollments, course success rates, degree and certification completion, and transfer outcomes. Differences among students with varying characteristics are also displayed and discussed in order to highlight key equity gaps the College is striving to address.

Chapter three reviews key planning efforts and changes in governance structures that relate to institutional planning and resource allocation. While the chapter does not review each planning change experienced at the College, it does highlight major changes and initiatives that relate to the decision-making structures and processes at the College. Finally, chapter four highlights key data regarding the population, education participation, and employment opportunities in Fullerton and North Orange County. Data regarding the surrounding communities provide insights into the demographic, economic, and educational contexts that affect the College.

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.



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 Mission, Vision, and Values

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 areas.

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 an environment of mutual respect and trust that embraces the individuality of all.

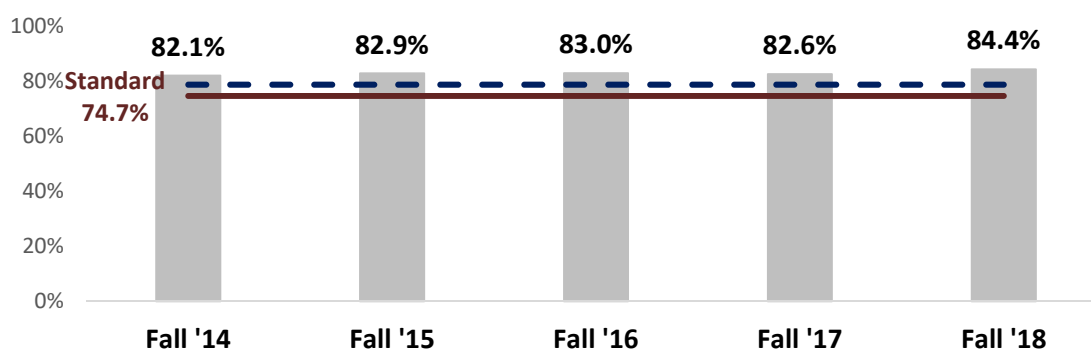
Responsibility We accept our responsibility for the betterment of the world around us.

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

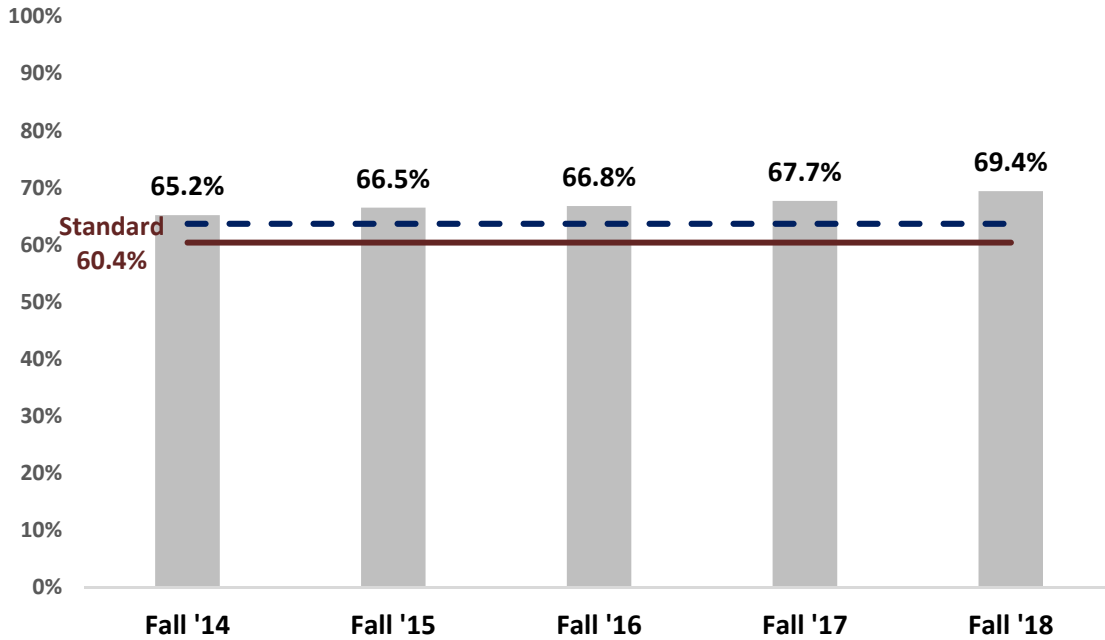
Percentage of fall term credit course enrollments where student did not withdraw from class and received a valid grade.



	Course Enrollments	Course Completion (%)
Fall '14	71,136	82.1%
Fall '15	69,825	82.9%
Fall '16	68,957	83.0%
Fall '17	66,855	82.6%
Fall '18	62,115	84.4%
5-Year Total	338,888	83.0%
95% Warning		78.8%
90% Standard		74.7%

Course Success Rate

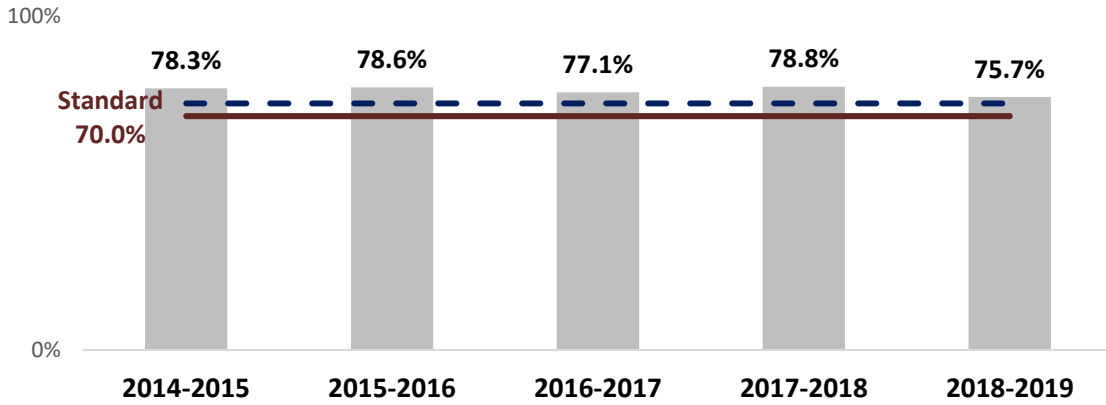
Percentage of fall term credit course enrollments where student earned a grade of C or better (including Pass for Pass/No Pass courses).



	Course Enrollments	Course Success (%)
Fall '14	71,136	65.2%
Fall '15	69,825	66.5%
Fall '16	68,957	66.8%
Fall '17	66,855	67.7%
Fall '18	62,115	69.4%
5-Year Total	338,888	67.1%
95% Warning		63.7%
90% Standard		60.4%

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 are identified by the California Community College Chancellor’s Office for whom the first college enrollment after high school was at Fullerton College in the fall term.

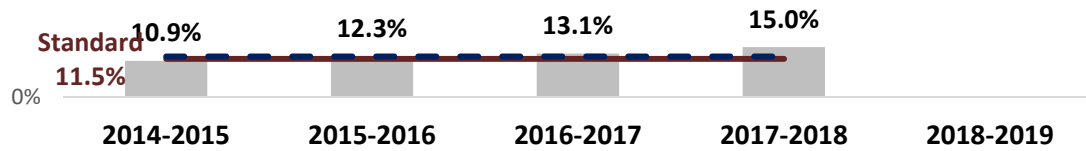


	First-time Students	Persistence Rate
2014-2015	3,778	78.3%
2015-2016	3,665	78.6%
2016-2017	3,438	77.1%
2017-2018	3,447	78.8%
2018-2019	3,342	75.7%
5-Year Total	17,670	77.7%
95% Warning		73.8%
90% Standard		70.0%

Transfer-Level English and Math

Percent of first-time, degree and/or transfer-seeking students who completed transfer-level Math and English in their first year.

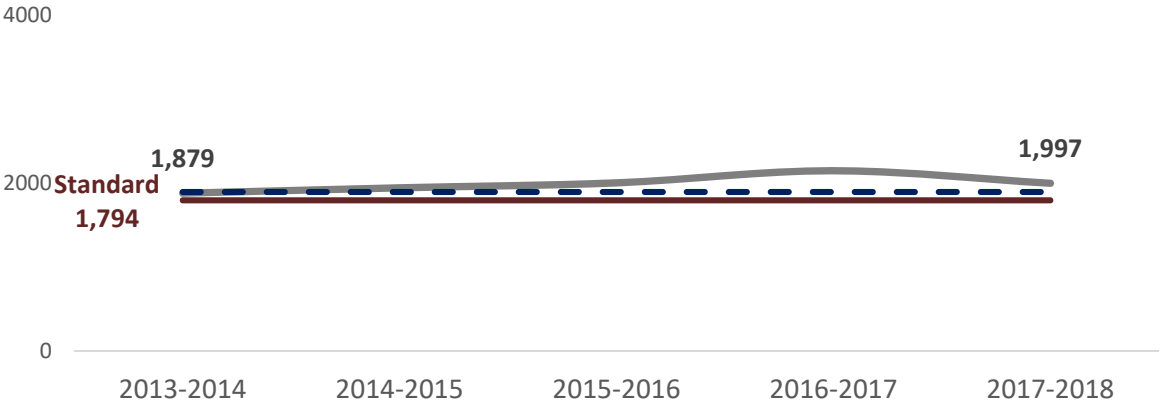
100%



	First-time, Degree/Transfer Students	Completing Transfer-Level English and Math (#)	Completing Transfer-Level English and Math (%)
2014-2015	3,225	352	10.9%
2015-2016	3,211	396	12.3%
2016-2017	2,951	387	13.1%
2017-2018	3,021	453	15.0%
2018-2019	<i>Data not yet available</i>		
5-Year Total	12,408	397	12.8%
95% Warning			12.2%
90% Standard			11.5%

Transfer Volume

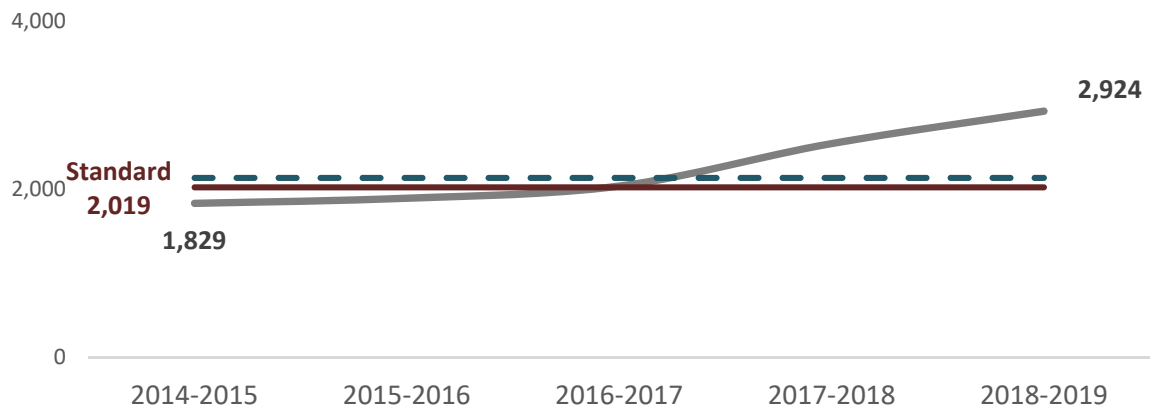
According to the California Community College Chancellor’s Office, combined with information from the California State University (CSU) system and the University of California (UC) system, the number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities.



Transfers	
2013-2014	1,879
2014-2015	1,943
2015-2016	2,002
2016-2017	2,146
2017-2018	1,997
5-Year Average	1,993
95% Warning	1,893
90% Standard	1,794

Degrees Awarded

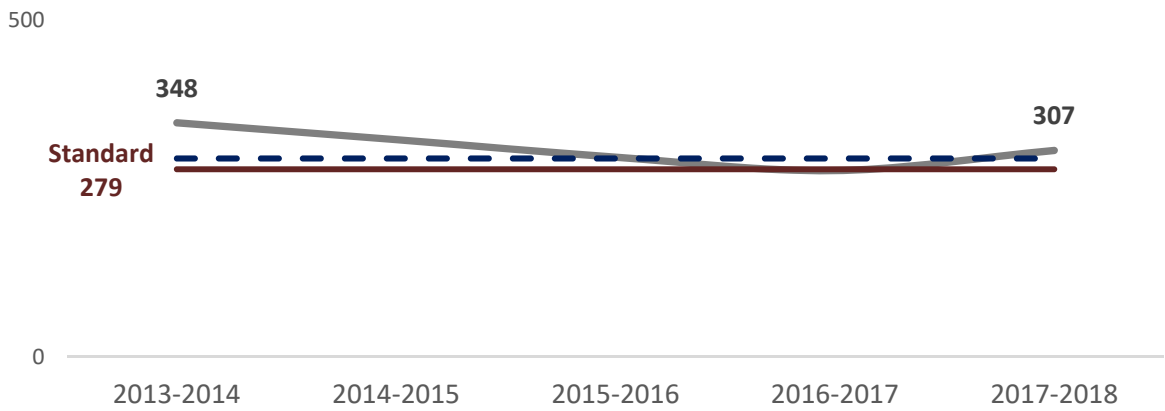
Number of Associates of Arts and Associates of Sciences, including Associate of Arts for Transfer and Associate of Science for Transfer, awarded during the academic school year.



	Degrees Awarded
2014-2015	1,829
2015-2016	1,889
2016-2017	2,034
2017-2018	2,539
2018-2019	2,924
5-Year Average	2,243
95% Warning	2,131
90% Standard	2,019

Certificates Awarded

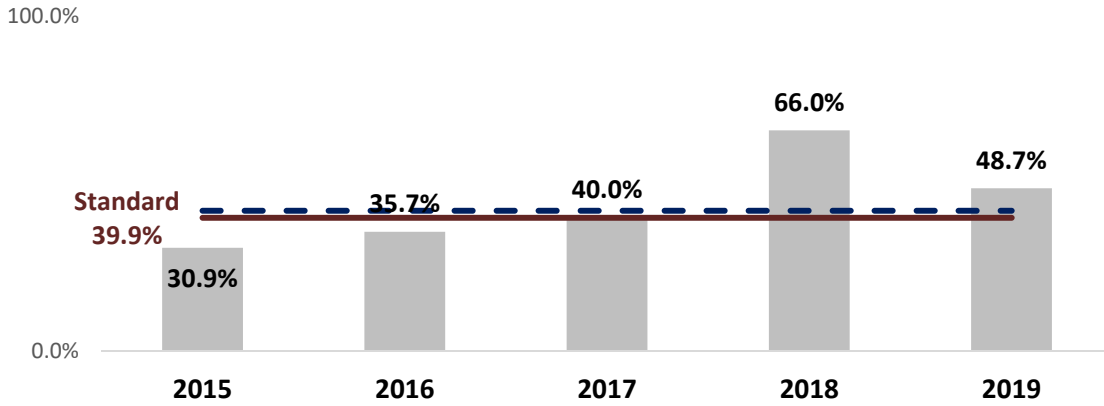
Number of Certificates awarded during the academic school year.



