



Fall 2012 Fullerton College Institutional Effectiveness Report

Prepared by the Office of Institutional Research

Fullerton College Institutional Effectiveness Report, Fall 2012

This report provides an evaluation of institutional effectiveness at Fullerton College. Institutional effectiveness generally refers to the extent to which a college achieves its mission, as expressed through the goals and objectives developed in a strategic or master plan. Institutional effectiveness information most often consists of aggregated student or institutional data reporting on key performance indicators which measure progress or establish benchmarks for evaluating achievement of goals and objectives.

The Institutional Effectiveness Report is an annual report compiled on the basis of a Fall-to-Fall comparison of student and institutional data, college Key Performance Indicators and program-specific measures determined through collaboration with program participants, the Institutional Research Office, and college leadership. Additional sources of information utilized for college planning purposes and for the evaluation of initiatives developed to achieve college goals include the Fullerton College (FC) Fact Book, the FC Environmental Scan, the Fullerton College Annual Report, FC Annual Program Review data, and annual Program Review reports.

Report Data:

Data utilized in reporting represent a snapshot in time. Differing data sources may represent records captured at different points in time during the academic year, with resulting different total numbers of records. At the end of an academic semester or year, records continue to be updated, changes of grades processed, incomplete grades adjusted, and course equivalencies evaluated. Errors or inconsistencies continue to be identified and resolved. The resulting small variance in total records and percentages between data sources is, in most cases, not significant and does not impair the overall integrity of results, which are being utilized primarily for comparison and evaluation of progress toward goal achievement. Data sources in this report include data from the California Community College Chancellor's Office DataMart, captured after college and district records were reviewed for accuracy and submitted to the state office for use in the IPEDS report, Fullerton College Academic History data after reporting has been finalized for the academic year, and Fullerton College Assessment and Matriculation data.

To preserve student confidentiality and comply with FERPA regulations, in cases where student representation is equal to or less than five students, data is not reported (NR). In most cases data definitions are provided in the notes immediately following the table with which they are associated.

Fullerton College Student Demographics

The demographics of Fullerton College's student population have slowly changed over the last ten years, reflecting changes to the service area population. Most recently, the size of the student population has diminished as revenue from the college's primary funding source, the state government, has become increasingly constrained. Because the focus of the college's

mission is to serve its students and to assist them in achieving their educational goals, it is important to recognize the changes to the student population, as these changes may alter the necessary mix of programs and services offered to students.

In addition to constrained resources accompanied by a decline in number of students served, the California Community College System Chancellor has urged colleges to focus on offering courses essential for students to progress toward completion of educational goals. This has meant a corresponding decline in the offerings of what have been termed “recreational” courses – those courses offered for life enrichment and life-long learning, in contrast to courses required for academic progress and the completion of a degree or certificate.

At the same time, as community colleges across the state have faced revenue constraints, many have made changes to their registration processes, restricting registration times for students who may have accumulated more than 100 units of credit, and increasing access to first-time students just graduating from area high schools. These changes are also reflected in the changing student demographics at Fullerton College.

Table I: Unduplicated Fullerton College Students by Gender, Fall Semester, 2009 to 2011.

	Fall 2009		Fall 2010		Fall 2011	
	Total	Percent	Total	Percent	Total	Percent
Total	22,294	100.0%	22,354	100.0%	18,752	100.0%
Female	11,208	50.3%	11,265	50.4%	9,300	49.6%
Male	10,757	48.3%	10,745	48.1%	9,143	48.8%
Unknown	329	1.5%	344	1.5%	309	1.7%

(California Community College Chancellor’s Office DataMart. Unduplicated student headcount refers to the total number of students enrolled at the college at any given point of time. This is in contrast to student enrollment (duplicated headcount) which refers to the total number of seats occupied by students. A single, unduplicated headcount student may be enrolled in four courses in one semester, thus counting as four student enrollments.)

While student enrollment has declined markedly since Fall of 2009, the percentage representation of each gender among the student body has remained relatively constant. Female representation is slightly higher than male representation, in keeping with the national trend in higher education.

Table II: Unduplicated Fullerton College Student Ethnicity, Fall Semester, 2009 to 2011.

	Fall 2009		Fall 2010		Fall 2011	
	Total	Percent	Total	Percent	Total	Percent
Total	22,294	100.0%	22,354	100.0%	18,752	100.0%
African-American	768	3.4%	790	3.5%	560	3.0%
American Indian/Alaskan Native	124	0.6%	113	0.5%	75	0.4%
Asian	2,966	13.3%	2,926	13.1%	2,265	12.1%
Filipino	617	2.8%	622	2.8%	471	2.5%
Hispanic	8,743	39.2%	9,510	42.5%	7,941	42.4%
Pacific Islander	112	0.5%	99	0.4%	66	0.4%
Two or More Races	400	1.8%	419	1.9%	485	2.6%
Unknown/Non-Respondent	1,208	5.4%	958	4.3%	1,901	10.1%
White Non-Hispanic	7,356	33.0%	6,917	30.9%	4,988	26.6%

(California Community College Chancellor’s Office DataMart. Unduplicated student headcount refers to the total number of students enrolled at the college at any given point of time. This is in contrast to student enrollment (duplicated headcount) which refers to the total number of seats occupied by students. A single, unduplicated headcount student may be enrolled in four courses in one semester, thus counting as four student enrollments.)

Hispanic and Latino students are in a plurality at the college, with representation increasing over the period from 39.2% of the population to 42.4%. Representation from White Non