Certificates Awarded	
2014-2015	348
2015-2016	323
2016-2017	297
2017-2018	277
2018-2019	307
5-Year Average	310
95% Warning	295
90% Standard	279

Job Earnings

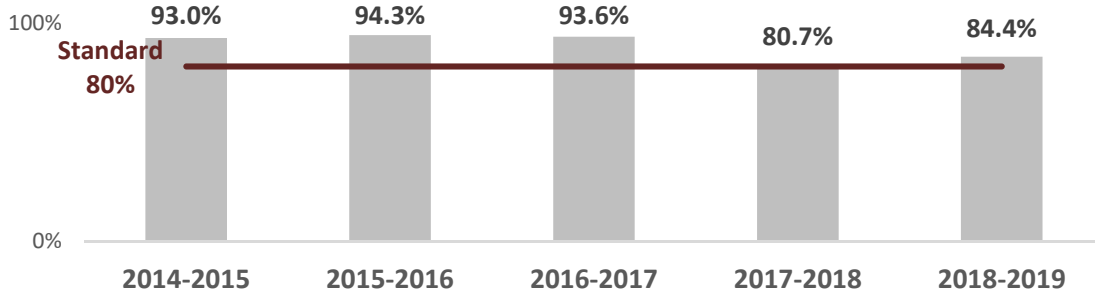
The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey.



	Respondents	Increase in Job Earnings
2015	593	30.9%
2016	872	35.7%
2017	1,071	40.0%
2018	941	66.0%
2019	853	48.7%
5-Year Average	866	44.3%
95% Warning		42.0%
90% Standard		39.9%

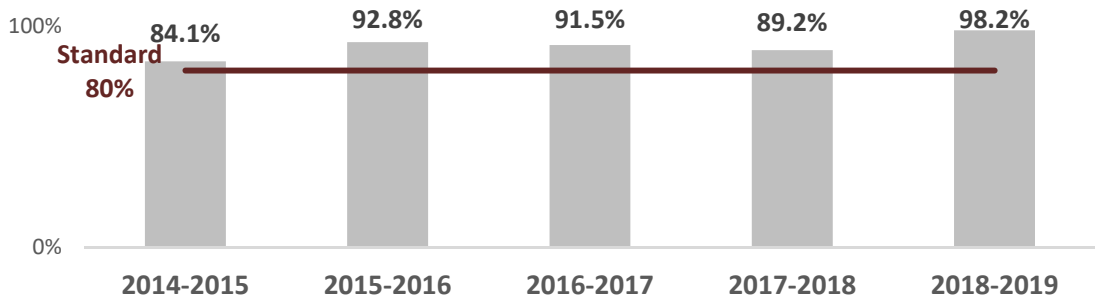
Board of Barbering and Cosmetology Licensing Examination

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



	Yearly Exams	Pass Rate
2014-2015	128	93.0%
2015-2016	122	94.3%
2016-2017	110	93.6%
2017-2018	93	80.7%
2018-2019	109	84.4%

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



	Yearly Exams	Pass Rate
2014-2015	132	84.1%
2015-2016	125	92.8%
2016-2017	117	91.5%
2017-2018	111	89.2%
2018-2019	108	98.2%

Chapter I: Student and Employee 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, race and 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 her/his/their 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 her/his/their achievement and promote her/his/their success.

Student Demographics

In the 2018-19 academic year, there were 32,128 students enrolled at Fullerton College, representing a 4.6 percent decline from the prior year total of 33,679 (see Table 1). Over the past five years, the total students enrolled (unduplicated headcount) has steadily declined from a high of 35,278 in academic year 2014-15 to a low of 32,128 in the most recent academic year. When compared to the enrollment from five years ago, the number of students enrolled at the College in 2018-19 had declined by 8.9%.

Table 1. Student Headcount by Academic Year

	2014-15	2015-16	2016-17	2017-18	2018-19
Student Headcount	35,278	35,210	34,598	33,679	32,128
Yearly Change		-0.2%	-1.7%	-2.7%	-4.6%

Source: NOCCCD Data Mart

Over the last five years, declines in student enrollment have occurred across all three academic terms: summer, fall, and spring. The largest decline, in both the number and percentage of students, has taken place during the spring terms. The Spring '19 term saw an enrollment of

21,737 students, a decline of 3,378 students (13.4%) as compared to five years ago (see Figure 1). Similarly, the fall terms have experienced a notable decline in the number of students enrolled. In Fall '18, there were 23,180 students enrolled at Fullerton College, which was 2,366 fewer students than in Fall '14. The decline in fall student headcount over the past five years is 9.2%. Lastly, the number of students who have enrolled for a summer session has experienced similar declines, even as fewer students overall enroll in this particular session. From a high of 10,051 students in Summer '14 to a low of 8,833 in Summer '19, the College has experienced a decline of 12.1% in student headcount (1,218 students) during this timeframe.

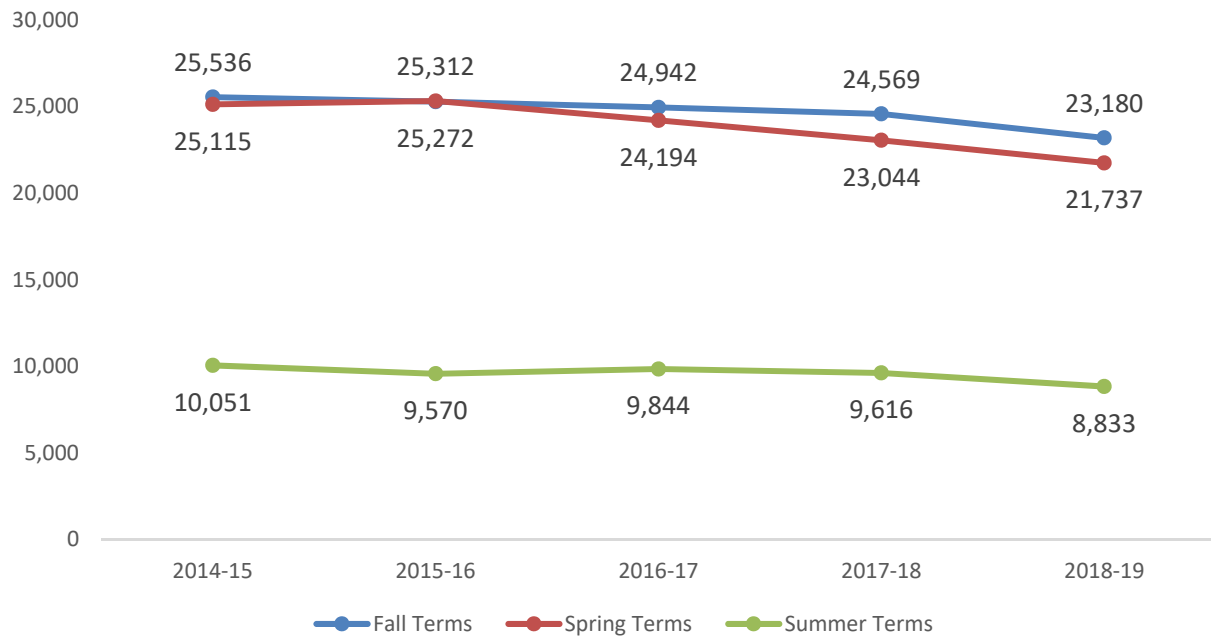


Figure 1. Student Headcount by Term

Source: NOCCCD Data Mart

While the total student headcount has decreased over time, Table 2 highlights that the proportion of students who identify as female has remained fairly constant. The student population at Fullerton College continues to have a higher distribution of female students than male students, with 51.7% of students identifying as female in Fall '18. In comparison to statewide trends, female students also represent a majority of California Community College (CCC) students, comprising 54.1% of CCC students in Fall '18 (California Community Colleges Chancellor's Office Data Mart).

Table 2. Proportion of Students by Gender

Gender	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	50.5%	50.5%	50.3%	51.0%	51.7%
Male	47.9%	47.8%	47.8%	47.0%	46.6%
Unknown / Not Reported	1.6%	1.7%	1.9%	2.0%	1.7%

Source: NOCCCD Data Mart

While the proportion of male and female students has remained fairly steady, there have been notable changes in the proportion of students who identify with various racial/ethnic groups at Fullerton College. Over the last five years, the proportion of students who identify as Hispanic¹, which is the largest racial and ethnic representation among the FC student body, has increased from 52.0% in Fall '14 to 55.7% in Fall '18 (see Figure 2). These percentages equate to a student body in which approximately 13,000 students in each of the past five fall terms have identified as Hispanic (see Table 3). The proportion of students who identify as Hispanic is well above the 25% threshold for institutions to be considered a Hispanic Serving Institution.

Students who identify as White, Non-Hispanic continue to represent the next largest proportion of the student population; however, the proportion of students who identify as White, Non-Hispanic has steadily declined from 23.0% in Fall '14 to 18.6% in Fall '18. The proportion of students who identify as Asian has remained steady, hovering between 11% and 12% of the student population over the last four years. From the Fall '18 data, students who identified with different racial and/or ethnic categories comprised an additional seven percent of student population, including students who identified as American Indian / Alaska Native (0.2%), Native Hawaiian / Pacific Islander (0.3%), Filipino (2.8%), or Multi-Racial or Multi-Ethnic (3.4%). An additional 5.0% of the student body in Fall '18 did not identify with one of the options listed in Table 3.

¹ While the term Latina/o/x is often used in campus forums and discussions, the term Hispanic is used in numerous state and federal reports, including the Community College Chancellor's Office Simplified Metrics (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>) and is so referenced in this context.

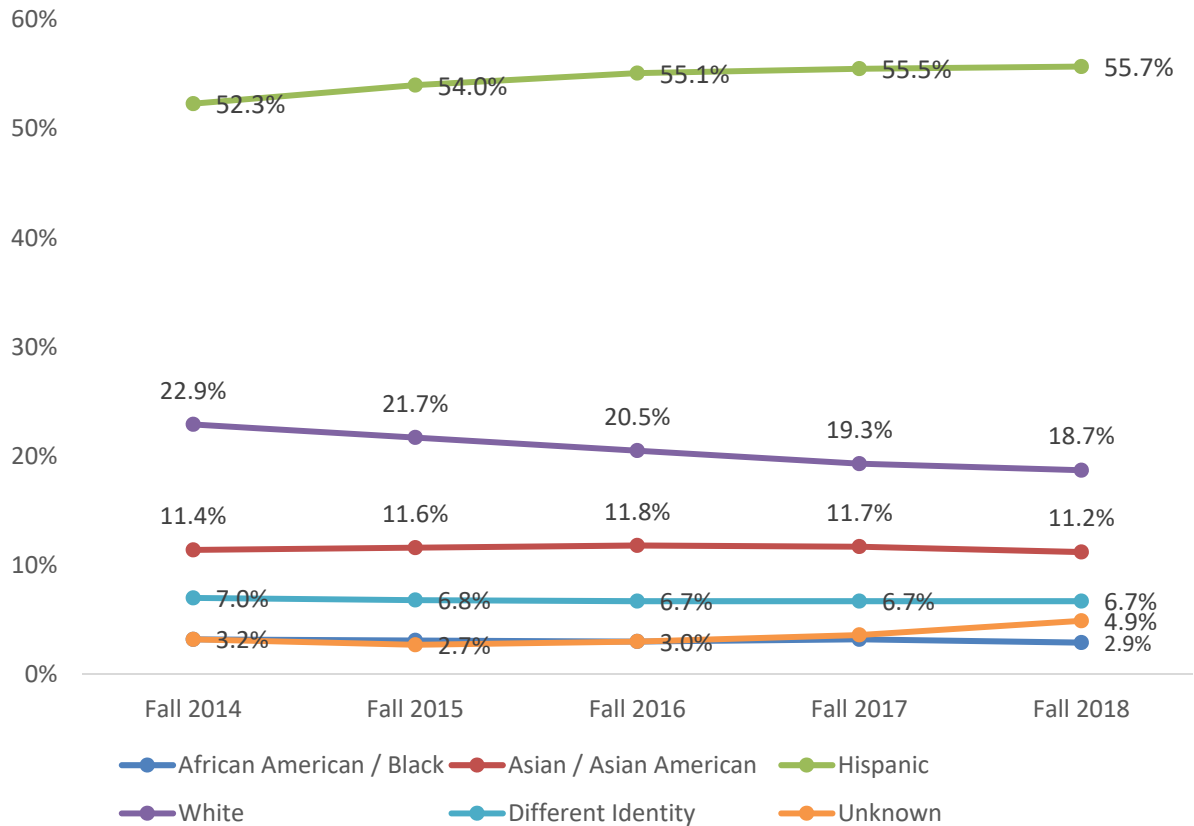


Figure 2. Proportion of Students by Race/Ethnicity
 Source: NOCCCD Data Mart

Table 3 provides greater detail as to the racial and ethnic composition of the student body. The table documents the consistent proportion of students who identify as American Indian or Alaska Native, Filipino, Native Hawaiian/Pacific Islander, as well as those who identify with Two or More racial identities. Although the table does not reflect the rich diversity found within each of the racial / ethnic categories, it does highlight one element of the College’s rich diversity of students.

Table 3. Number and Proportion of Students by Race / Ethnicity

Race/Ethnicity	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Total	%	Total	%	Total	%	Total	%	Total	%
Am. Indian or Alaskan	74	0.3%	73	0.3%	68	0.3%	60	0.2%	54	0.2%
Asian	2,919	11.4%	2,944	11.6%	2,933	11.8%	2,876	11.7%	2,585	11.2%
African American	813	3.2%	776	3.1%	741	3.0%	790	3.2%	679	2.9%
Filipino	746	2.9%	713	2.8%	686	2.8%	672	2.7%	651	2.8%
Hispanic	13,350	52.3%	13,652	54.0%	13,747	55.1%	13,634	55.5%	12,901	55.7%
Native Hawaiian/Pacific Islander	106	0.4%	105	0.4%	78	0.3%	83	0.3%	67	0.3%
Two or More	863	3.4%	841	3.3%	843	3.4%	842	3.4%	781	3.4%
White Non-Hispanic	5,844	22.9%	5,496	21.7%	5,106	20.5%	4,737	19.3%	4,324	18.7%
Unknown	821	3.2%	672	2.7%	740	3.0%	875	3.6%	1,138	4.9%

Source: NOCCCD Data Mart

Figure 3 and Table 4 show that many of the students enrolled at Fullerton College are between the ages of 20 and 24. While students between the ages of 20 and 24 comprised 40.3% of the student body in Fall '18, there has been a decrease in the proportion of enrolled students who are between the ages of 20 and 24, declining from 45.5% in Fall '14. However, over the last three years, the proportion of students under 20 years old increased from 28.5% in Fall '16 to 33.0% in Fall '18. At the same time, the proportion of students between the ages of 25 and 39 and 40 or older has remained constant across last five fall terms.

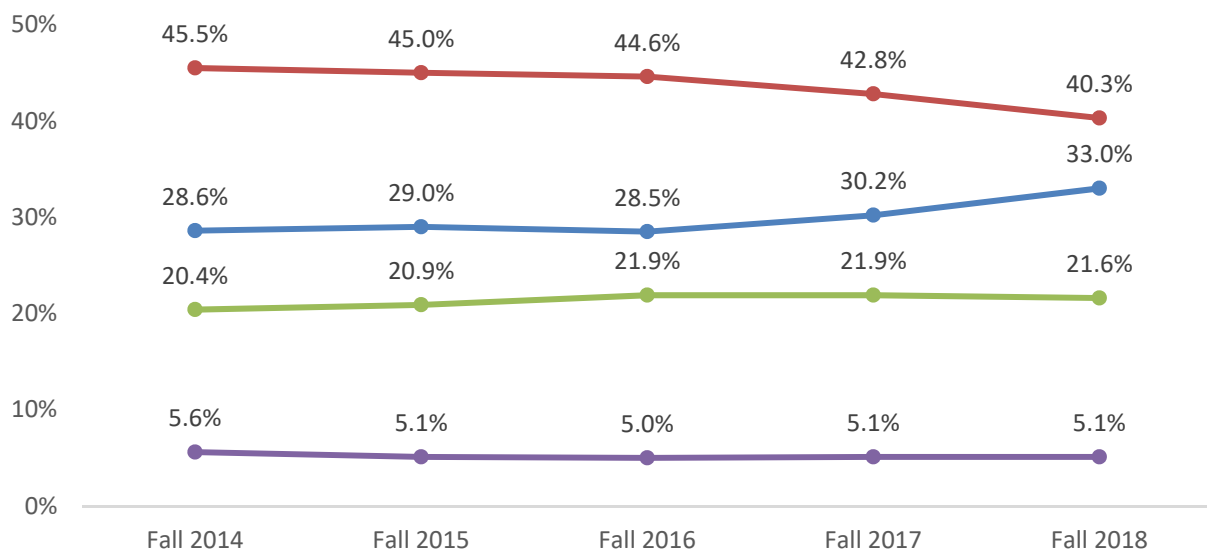


Figure 3. Proportion of Students by Age Group

Source: NOCCCD Data Mart

Data from Table 4 highlight the changes in both relative percentages as well as the actual number of students who fall within such categories. It has been noted that even with a significant decline in student headcount over the last five years, the number of students under the age of 20 has actually increased by 4.9%. However, the declines in number and percentages has been most significant among students between the ages of 20 and 24.

Table 4. Number and Proportion of Students by Age Group

Age Group	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	7,298	28.6%	7,332	29.0%	7,097	28.9%	7,429	30.2%	7,657	33.0%
20-24	11,609	45.5%	11,370	45.0%	11,128	44.6%	10,520	42.8%	9,333	40.3%
25-39	5,209	20.4%	5,292	20.9%	5,461	21.9%	5,368	21.9%	5,007	21.6%
40 or older	1,419	5.6%	1,278	5.1%	1,256	5.0%	1,252	2.1%	1,183	5.1%

Source: NOCCCD Data Mart

Table 5 shows the cities of Anaheim, Fullerton, La Habra, Whittier, and Placentia consistently rank as the top five cities where Fullerton College students identify as home. In fact, more than 40% of the students report their home city as either Anaheim or Fullerton. Overall, the top ten cities have remained relatively consistent since Fall '15, during which about 70% to 80% of students have reported their home address to be in one of the ten cities listed in Table 5.

Table 5. Top 10 Cities of Residence

Fall 2015			Fall 2016			Fall 2017			Fall 2018		
City	Total	%	City	Total	%	City	Total	%	City	Total	%
Anaheim	6,260	24.7%	Anaheim	5,568	22.3%	Anaheim	5,661	23.0%	Anaheim	5,598	24.1%
Fullerton	4,711	18.6%	Fullerton	4,003	16.0%	Fullerton	4,028	16.4%	Fullerton	3,879	16.7%
La Habra	1,898	7.5%	La Habra	1,720	6.9%	La Habra	1,691	6.9%	La Habra	1,653	7.1%
Whittier	1,754	6.9%	Whittier	1,581	6.3%	Whittier	1,548	6.3%	Whittier	1,399	6.0%
Placentia	1,300	5.1%	Placentia	1,098	4.4%	Placentia	1,109	4.5%	Placentia	1,111	4.8%
Buena Park	1,129	4.5%	Buena Park	1,053	4.2%	Buena Park	1,074	4.4%	Buena Park	1,004	4.3%
Brea	1,104	4.4%	Brea	927	3.7%	Brea	969	3.9%	Brea	923	4.0%
Yorba Linda	1,027	4.1%	Yorba Linda	824	3.3%	Yorba Linda	807	3.3%	Yorba Linda	805	3.5%
La Mirada	869	3.4%	La Mirada	783	3.1%	La Mirada	804	3.3%	La Mirada	742	3.2%
Garden Grove	600	2.4%	Garden Grove	536	2.1%	Garden Grove	489	2.0%	Garden Grove	460	2.0%
Top 10	20,652	81.6%	Top 10	18,093	72.5%	Top 10	18,180	74.0%	Top 10	17,574	75.9%

Source: NOCCCD Data Mart

Table 6 shows in Fall '18, the proportion of students at Fullerton College who indicated that their parent(s)/guardian(s) have not attended college declined by 1.4 percentage points compared to the previous fall. In recent years, between 43% and 45% of students reported that neither of their parent(s)/guardian(s) attended college. In addition, approximately two-thirds (64.4% in Fall '18) of students reported that none of their parent(s)/guardian(s) had earned a

college degree. Fullerton College has responded to the large proportion of first-generation college students by providing early commitment and dual enrollment programs in feeder high schools to create college-going experiences and to increase preparedness in incoming first-time students.

Table 6. Highest Parental Educational Attainment

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Count	%	Count	%	Count	%	Count	%
No High School Diploma	4,155	17.5%	4,209	18.0%	4,341	17.7%	4,084	17.6%
High School Diploma	6,271	26.5%	6,245	26.8%	6,552	26.7%	5,873	25.3%
Total No College	10,426	44.0%	10,454	44.8%	10,893	44.3%	9,957	43.0%
Some College/No Degree	5,415	22.9%	5,186	22.2%	5,230	21.3%	4,969	21.4%
Associate Degree	1,865	7.9%	1,800	7.7%	1,898	7.7%	1,719	7.4%
Bachelor's Degree	3,721	15.7%	3,666	15.7%	3,921	16.0%	3,593	15.5%
Graduate Degree	1,878	7.9%	1,834	7.9%	1,924	7.8%	1,798	7.8%
No Response	372	1.6%	404	1.7%	701	2.9%	1,144	5.0%

Source: NOCCCD Data Mart

In Fall '18, 51.0% of Fullerton College students were eligible for the California Community Colleges Board of Governors fee waiver (recently remained to the California Promise Grant), which permits enrollment fees to be waived (see Table 7). Under Title V of the California Code of Regulations, the student or student's family must have a total income in the prior year that is equal to or less than 150% of the U.S. Department of Health and Human Services Poverty Guidelines based on family size. In 2016, 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.

Table 7. Board of Governor's (BOG) Eligibility

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Count	%	Count	%	Count	%	Count	%
BOG Eligible	15,290	61.0%	13,968	56.0%	13,399	55.0%	11,758	51.0%
Not BOG Eligible	9,982	39.0%	10,974	44.0%	11,170	45.0%	11,422	49.0%

Source: NOCCCD Data Mart

As part of the new Simplified Metrics initiative from the California Community College Chancellor's Office, the CCCCO also includes information regarding students' use of Pell Grants as well as the extent to which students are considered economically disadvantaged using the Perkins definition. Using this newly available resource, data from Fullerton College reveal that

approximately 40% of students enrolled each year have received a Pell Grant while enrolled in community college (see Figure 4). **Similarly, nearly three out of four students at the College have been identified as economically disadvantaged.** While the information for the 2018-2019 academic year had not been published as of this report, the trends have been consistent over the last four years.

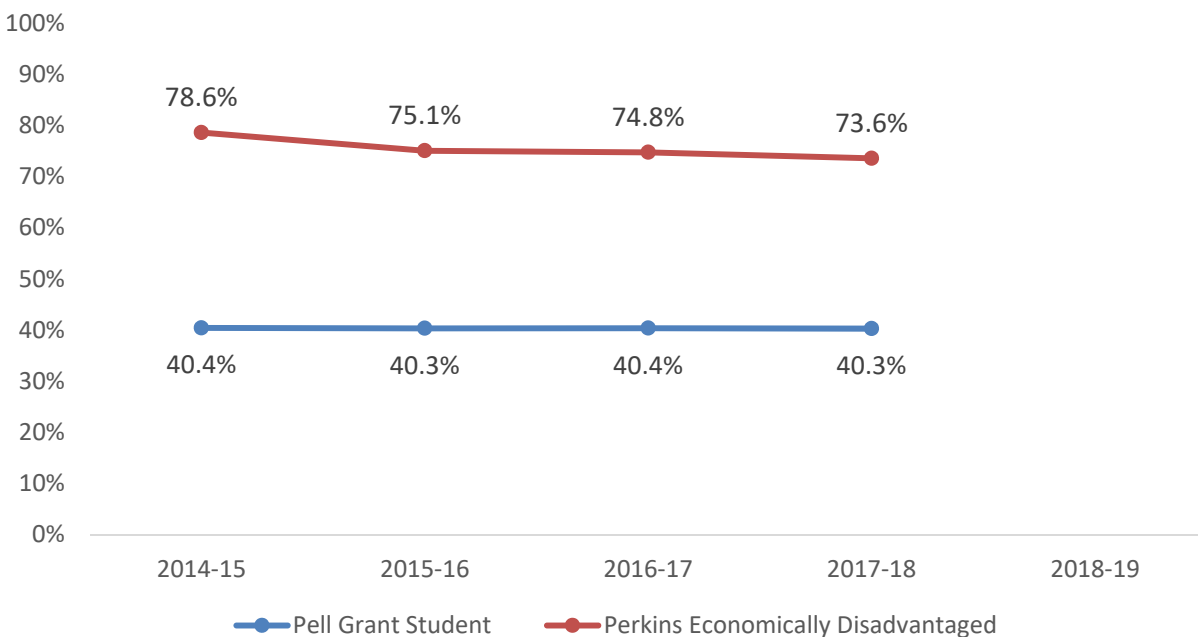


Figure 4. Proportion of Pell Grant and Perkins Economically Disadvantaged Students

Source: California Community College Chancellor’s Office Simplified Metrics Dashboard

Additionally, the CCCCO’s Simplified Metrics dashboards include information about the extent to which students are identified as part of various populations, such as Veterans, LGBT², Foster Youth, and Disabled. The Figure below summarizes the proportion of students (excluding students who are high school students dually enrolled at the College) who have identified with the specific special populations (see Figure 5). While the proportion of students who identify as LGBT appears to be increasing, this trend reflects the recently implemented methodology by which the State collects this information during students’ application to the College. In addition, only students who are 19 years of age or older are asked questions about their sexual orientation and gender preferences. In this way, the percentage reported is not a reflection of all students’ reported identities, but represents the proportion of students who have been asked these questions and who have identified in these ways on the CCCApply portal out of all

² While the term LGBTQ+ has been utilized in campus forums and discussions, the Simplified Metrics data uses the term LGBT (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>) and is so referenced in this context.

the students enrolled at the College for a particular year.

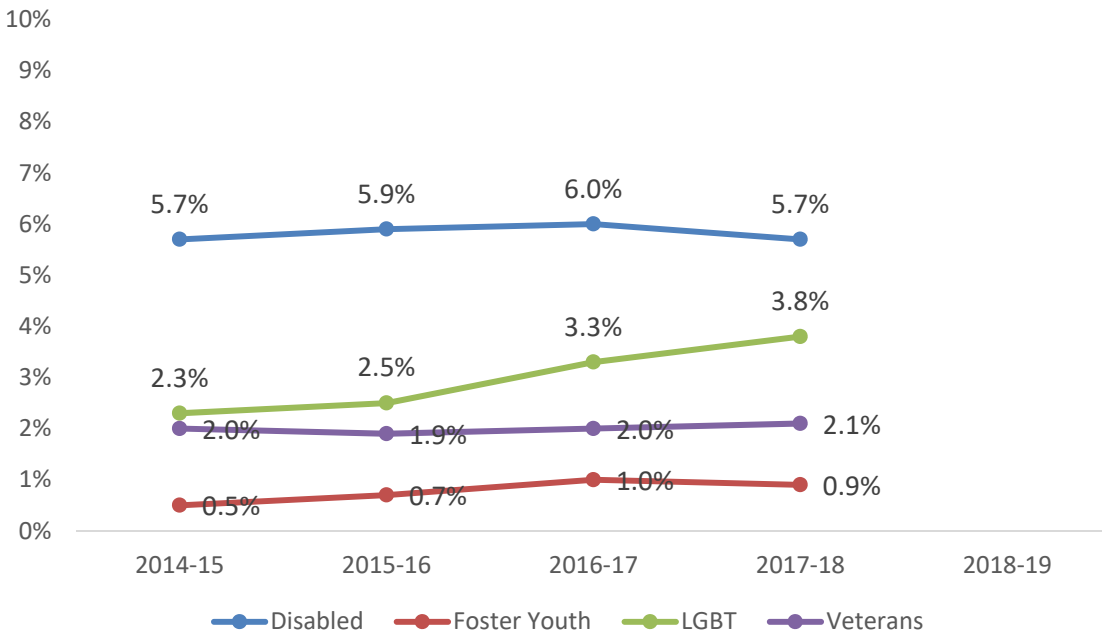


Figure 5. Proportion of Students Identified by Special Populations
 Source: California Community College Chancellor’s Office Simplified Metrics Dashboard

Student Academic Expectations and Goals

Table 8 shows nearly three-fourths (73.5%) of all Fullerton College students aspire to earn an associate degree and/or transfer to a four-year college or university. 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. About three percent of student identify the single goal of earning a vocational certificate or degree as their ultimate goal. Another 5.9% of students indicate they are exploring career opportunities and/or seeking a career advancement, while an additional 2.6% of students are enrolled to advance their educational development and experiences. In Fall '18, one in ten students (10.0%) reported that they were undecided on their academic goal. In addition, between 3% and 4% of students report that they are students at four-year institutions taking courses at the College.

Table 8. Student Academic Goal

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
	% of Total	% of Total	% of Total	% of Total
<i>Degree, Certificate, and/or Transfer</i>				
Associate Degree and Transfer	54.0%	54.2%	54.1%	53.4%
Associate Degree Only	4.4%	4.5%	4.2%	4.8%
Transfer to University Only	15.0%	15.6%	15.7%	15.3%
Vocational Certificate/Degree	2.1%	2.4%	2.4%	2.7%
<i>Educational Development</i>				
Educational Development	2.5%	3.2%	1.5%	1.9%
High School Completion	0.5%	0.4%	0.4%	0.6%
Non-Credit to Credit	0.1%	0.1%	<0.1%	0.1%
<i>Career Development</i>				
Career Advancement/Change	3.6%	3.5%	6.0%	3.5%
Career Exploration	1.7%	1.6%	1.8%	2.4%
<i>Different Goals / Unknown</i>				
Student at Four-Year Institution	4.0%	3.7%	3.8%	3.4%
Missing	2.5%	2.5%	2.1%	1.9%
Undecided	9.0%	7.9%	7.9%	10.0%

Source: NOCCCD Data Mart

Table 9 indicates that although Pre-Nursing is the most popular major with 1,141 students in Fall '18, the Business Administration program is the most popular area of study with a combined total of 1,859 students. Students can either select the Business Administration AA or the Business Administration AS-T program, so when considered together, there were nearly 2,000 students at the College who had selected one of these two specific academic majors. In addition to the students who select Business Administration, there were 823 students in Fall '18 who identified Business Management as their major. The combined total of the Business Administration and Business Management programs equates to 2,682 students (11.6%), which is approximately 1 out of every 9 students enrolled at the College. In addition to the continued popularity of Pre-Nursing, Business Administration, and Business Management, the other most popular majors among FC students include Biology, Engineering, Computer Science, Psychology, Child Development, and Art. The Child Development and Education Studies major has been one of the fastest-growing majors at Fullerton College, with a jump of 15% over Fall '17 (604 students in Fall '17 to 697 students in Fall '18). This increase has brought the Child Development and Education Studies major into the list of top ten most popular majors at the College.

Interestingly, while both Pre-Nursing and Engineering are popular majors among Fullerton College students, significantly fewer students ultimately earn associate degrees in these areas, particularly as compared to Business Administration or Business Management. For example, in

Academic Year 2018-19, there were 31 students who earned an AA in Pre-Nursing and 17 students who earned an AS in Engineering, whereas 355 students earned an associate degree in Business Administration (either the Associate of Arts in Business Administration or the Associate of Science for Transfer in Business Administration). In this way, the most popular programs of study selected by students at Fullerton College do not necessarily align with the most popular degrees and certificates that are awarded each year. However, the trends in student major have been consistent, with a notable proportion of students committed to specific areas of business, science, psychology, art, and kinesiology. In addition, the notable growth in the Child Development and Education Studies major has seen it emerge as one of the most popular areas of study at Fullerton College.

Table 9. Top 10 Student Majors for Fall Terms

Fall 2015			Fall 2016			Fall 2017			Fall 2018		
Major	#	%	Major	#	%	Major	#	%	Major	#	%
Business Administration	1,507	5.9%	Business Administration	1,503	6.0%	Business Administration	1,340	5.5%	Pre-Nursing	1,141	4.9%
Business Management	1,238	4.8%	Pre-Nursing	1,233	4.9%	Pre-Nursing	1,238	5.0%	Biology	1,036	4.5%
Pre-Nursing	1,231	4.8%	Biology	1,185	4.7%	Biology	1,182	4.8%	Business Administration	1,018	4.4%
Biology	1,185	4.6%	Business Management	1,165	4.7%	Engineering	1,070	4.4%	Engineering	917	3.9%
Engineering	1,077	4.2%	Engineering	1,107	4.4%	Business Management	1,023	4.2%	Business Administration AS-T	841	3.6%
Psychology	871	3.4%	Psychology	837	3.3%	Psychology	802	3.3%	Business Management	823	3.5%
Computer Science	775	3.0%	Computer Science	791	3.2%	Computer Science	794	3.2%	Computer Science	796	3.4%
Art	759	3.0%	Art	728	2.9%	Kinesiology AA-T	722	2.9%	Psychology AA-T	773	3.3%
Kinesiology AA-T	707	2.7%	Kinesiology AA-T	717	2.9%	Art	672	2.7%	Child Development	697	3.0%
Administration of Justice	675	2.6%	Administration of Justice	679	2.7%	Business Administration AS-T	633	2.6%	Art	692	3.0%

Source: NOCCCD Data Mart

Employee Demographics

In Fall '18, Fullerton College employed over 1,200 individuals who served in the following employment categories: temporary academic faculty (592), tenured or tenure track faculty (316), classified staff (294), and educational administrators (20). Table 10 shows that temporary academic employees accounted for nearly half (48.4%) of employees, followed by tenured and tenure track faculty (25.9%), classified (24.1%), and educational administrators (1.6%).

Table 10. Employees by Category in Fall 2018

Employee Category	Count	%
Academic Temporary	592	48.4%
Tenured/Tenure Track	316	25.9%
Classified Support	294	24.1%
Educational Administrator	20	1.6%
Total	1,222	100.0%

Source: California Community College Chancellor’s Office Data Mart

The total number and proportion of employees has fluctuated over the years (see Figure 6). The proportion of employees who are identified as temporary academic employees was 48.4% in Fall ’18, a decline of 6.8 percentage points compared to 55.2% in Fall ’14. As a result, the proportion of tenure/tenure track faculty and classified have also increased over that timeframe, reaching 25.9% for tenure/tenure track faculty and 24.1% for classified in Fall ’18. However, there was a notable drop in the proportion and total number of tenure/tenure track faculty between the Fall ’17 and Fall ’18 semesters as a result of the Supplemental Early Retirement Plan (SERP) offered to eligible employees in 2018.

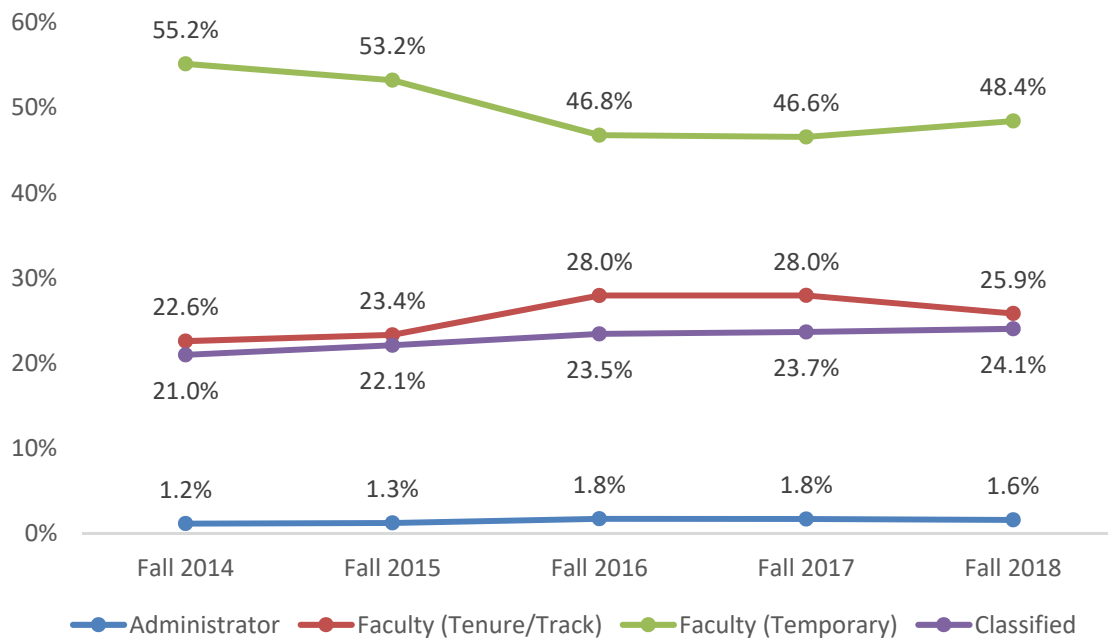


Figure 6. Proportion of Employees by Category

Source: California Community College Chancellor’s Office Data Mart

The 1,222 employees in Fall ’18 was the lowest number of employees in the last five years, down from a high of 1,315 in Fall ’15 (see Table 11). However, in looking at the total number of permanent employees, which includes those who hold positions as administrators, classified, and tenure/tenure track faculty, the number of employees had increased from 557 in Fall ’14 to

a high of 672 in Fall '17 before declining to 630, a decline of 6.3%, by Fall '18.

Table 11. Number and Proportion of Employees by Category

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Count	%	Count	%	Count	%	Count	%	Count	%
Academic	685	55.2%	700	53.2%	582	46.8%	586	46.6%	592	48.4%
Temporary										
Tenured/Tenure Track	281	22.6%	307	23.4%	348	28.0%	352	28.0%	316	25.9%
Classified	261	21.0%	291	22.1%	292	23.5%	298	23.7%	294	24.1%
Support										
Educational Administrator	15	1.2%	17	1.3%	22	1.8%	20	1.6%	20	1.6%
Total	1,242		1,315		1,244		1,256		1,222	

Source: California Community College Chancellor's Office Data Mart

A majority of employees at Fullerton College (53.7%) identify as female, and except for educational administrators, each employee category also reported a larger proportion of employees identifying as female (see Table 12).

Table 12. % Female by Job Category, Fall 2018

	%
Academic Temporary	55.4%
Classified	55.1%
Educational Administrator	30.0%
Tenured/Tenure Track	51.1%
Total	53.7%

Source: California Community College Chancellor's Office DataMart

In addition to the greater proportion of employees who identify as female, Figure 7 shows the number of employees by employee category and gender. The graph highlights the gender distribution within categories as well as the number of individuals who serve in each role.

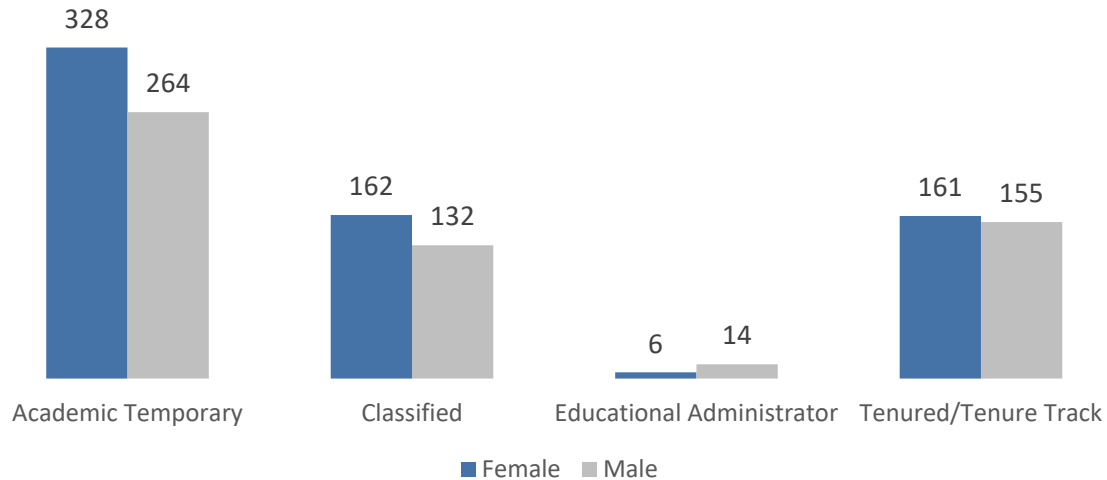


Figure 7. Number of Employees by Category by Gender

Source: California Community Colleges Chancellor’s Office DataMart

The racial / ethnic breakdown of faculty and staff highlights the diversity of the faculty and staff. However, unlike the student body, there are fewer faculty and staff who identify as Hispanic (27.3%) compared to the 55.7% of students who similarly identify. In addition, slightly less than half of all faculty and staff identify as White (45.5%).

Table 13. Employees’ Race/Ethnicity by Employee Category, Fall 2018

	%
African American / Black	3.4%
American Indian / Alaska Native	0.4%
Asian / Asian American	13.3%
Hispanic	27.3%
Multi-Ethnicity	2.6%
Pacific Islander	0.3%
Unknown	7.2%
White, Non-Hispanic	45.5%
Total Employees	1,222

Source: California Community College Chancellor’s Office Data Mart

When examining the racial/ethnic demographics of the faculty and staff, there are differences between groups. For example, 25% of academic temporary employees and administrators identify as Hispanic compared to 41% of classified employees and 19% of tenure / tenure track faculty. Similarly, among classified employees, 29% identify as White compared to 70% of administrators, 47% of part-time faculty, and 56% of tenure / tenure track faculty. Across the employee categories, there appears to be greater similarities in terms of the proportion of

individuals who identify as African American / Black, Asian, Pacific Islander as well as those who identify with multiple races / ethnicities.

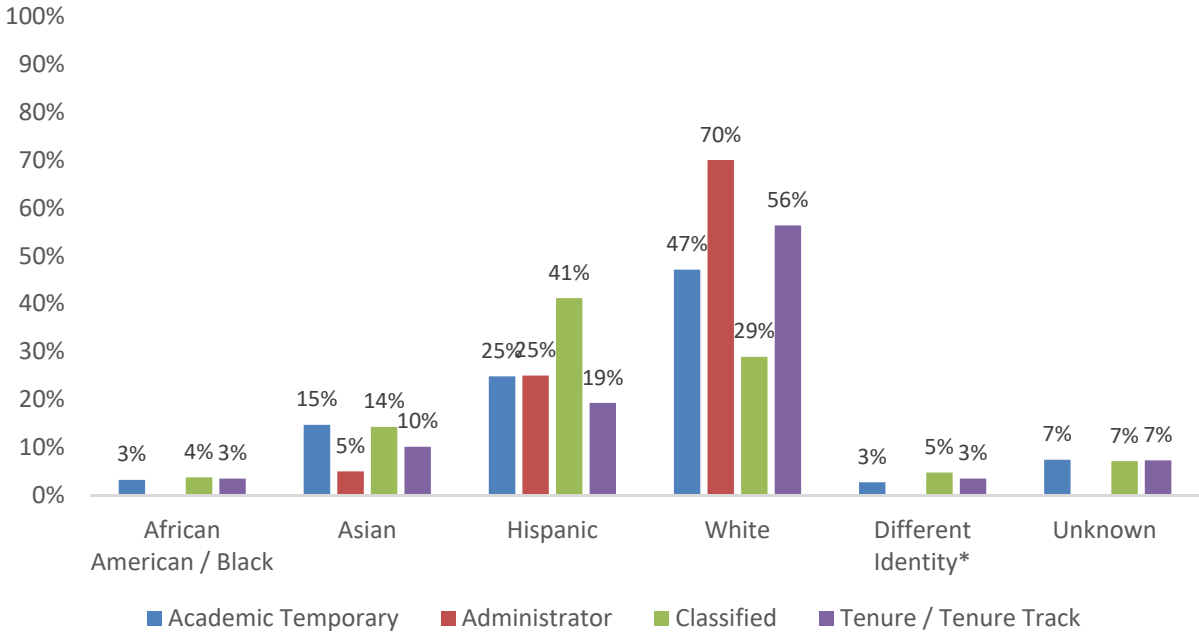


Figure 8. Employees by Category by Race/Ethnicity
 Source: California Community Colleges Chancellor’s Office Data Mart

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 framework, the Student Success Simplified Metrics. Many of the key indicators address the main areas of student success measured by the Student Success Metrics, including, persistence, course completion and success, and program completion. Throughout the metrics, this report seeks to highlight measures of inequity to inform the College community about the progress made and the challenges that remain in advancing equitable experiences and outcomes for students.

With the influx of State fiscal support and growth funding, enrollments at Fullerton College rose drastically between 2011-12 and 2014-15 and have since experienced a steady decrease in enrollments (see Figure 9). As discussed in Chapter 1, there has been a notable decline in the number of students enrolling at Fullerton College over the last five years. Comparing the 132,182 course enrollments, or total seat count, from Academic Year 2018-19 to the 153,952 enrollments from Academic year 2014-15 reveals a 14.1% decline in course enrollments over the last five years, greater than the 8.9% decline in the unduplicated headcount.

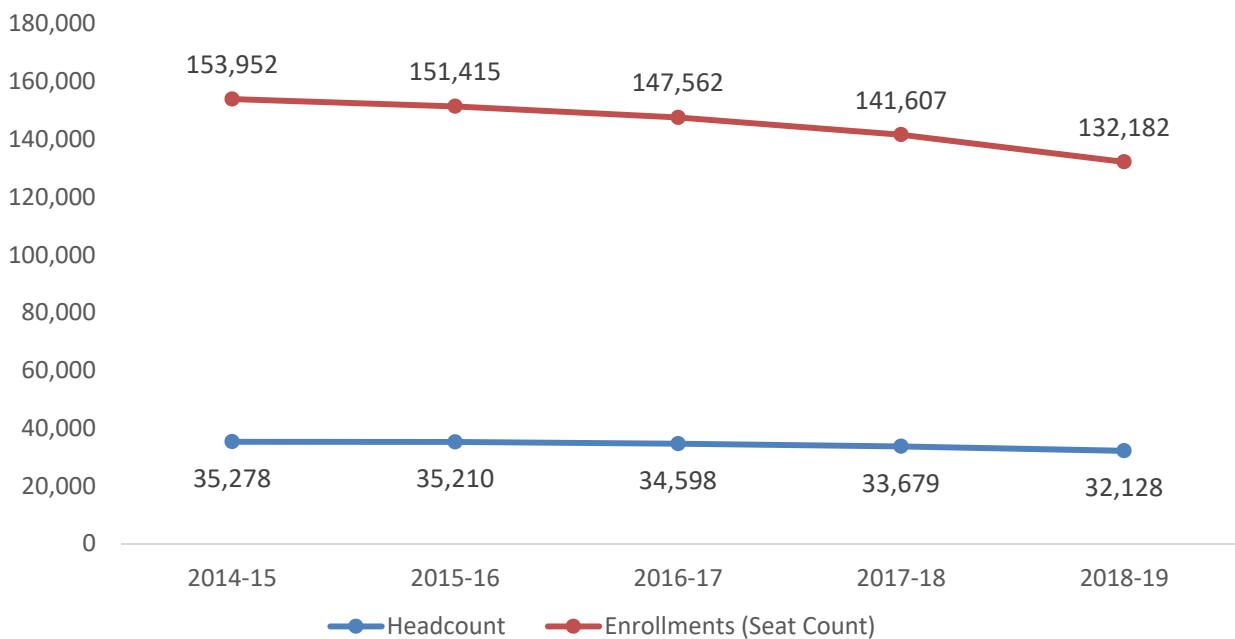


Figure 9. Student Headcount and Seat Count by Academic Year

Source: NOCCCD Data Mart

During this same timeframe, the unemployment rate in Orange County has dropped from 6.8% in June 2013 to 2.5% in June 2019. In addition to the decline in unemployment, the Orange

County Schools have seen an overall decline of 1.4% in student enrollment from 2017-18 to 2018-19³. With a smaller proportion of county residents unemployed and with a declining high school population, there have been corresponding declines in enrollment at Fullerton College. However, the College continues to outreach to local high schools to build partnerships, dual enrollment opportunities, and smoother transition experiences to encourage enrollment directly from high school.

In addition to the declines in enrollment, both seat count and unduplicated headcount, the number of first-time students at Fullerton College has shifted over time. Drawing upon data from the California Community College Chancellor’s Office, the number of first-time students—students who are enrolling for the first time in higher education after high school—entering in the fall semesters has declined from 3,778 in Fall ’14 to 3,342 in Fall ’18, a decline of 11.5%. However, the decline was most noticeable between the Fall ’14 and Fall ’16 (-9.0%), whereas the drop was less dramatic between the Fall ’16 and Fall ’18 (-2.8%).

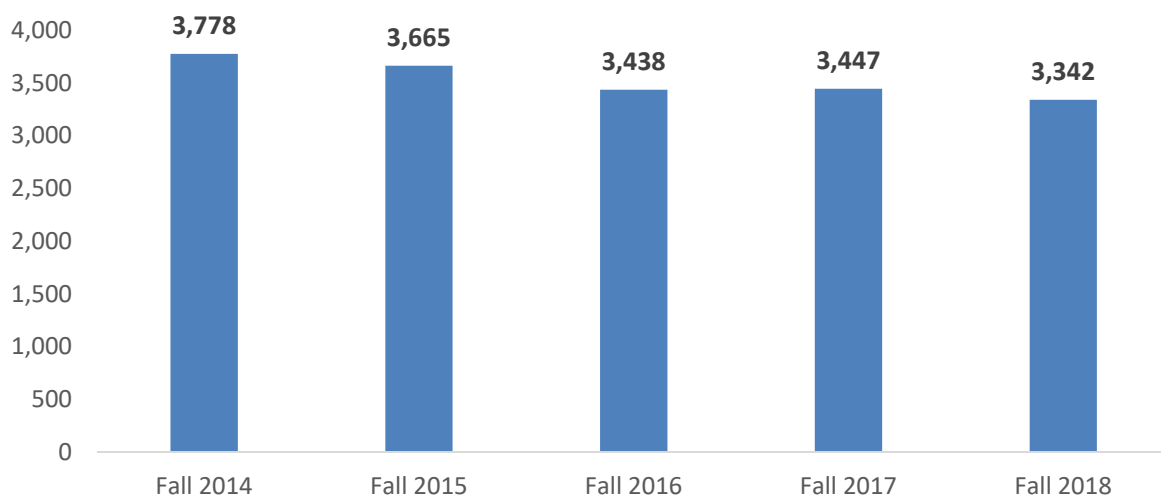


Figure 10. First-time Students at Fullerton College

Source: NOCCCD Data Mart; California Community College Chancellor’s Office Management Information System

Not only has there been an overall decline in the number of students and course enrollments at Fullerton College, there has been a dramatic shift within the English and Math departments. As a result of efforts to shorten course sequences and encourage enrollment directly into degree- and/or transfer-applicable courses, the number of enrollments in below college-level English and Math courses has dropped precipitously between the 2014-15 and the 2018-19 academic years. Over those five years, the College has experienced a 74.6% decline in enrollments (n=7,939) in the below college-level English and Math courses.

³ See Chapter IV and data from the Fullerton College Environmental Scan.

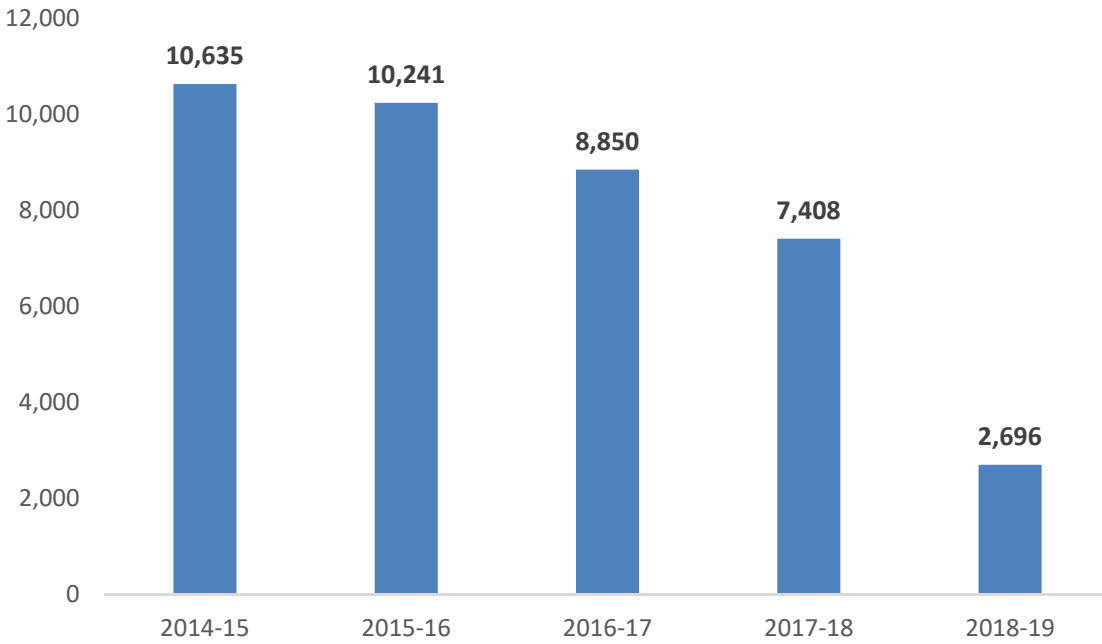


Figure 11. Below College-Level English and Math Enrollments by Academic Year
 Source: NOCCCD Data Mart

Related to the number of students enrolled and the individual course enrollments is the measure of Resident Full-Time Equivalent Students (FTES). Community colleges are funded through the state primarily based on FTES generation. Even though the state has adopted a new funding formula that incorporates performance measures into the equation, a college’s FTES total remain a key component of the state’s funding allocation⁴. As a result, it is important to note the decrease of the annual FTES from 17,891 in AY 2017-18 to 16,752 in AY 2018-19 equates to a decline of more than 1,000 FTES or 6.3%. While the notable decline has not had a direct effect on the College’s budget given the hold harmless provisions that ensure stability in the College’s allocation from the State, the College has continued to plan and prepare for future resource allocations that will reflect the declining number of students and the corresponding FTES figures.

⁴ Student Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

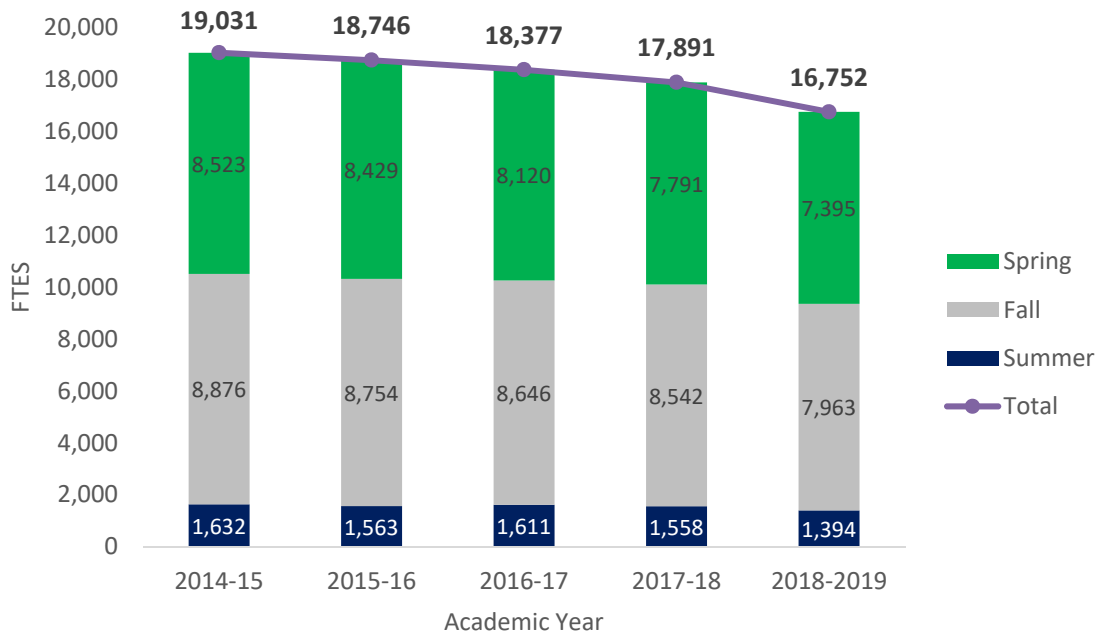


Figure 12. FTES Generation by Academic Year

Source: NOCCCD Data Mart

In Fall '18, approximately one-third of Fullerton College students (34.4%) were enrolled in 12 or more units. The 12 unit threshold is important because it is the point at which students are considered to be “full-time,” which holds importance for financial aid purposes as well as the potential for a shorter time to degree, certificate, and/or transfer outcome. While there were more students who might have earned full-time status by concurrently enrolling in courses at Cypress College or at other institutions in the area, the percentages in Figure 11 below include only the units from Fullerton College. In Fall '18, an additional 37.6% of students attempted between 6 to 11.5 units while approximately one-fourth (28.1%) of students enrolled in fewer than 6 units at the College. When examining the trend over the last four fall terms, the proportion of students who have enrolled full-time has remained fairly constant. However, the percentages have shifted slightly, with the proportion of students enrolling in fewer than six units increasing slightly while the proportion of students enrolling in 6 or more units has simultaneously declined.

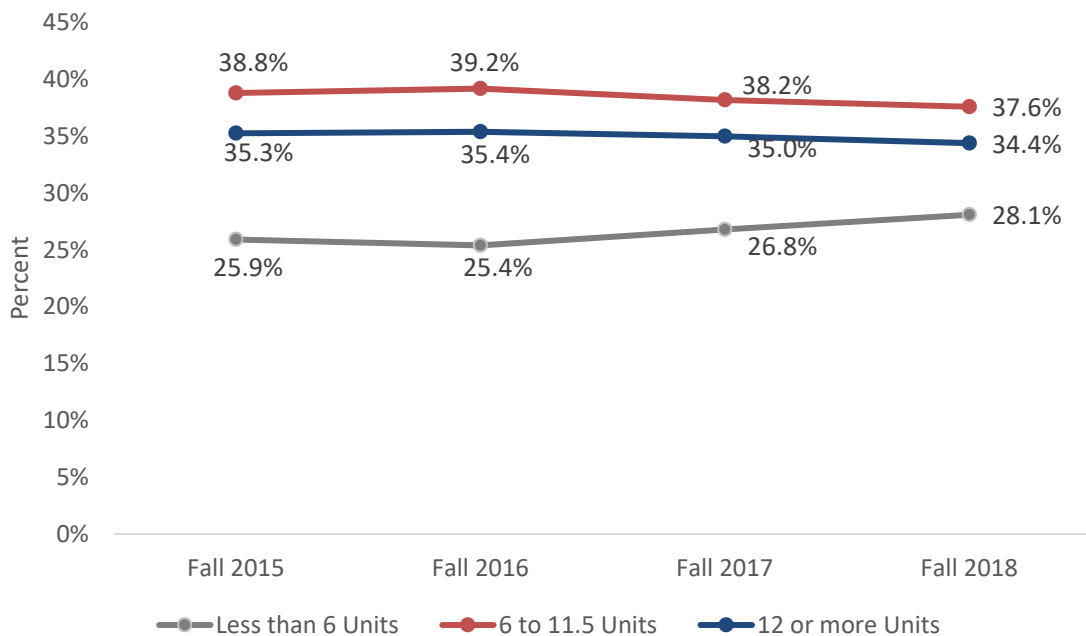


Figure 13. Proportion of Students by Units Enrolled
 Source: NOCCCD DataMart

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

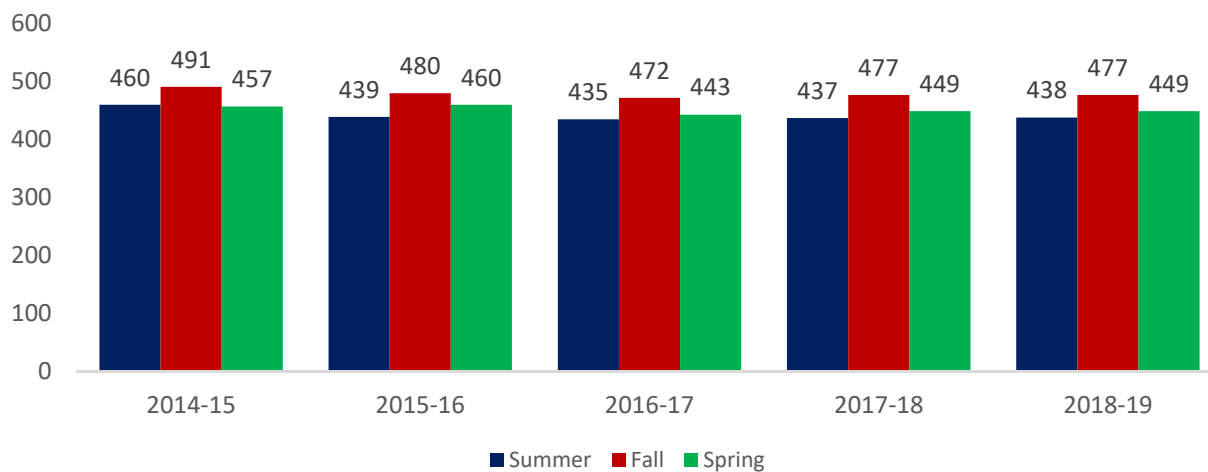


Figure 14. Weekly Student Contact Hours by Academic Year and Semester
 Source: NOCCCD Data Mart

faculty unit generates. The chart shows the past two academic years the WSCH/FTEF ratio has remained fairly consistent, particularly since the 2016-17 academic year.

In addition to the measures of enrollment, the College continually reviews the extent to which

students complete their courses and succeed by earning a passing grade. One of the first measures is course completion (also referred to as course retention). Course completion rates have remained fairly stable across the terms. In the Fall '18 semester, the course completion rate was 84.5%, up from the Fall '15 semester's rate of 82.9%.

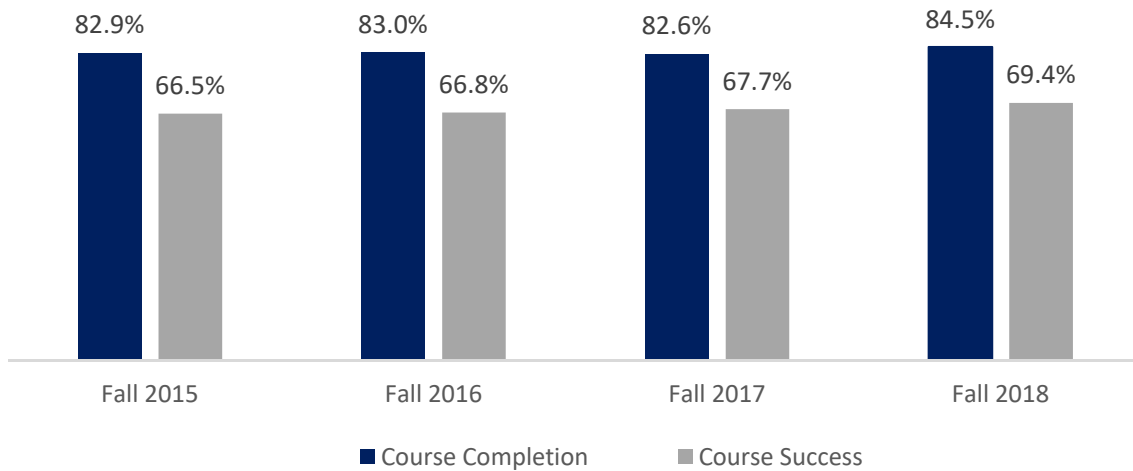


Figure 15. Course Completion and Success Rates for Fall Terms

Source: NOCCCD Data Mart

While the course completion rates have been slightly higher in the spring terms as compared to the fall, the retention rate for the spring semesters also slightly increased over the past four years, climbing from 82.2% in Spring '16 to 83.5% in Spring '19. In a similar way, the course success rate (students who earned an A, B, C, or Pass) has increased over the last four years in both the fall and spring terms. The Fall '18 success rate of 69.4% and the Spring '19 success rate of 69.9% were the highest rates over this timeframe.

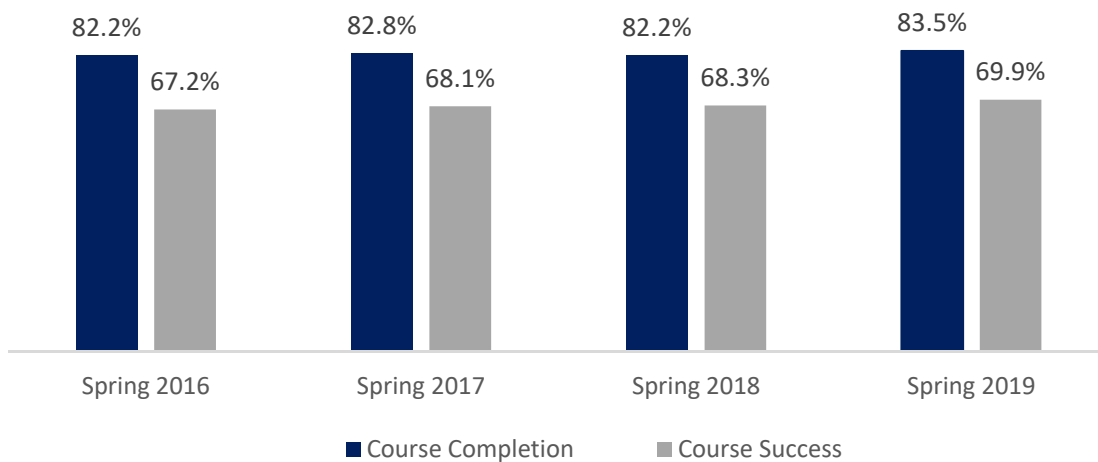


Figure 16. Course Completion and Success Rates for Spring Terms

Source: NOCCCD Data Mart

Although there have been increases in the overall course completion and course success measures, Fullerton College continues to assess how such rates compare across students with different identities. For example, in examining these Fall '18 measure by gender, there is a difference of nearly four percentage points in course success between students who identify as female and those who identify as male.

Table 14. Course Completion and Success by Gender, Fall 2018.

Gender	Retention	Success
Female	85.0%	71.2%
Male	83.9%	67.4%
Unknown / Not Reported	85.5%	71.4%
Total	84.5%	69.4%

Source: NOCCCD Data Mart

Examining course completion and course success measures by race / ethnicity reveals that, while improvements have been made in some regards, notable differences continue to persist between groups. For example, the course success rate in Spring '19 was higher for every race/ethnic group than it was five years ago. For students who identify as African American / Black, the course success rate increased nearly eight percentage points in the last few years, from 47.1% in Spring '17 to 54.9% in Spring '19. For Hispanic students, the course success rate increased over four percentage points, climbing from 62.9% in Spring '15 to 67.2% in Spring '19. While students who identify as Native Hawaiian / Pacific Islander experienced a course success rate below 60%, students who identified as Asian / Asian American succeeded at a rate of 78.2%, Filipino students at a rate of 74.5% and White students at a rate of 75.5% during the Spring '19 semester.

To address these inequitable outcomes and to accelerate efforts to close these gaps, the College is expanding programs with proven records of accomplishment of improving course success, including those that address the specific needs of the growing and diversifying student population. These equity gaps and corresponding activities are detailed in the Fullerton College Student Equity Plan and will be reviewed and assessed by the newly formed Student Equity and Achievement Committee (SEAC).

Table 15. Course Completion and Success by Race/Ethnicity, Fall 2018 and Spring 2019

	Fall 2018		Spring 2019	
	Retention	Success	Completion	Success
African-American / Black	81.5%	54.8%	78.4%	54.9%
American Indian	77.8%	60.8%	86.0%	71.3%
Asian / Asian American	87.2%	77.9%	87.0%	78.2%
Filipino	85.2%	74.2%	84.3%	74.5%
Hispanic	83.5%	66.7%	82.5%	67.2%
Multi-Ethnicity	83.5%	69.9%	82.3%	69.9%
Native Hawaiian / Pacific Islander	81.1%	62.6%	78.7%	59.8%
White	86.4%	74.9%	86.0%	75.5%
Unknown	83.8%	67.1%	81.5%	65.5%
Total	84.5%	69.4%	83.5%	69.9%

Source: NOCCCD Data Mart

One of the key metrics from the Student Success Simplified Metrics and the Student Centered Funding Formula (SCFF) is the rate at which students enroll in, and complete, transfer-level English and Math within their first year. Given the changes to the course sequences, placement processes, and embedded support courses at Fullerton College, the College expects more rapid changes to the rate at which first-time students complete transfer-level Math and English within the first year. Between the 2014-15 and 2017-18 academic years, changes were already being realized, as the proportion of degree or transfer-seeking students completing transfer-level English increased from 30.4% to 37.9% and for transfer-level Math, the increase was from 15.8% to 19.3%.

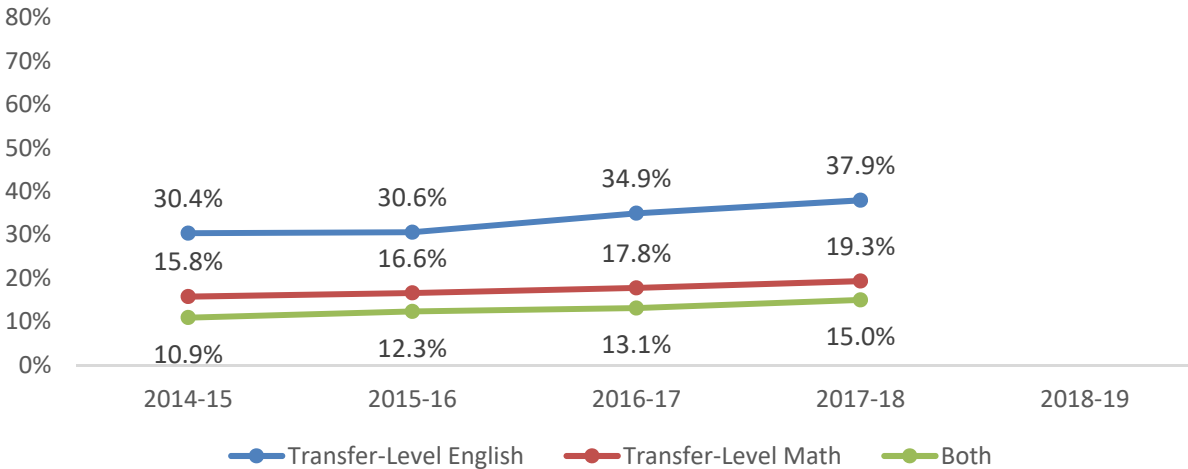


Figure 17. English and Math Transfer-Level Completion by Academic Year
 Source: California Community College Chancellor’s Office Simplified Metrics Dashboard

In reviewing the proportion of degree- and/or transfer-seeking students who completed both transfer-level English and Math in their first year (2017-18), there are noticeable differences by racial / ethnic identities. For example, nearly one-third of students who identified as Asian (32.1%) completed both transfer-level subjects in their first year, compared to 11.9% of students who identified as Hispanic. In addition, there were fewer than 10 students who identified as Black / African American who completed both transfer-level Math and English in their first year, which is why the Simplified Metrics do not show any information for this group. The same can be said for students who identify as Native Hawaiian / Pacific Islander, and

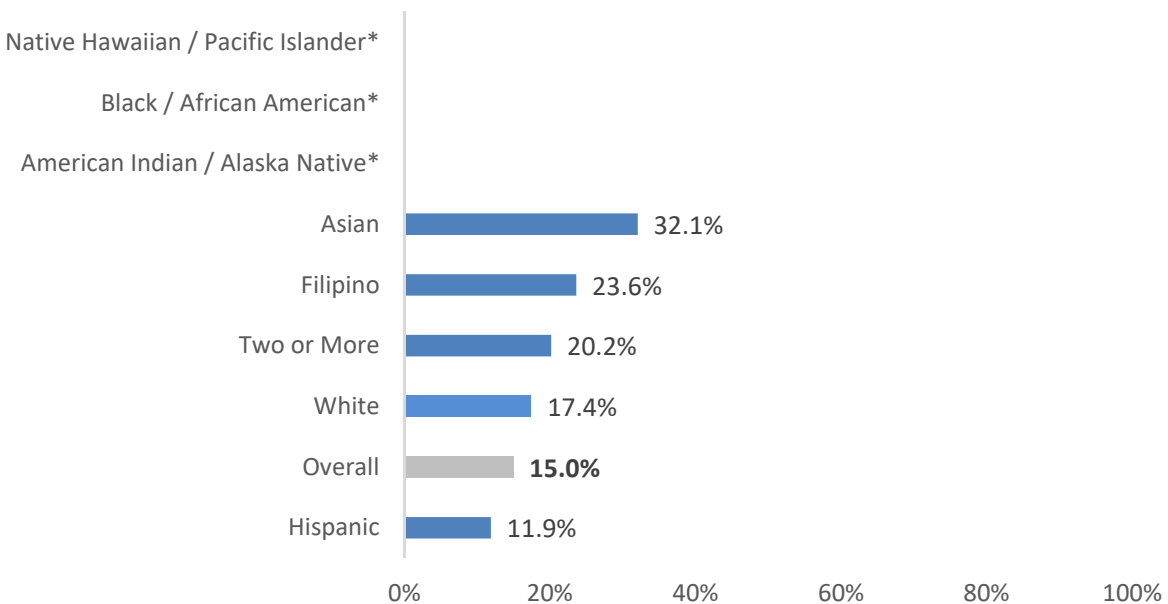


Figure 18. English and Math Transfer-Level Completion by Race / Ethnicity, 2017-18
 Source: California Community College Chancellor’s Office Simplified Metrics Dashboard

American Indian or Alaska Native. This metric, completion of both transfer-level Math and English within the District in the first year, has been identified in the College’s Student Equity Plan as one in which several student groups are identified as being disproportionately impacted.

In addition to the transfer-level completion among degree/transfer seeking students, another metric tracked by the State’s Simplified Student Metric initiative is the rate at which short-term career education students earn 9 or more Career Technical Education (CTE) units within an academic year. The proportion of short-term career education students who have earned 9+ units in one academic year has increased nearly three percentage points, from 19.2% in 2014-15 to 21.9% in the last reported year of 2017-18. Another important point is that the number of students identified as short-term career education students has declined less dramatically (-2.8%) than students with different educational goals over the past four years.

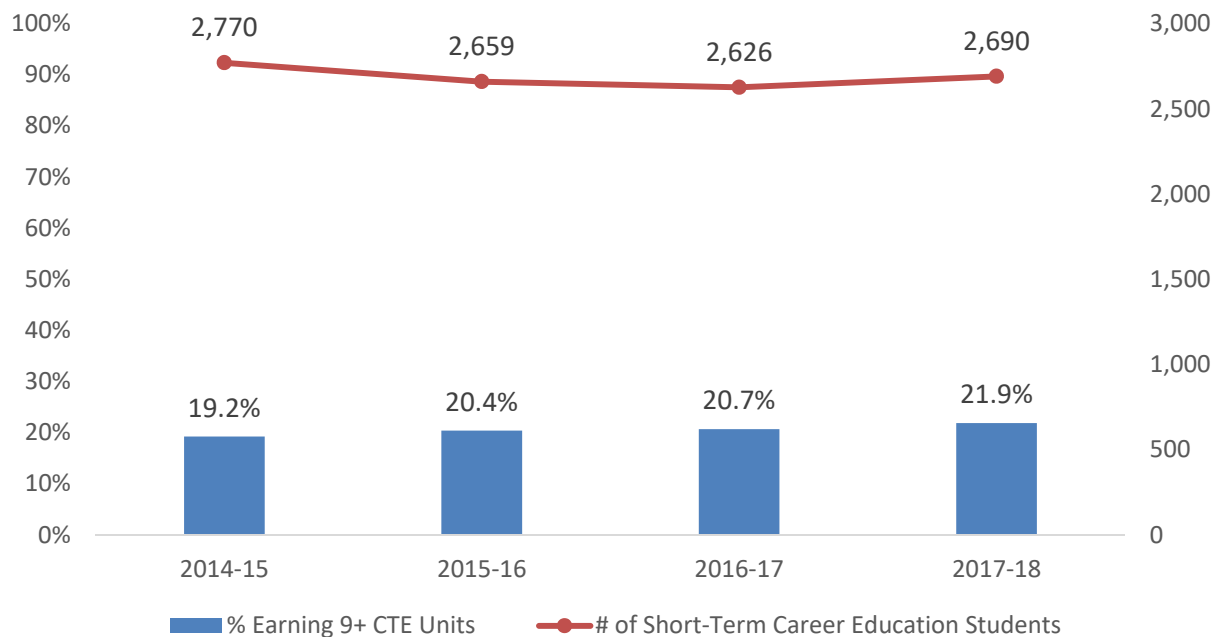


Figure 19. Short-Term Career and Technical Education (CTE) Students and Proportion Earning 9+ CTE Units by Academic Year

Source: California Community College Chancellor’s Office Simplified Metrics Dashboard

In addition to the noted improvements in course-level outcomes, the College has also experienced a significant growth in the number of students who are earning degrees and certificates. Figure 20 below reports the total number of associate degrees awarded by academic year. In the 2015-16 academic year, a total of 1,889 degrees were awarded, growing to 2,924 in 2018-19, an increase of approximately 55%. Contributing to the growth in the number of degrees awarded at the College has been the increase in the associate degrees for

transfer, both the Associate of Arts for Transfer (AA-T) and the Associate of Science for Transfer (AS-T) degrees. 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, which has increased from 644 in the 2015-16 academic year to a new high of 1,042 in academic year 2018-19. Although there has been a notable increase in the number of transfer degrees awarded, they have consistently accounted for just over one-third of all 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 degrees.

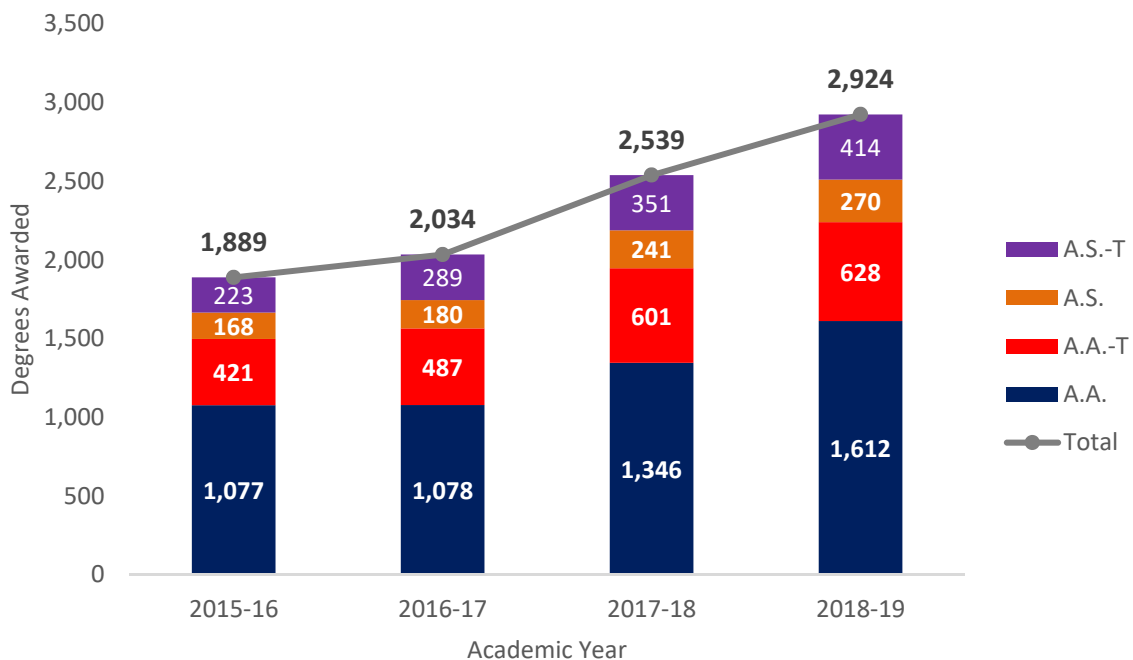


Figure 20. Number of Associate Degrees Awarded by Type of Degree

Source: NOCCCD Data Mart

Although the number of degrees and the number of students earning degrees has consistently increased over the last number of years, the number of state approved certificates has varied. In fact, the number of certificates awarded declined from 323 in 2015-16 to 277 in 2017-18; however, this past academic year, 2018-19, the number of certificates awarded was 307, which was an increase of 10.8% from the previous academic year. Although there was a rebound in the number of state-approved certificates awarded, the growth can be attributed to those certificates that require between 18 and 30 units. In fact, the number of certificates requiring 30 to 60 units that were awarded in 2018-19 totaled 98, a decline of 57 certificates (-36.8%) compared to the previous year. Fullerton Colleges continues to explore different ways to

increase enrollment and number of certificates awarded, such as increasing outreach to local high schools and personalizing emails and outreach efforts to current students about upcoming course offerings in their field of study.

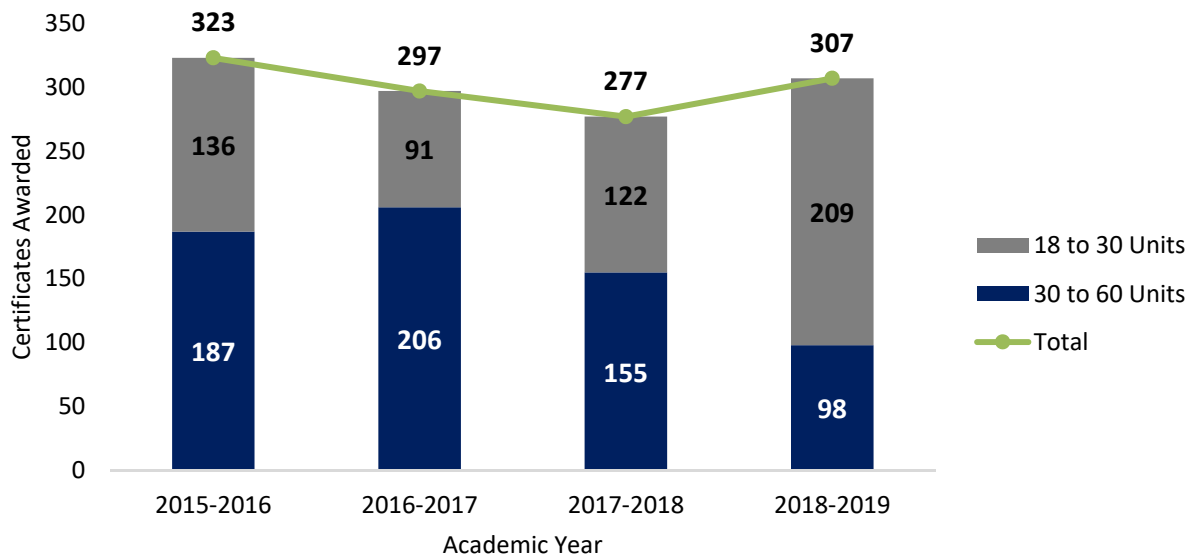


Figure 21. State Approved Degrees and Certificates Awarded by Unit Requirement

Source: NOCCCD Data Mart

The following table brings together both the degree and certificate awards, revealing that there has been a 46.1% increase in the total number of degrees and certificates awarded since the 2015-16 academic year. Over the same time, the total unduplicated number of students who have earned an award (a degree and/or state approved certificate) has increased from 1,808 students in the 2015-16 academic year to a high of 2,259 students (an increase of 24.9%) in the most recent academic year. The College’s commencement celebrations the past few spring terms have included a record-setting number of participants each and every year as the number of awards, and the number of students earning those awards, continues to increase.

Table 16. Degrees and Certificates by Award Type by Academic Year

Degree/Certificate	2015-2016	2016-2017	2017-2018	2018-2019
Associate of Arts (A.A.) degree	1,077	1,078	1,346	1,612
Associate in Arts for Transfer (A.A.-T) degree	421	487	601	628
Associate of Science (A.S.) degree	168	180	241	270
Associate in Science for Transfer (A.S.-T) degree	223	289	351	414
Associate Degree Total	1,889	2,034	2,539	2,924
Certificate requiring 18 to 30 units	136	91	122	209
Certificate requiring 30 to 60 units	187	206	155	98
Certificate Total	323	297	277	307
Overall Total	2,212	2,300	2,443	3,231

Source: NOCCCD DataMart

In addition to the awards earned at Fullerton College, students have continued to transition into four-year colleges and universities in high numbers. As previously discussed, a substantial portion of students at the College seek to transfer to four-year institutions, building upon the College’s rich history of strong transfer programs. In 2018-19, Fullerton College had the most transfers to the California State University system out of all of the California Community Colleges. In addition, the number of students transferring to the University of California system has continued to increase the last three years, reaching 267 students in 2017-18, the highest total in the last six years, and 264 students in Fall ’18 (the UC’s data for the full 2018-19 year had not been published as of this report). While there are various external influences such as UC/CSU admissions policies that impact how many FC students transfer, the recent successes in transitioning students to four-year institutions is to be recognized and celebrated.

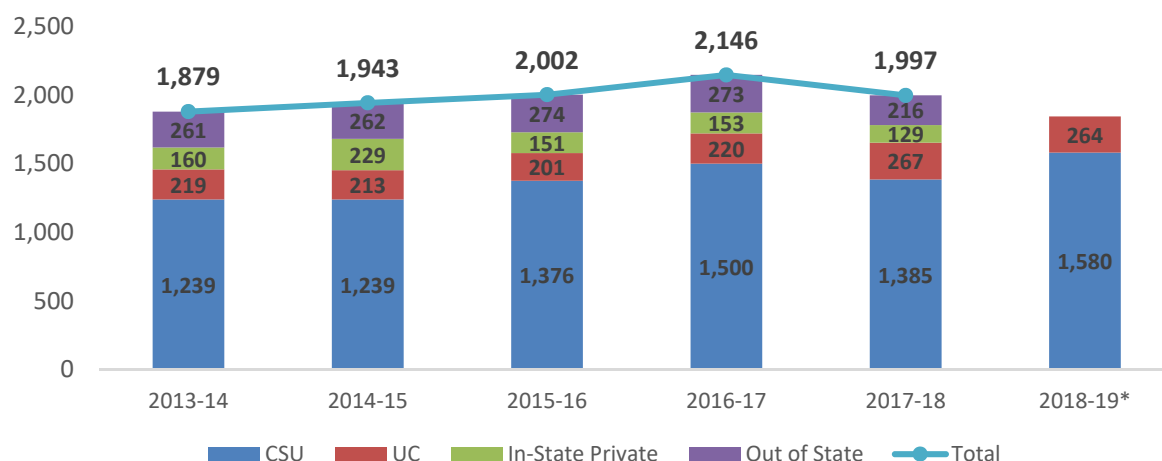


Figure 22. Transfer Destinations by Institution Type

Source: California Community College Chancellor’s Office Data Mart, University of California (UC) Office of the President InfoCenter, California State University (CSU) Data Center

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

Institutional Effectiveness Summary

As evidenced by the improving course and program completion data, Fullerton College continues to advance student learning and achievement while striving to reduce equity gaps. Although enrollments have continued to decline through the 2018-2019 academic year, the College has continued to increase the number and proportion of students who successfully complete their courses, programs, and transfer objectives. In addition, the number of short-term career education students has remained fairly consistent, and the proportion who are completing nine or more CTE units in a given year has continued to increase. Similarly, the number of certificates awarded at the College increased this academic year after three years of declines.

Overall, the College has experienced a 28.7% increase in students earning an associate's degree in the last four years, with the College celebrating its largest-ever graduating class in 2018-2019. Among this overall increase, there have been more dramatic gains in the number of students earning an associate's degree for the who identify as African American, Filipino, and Hispanic. For students who identify as African American, Filipino, and Hispanic, the number of students earning an associate degree over the last four year has increased by 83.9%, 32.2%, and 100.0% respectfully. Additionally, African American, Filipino, and Hispanic students have seen an increase in rates of course completion and success; however, at the same time, data show that substantial differences across key metrics remain by students' race/ethnicity and other characteristics.

Additionally, campus planning efforts from the previous year—which are outlined in Chapter III—reveal commitments to transform educational opportunities and experiences for more students to accomplish their academic and personal goals in a more timely fashion. While the results of some of these efforts are already being realized (e.g., the proportion of first-time students completing transfer-level Math and English in their first year), future data will reveal the full extent to which current students are attaining key momentum points and accomplishing their goals. With a new framework for measuring student success (Vision for Success) and newly released resources from the California Community College Chancellor's Office (Simplified Metrics Dashboard), the College will continue to review the areas of notable achievement and places of opportunity for improvement.

Chapter III: Institutional Planning Efforts

Fullerton College engaged in a number of planning efforts during the 2018-2019 academic year. While the following section does not capture each and every planning effort at the College, it does provide a summary of new and significant efforts relating to college governance, resources, and processes. In addition, this section documents key reports that the College completed during the previous academic year.

New Goals:

College Goals. During the year, the College engaged in discussions regarding a new set of College goals. These goals were ultimately approved at the President's Advisory Council in Spring '19. Through these new goals, the College seeks to: 1. Promote Success for Every Student; 2. Cultivate a Culture of Equity; 3. Strengthen Connections with Our Community; 4. Commit to Accountability and Continuous Quality Improvement. Within each goal, there are more specific objectives that are meant to measure and direct the College's efforts. The goals are objectives have been published on the College website and are found at: <https://www.fullcoll.edu/president/#mission>.

Local Vision for Success Goals. The Student Equity Committee recommended a set of goals, many of which overlapped with the Student Equity Plan, which were part of the Local Vision for Success Goals at the College. The goals, relating to student completion, transfer, unit accumulation, workforce outcomes, and equity establish specific goals that align with the statewide Vision for Success. These goals were approved by the President's Advisory Council in Spring '19.

New Committees:

Through the campus governance bodies, there were three new committees that were approved and established to advance the planning and coordination of various initiatives. The three committees are: the Sustainability Committee, the Student Equity and Achievement Committee, and the Pathways Steering Committee.

The **Sustainability Committee**, a subcommittee of the President's Advisory Council, was officially formed and staffed in the 2018-2019 academic year. The committee aligns with a statewide initiative that encourages colleges to become more environmentally sustainable and will seek to lead local planning efforts that will inform and guide the College's sustainability practices.

By mutual agreement of the President and Faculty Senate, the **Student Equity and Achievement Committee** was established to provide leadership, advocacy, and the institutional guidance and vision for coordinating campus-wide student success efforts affecting basic skills, transfer, Career Technical Education, completion, diversity, and equity at Fullerton College. This committee will be responsible for the development of the SEA plan required by the State. Additionally, the committee provides recommendations on how to disseminate State Student Equity and Achievement (SEA) funds most effectively to improve and promote achievement and equity. The Student Equity and Achievement Committee is a joint Faculty Senate and President's Advisory Council committee.

The **Guided Pathways Steering Committee** was approved by the faculty senate and ultimately formed in Fall 2018. The committee seeks to oversee the creation of pathways and to manage the process by which input is sought from and communicated to the campus community. The committee, reporting both to the Faculty Senate and the President's Advisory Committee, began to establish Workgroups which would address each of the four pillars of guided pathways—clarifying the path, entering the path, staying on the path, and ensuring learning is happening. The fall '19 convocation was planned to advance the Guided Pathways efforts.

New Resources:

Fullerton College was awarded a **\$2.7 million, five-year Title V Developing Hispanic-Serving Institutions grant** focused on expanding dual enrollment and pathways efforts, as well as accelerating the time to completion and rate of completion for degrees, certificates, and transfers. As part of the grant, an advisory committee will be formed to facilitate communication across the campus, to review reports and data, and to recommend programmatic improvements.

New Processes:

Through the shared governance bodies of the Faculty Senate and the President's Advisory Council, updates were made to the selection process and building design approval processes. **Building User Groups (BUGs)** are important in order to obtain input from intended users of new buildings and buildings undergoing renovation. Such input is essential to help ensure facilities meet the needs and specifications of intended users. The purpose in updating the document, which was to be included in the College's Integrated Planning Manual, was to formalize an agreed process for the selection of BUG participants. In a similar way, the building design approval procedure was updated in order to help control costs and ensure that design specifications approved by user groups are not changed without input, review, and approval.

New Reports:

When the College received notification in January 2018 that its accreditation status was reaffirmed for seven years, there was an additional requirement to submit a follow up report within 18 months. In March 2019, after campus-wide collaborations to address the findings and recommendations from the accreditation team, the College submitted the **Accreditation Follow Up Report**. Ultimately, the efforts resulted in the successful reaffirmation of accreditation for the remainder of the cycle from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

In May 2019, the College's newest **Student Equity Plan (2019-2022)** was adopted. It serves as a foundational document which outlines key goals, efforts, and data points regarding student equity. Through this document, the college ensures that student equity planning is incorporated into institution-wide planning efforts such as accreditation, the educational master plan, Institutional Effectiveness goal setting, and the college goals for the Vision for Success. The Student Equity plan is intended to help colleges identify areas of disproportionate impact when breaking down student populations by gender in addition to race and ethnicity as well as disability, foster youth, veteran, sexuality and gender identity, or homelessness status.

Chapter IV: Fullerton College Environmental Scan

This section of the 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.

When combined with the comprehensive internal overview information that describes the College’s faculty, staff and students, this section provides 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.

Demographic Data

Since 2015, the population of Orange County has increase by 2.2%, with a very modest growth in the County of less than 0.1% being measured over the last year. In looking more specifically at the population growth from the six major cities that are part of the Fullerton College service area, the population has increased by 1.6% since 2015. Over the last year, from 2018 to 2019, the population from the six feeder cities slightly increased by 0.3%; however, the population decreased when compared to the previous year in the cities of Fullerton (-0.3%), Placentia (-0.5%), and Yorba Linda (-0.1%) while the cities of Anaheim, Brea, and La Habra increased slightly. This is important to note as the population growth and/or declines may have an impact on Fullerton College’s future enrollment.

Table 17. Population of Orange County and Neighboring Cities

City	2015	2016	2017	2018	2019	Change 2018-2019
Orange County	3,151,910	3,183,011	3,198,968	3,221,103	3,222,498	<0.1%
Main Feeder Cities						
Anaheim	355,497	355,675	356,502	358,703	359,339	0.2%
Brea	43,245	43,606	44,776	44,539	45,606	2.4%
Fullerton	141,407	141,918	143,499	143,313	142,824	-0.3%
La Habra	61,764	62,003	62,451	62,558	63,542	1.6%
Placentia	51,873	52,292	52,772	52,602	52,333	-0.5%
Yorba Linda	67,128	67,632	68,781	68,804	68,706	-0.1%
Feeder Totals	720,914	726,267	728,781	730,519	732,350	0.3%

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2019; U. S. Bureau of the Census

While the population growth has been more modest in the immediate area surrounding the

College as compared to the overall growth of Orange County in recent years, the future projections suggest that the population numbers will continue to increase. The county is expected to grow by 9.8% by the year 2040, with even greater growth projections identified for the cities of Anaheim and Fullerton, two crucial cities for the College’s enrollment. Even though there was a decrease in population from 2018 to 2019 for the cities of Fullerton, Placentia, and Yorba Linda, the long-term projections show that the population will continue to increase going forward.

Table 18. Population Changes in Fullerton College Community through 2040

City	2020	2025	2030	2035	2040	Projected Change to 2040
Anaheim	358,740	367,879	381,028	389,313	410,755	14.5%
Brea	48,701	48,911	49,247	50,625	50,576	3.8%
Fullerton	145,704	151,939	155,724	158,334	160,458	10.1%
La Habra	64,797	66,131	67,440	68,327	68,475	5.7%
Placentia	53,146	54,706	57,053	58,499	58,442	10.0%
Yorba Linda	69,324	69,867	70,217	70,391	70,469	1.7%
Total	740,412	759,433	780,709	795,489	819,175	10.6%
Orange County	3,240,543		3,433,510		3,558,071	

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

As previously discussed, Fullerton College is a Hispanic Serving Institution, with a majority of students identifying as Hispanic (55.7% in Fall ’18). In looking at the proportion of city and county residents and their respective racial/ethnic identities, approximately one-third (34.2%) of Orange County residents identify as Hispanic, although the percentage is noticeably higher for the cities of Anaheim (54.0%) and La Habra (59.5%).

There are similar differences between the proportion of individuals from Orange County and the surrounding communities who identify as Asian / Pacific Islander (21.8% for Orange County) as compared to the College (11.4%). Similarly, there are differences between the proportions of Orange County residents who identify as White (40.1%) as compared to the proportion of students at Fullerton College (18.6%). Similarly, the differences between neighboring cities has been noted in the following Table, and with the upcoming 2020 Census, there will be even more detailed data that will reflect the current population numbers and demographics.

Table 19. Fullerton College Community Population Percentage by Ethnicity: Census 2018

	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Unknown	Two or More Races
Fullerton College	3.0%	11.4%	55.7%	0.2%	18.6%	5.0%	3.43%
Orange County	2.1%	21.8%	34.2%	1.0%	40.1%	--	3.5%
Anaheim	2.5%	17.1%	54.0%	0.4%	24.8%		3.3%
Brea	1.9%	20.8%	30.7%	0.8%	43.6%		4.2%
Fullerton	2.7%	25.0%	37.2%	0.4%	32.8%		4.9%
La Habra	1.0%	12.1%	59.5%	0.6%	26.0%		4.5%
Placentia	1.7%	17.6%	39.4%	0.8%	39.1%		3.5%
Yorba Linda	1.5%	19.0%	17.3%	0.2%	58.8%		4.7%

Source: U.S. Census Bureau, 2018 Population Estimates, July 1, 2018

In looking at long-term population projection individuals who identify as Hispanic, Asian/Pacific, and Multi-Race are projected to increase population over the next several decades, while the proportion of individuals identifying African American, American Indian/Alaskan Native, and White is expected to decline. By 2060, in Orange County, as well as the entire state of California, individuals who identify as Hispanic are projected comprise nearly half of the overall population.

Educational Information

In addition to the overall population among residents of Orange County and the cities surrounding Fullerton College, the number of public school students in the area is another key indicator the College tracks. As shown in Table 11, there has been an overall decrease in public school enrollment from three of the four feeder high school districts, with the only exception being the Placentia/Yorba Linda District. In fact, the decline in public school enrollment for the four feeder districts was 1.1% over the last year. When comparing the 2018-19 enrollment figures for the four feeder districts to the 2014-15 enrollments, there was a 3.8% decline in public school enrollments. This is important to note that these schools are within the College’s boundaries and ultimately provide a majority of Fullerton College student body. Fullerton College has recognized the decline in enrollment and has increased its marketing and outreach to the feeder high schools.

Table 20. Public School Enrollment in the State of California, Orange County, and the Fullerton College Feeder High School Districts, 2014-2015 to 2018-2019

School District	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Change 2017-18 to 2018-19
California	6,235,520	6,235,520	6,228,235	6,220,413	6,186,278	-0.5%
Orange County	497,116	493,030	490,430	485,835	478,823	-1.4%
Anaheim	31,659	31,276	30,964	30,729	30,292	-1.4%
Brea-Olinda	1,974	1,942	1,862	1,829	1,794	-1.9%
Fullerton	14,396	14,235	13,983	13,901	13,695	-1.5%
Placentia	8,458	8,467	8,532	8,460	8,537	0.9%
Yorba Linda						
4 Feeder Districts	56,487	55,920	55,341	54,919	54,318	-1.1%

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

While the recent declines are of particular concern, the future projections suggest that there were be even greater declines in public school enrollment in the State of California and in Orange County. Projections for public school enrollment over the next few years suggest dramatic declines within Orange County, perhaps nearing an 8% decline over the ten year period ending in 2027.

Table 21. Public School Enrollment Projections for Orange County and California to 2026-2027

	2017-2018	2018-2019	2019-2020	2020-2021	2026-2027	Change 2017-2027
Orange County	485,835	478,823	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%

Source: 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

While the number of students enrolled in public schools in the surrounding areas has been on the decline, it's also important to recognize the changing demographics of the students who are currently enrolled in the neighboring districts' public high schools. Recent data show that a very significant majority of high school students at Anaheim High School (94.2%), Katella (88.4%), La Habra (73.8%), Sonora (71.0%), and Fullerton (66.4%) identify as Hispanic. Additionally, a substantial proportion of students from Troy High School (53.1%), Sunny Hills (46.1%), Brea-Olinda (25.5%), and Valencia (22.5%) identify as Asian / Pacific Islander. These data are important indicators of who the potential, future students of Fullerton College are, as well as the racial/ethnic high school environments students have experienced before enrolling in College.

Table 22. Public School Enrollment in Fullerton College Top 10 Feeder High Schools, By Race/Ethnicity year 2018-2019

High School	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Not Reported	Two or More Races
Anaheim	0.8%	1.8%	94.2%	<0.1%	2.6%	<0.1%	0.3%
Brea-Olinda	2.1%	25.5%	35.2%	0.1%	35.0%	0.1%	2.1%
El Dorado	1.4%	13.3%	34.7%	0.1%	46.7%	0.0%	3.8%
Fullerton	1.9%	7.8%	66.4%	0.2%	20.4%	0.1%	3.1%
Katella	1.5%	5.2%	88.4%	<0.1%	4.5%	0.0%	0.3%
La Habra	2.2%	3.5%	73.8%	<0.1%	18.7%	0.1%	1.5%
Sonora	1.0%	7.9%	71.0%	0.2%	17.2%	0.0%	2.7%
Sunny Hills	1.3%	46.1%	32.6%	0.3%	17.0%	0.0%	2.7%
Troy	1.3%	53.1%	26.7%	0.1%	14.5%	0.2%	4.1%
Valencia	1.4%	22.5%	60.9%	<0.1%	13.8%	0.0%	1.3%

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

Economic and Workforce Trends

Table 12 shows that the civilian labor force and the number of employed individuals has continued to increase across Orange County. From June 2015 to June 2019, the increase in the number of employed persons was 3.1%, whereas the number of unemployed individuals dropped by over a third (37.4%), from a reported 69,000 unemployed persons in June 2015 to a low of 43,200 in June 2019. As a result, the unemployment rate for Orange County dipped below 3% in June 2019.

Table 23. Civilian Labor Force, Employment, and Unemployment for Orange County

Measures	June 2015	June 2016	June 2017	June 2018	June 2019	Change 2015 to 2019
Civilian Labor Force	1,599,800	1,612,600	1,613,800	1,603,400	1,625,400	1.6%
Employed	1,530,800	1,541,500	1,554,200	1,551,100	1,577,900	3.1%
Unemployed	69,000	71,100	59,600	53,500	43,200	-37.4%
Unemployment Percent	4.3%	4.4%	3.7%	3.6%	2.9%	-2.4

Source: California Employment Development Department

In looking at the labor force and employment figures for the surrounding cities, a similar picture emerges in which the unemployment rates are below 3%, with even lower unemployment rates than the overall Orange County figures.

Table 24. Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, November 2019

Measures	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
Civilian Labor Force	172,600	22,800	71,100	31,300	26,200	35,400
Employed	167,900	22,300	69,200	30,500	25,600	34,600
Unemployed	4,700	500	1,900	800	700	800
Unemployment Percent	2.7%	2.4%	2.6%	2.6%	2.5%	2.3%

Source: California Employment Development Department

In terms of the types of employment and opportunities students may find in Orange County, a review of Orange County’s employment by industry shows a substantial proportion falling within professional and business services; trade, transportation and utilities; and goods producing.

Table 25. Employment and Growth by Industry in Orange County, 2019

Industry	November 2019	Yearly Change
Professional & Business Services	326,000	1.1%
Trade, Transportation & Utilities	269,800	0.3%
Goods Producing	268,900	0.8%
Leisure & Hospitality	230,100	3.2%
Educational & Health Services	229,200	0.2%
Health Care & Social Assistance	197,300	-0.3%
Accommodation & Food Services	177,300	3.3%
Government	165,900	0.4%
Total	1,864,500	1.1%

Source: California Employment Development Department

The California Employment Development Department and Emsi, a labor market analytics company, provide information about the fastest growing occupations in Orange County. These entities produce information that can help the College consider the changing employment trends in the County and to consider how educational opportunities at the College will prepare students for employment.

Table 26. Fastest Growing Orange County Occupations Requiring an Associate Degree or Post-Secondary Vocational Training, 2014-2024

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

Source: California Employment Development Department

The following tables describe the entry-level occupations, by the requisite certificate or degree, which are expected to add jobs within Orange County in the coming year.

Table 27. Top 10 Employed Industry and Growth Projections for 2020 for Orange County by Entry Level for Career Technical Certificate

Occupation	2019 Jobs	Projections for 2020	Change (%)	Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	10,050	10,229	2%	\$22.72
Medical Assistants	9,099	9,366	3%	\$17.02
Nursing Assistants	9,036	9,363	4%	\$15.97
Hairdressers, Hairstylists, and Cosmetologists	7,857	8,040	2%	\$12.78
Automotive Service Technicians and Mechanics	7,102	7,182	1%	\$21.67
Dental Assistants	5,832	5,988	3%	\$18.20
Licensed Practical and Licensed Vocational Nurses	5,827	6,016	3%	\$26.76
Massage Therapists	4,803	4,984	4%	\$16.74
Manicurists and Pedicurists	4,097	4,220	3%	\$11.86
Heating, Air Conditioning, and Refrigeration Mechanics	3,632	3,800	5%	\$29.88

Source: EMSI-Economic Modeling

Table 28. Top 10 Employed Industry and Growth Projections for 2020 for Orange County by Entry Level for Associate’s Degrees

Occupation	2019 Jobs	Projections for 2020	Change (%)	Median Hourly Earnings
Preschool Teachers, Except Special Education	4,728	4,811	2%	\$15.14
Paralegals and Legal Assistants	4,138	4,240	2%	\$21.81
Clinical Laboratory Technologist and Technicians	2,974	3,042	2%	\$25.69
Web Developers	2,605	2,656	2%	\$29.71
Dental Hygienists	2,218	2,293	3%	\$51.77
Electrical and Electronics Engineering Technicians	2,131	2,132	0%	\$28.67
Computer Network Support Specialists	1,978	2,006	1%	\$31.86
Architectural and Civil Drafters	1,944	1,963	1%	\$30.06
Respiratory Therapists	1,516	1,561	3%	\$34.74
Human Resources Assistants, Except Payroll and Timekeeping	1,455	1,470	1%	\$18.59

Source: EMSI-Economic Modeling

Table 29. Top 10 Employed Industry and Growth Projections for 2019 for Orange County by Entry Level for Bachelor’s Degrees

Occupation	2019 Jobs	Projections for 2020	Change (%)	Median Hourly Earnings
General and Operations Managers	27,000	27,445	2%	\$55.75
Registered Nurses	22,881	23,550	3%	\$46.55
Accountants and Auditors	19,192	19,451	1%	\$33.91
Business Operations Specialists, All Other	17,958	18,206	1%	\$33.34
Managers, All Other	12,893	13,072	1%	\$41.95
Management Analysts	12,713	12,971	2%	\$39.29
Market Research Analysts and Marketing Specialists	10,988	11,273	3%	\$29.62
Elementary School Teachers, Except Special Education	10,876	11,062	2%	\$42.09
Software Developers, Applications	10,484	10,878	4%	\$52.74
Financial Manager	10,283	10,514	2%	\$63.77

Source: EMSI-Economic Modeling

Trends Impacting Fullerton College

Importance of Monitoring Political, Economic, Educational, and Social 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 on measures of 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, and after addressing issues identified by the peer review team, the College's accreditation was reaffirmed for the remainder of the cycle. The College now will look forward to the Midterm Report which is due in October 2021.

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 there has been a notable decline in the FTES in recent academic years. 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 Trends

These five 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.

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 as well as the Males Achieving Success Conference (MAS) 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:

California College Promise Program – The North Orange Promise provides first-time college students (first time enrolling in credit courses after high school) free tuition and health fee waived for the first academic year (fall to spring), personalized one-on-one support through program counselors, coaches and peer mentors, specialized career and transfer seminars, and engagement and leadership opportunities. In Fall 2018, the College welcomed its first group of approximately 850 students who were part of the Promise Program, which was identified as the Anaheim Pledge Program in 2018-2019.

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.

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.

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.

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.

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.

Smart Start Saturday – A one-day event designed to invite new students and their families to the 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.

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. The 2018-2019 academic year was the final year of the Transfer Achievement Program as a number of new programs have been developed to provide similar guidance and support to new students seeking to transfer.

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.



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Ryan Bent

Stephen T. Blount

Jeffrey P. Brown

Barbara Dunsheath, Ed.D.

Ed Lopez

Molly McClanahan

Jacqueline Rodarte

Ester Plavdjian, Student Trustee, Cypress College

Chloe Reyes, Student Trustee, Fullerton College

Cheryl A. Marshall, Ed.D., Chancellor

Greg Schulz, Ed.D., President, Fullerton College

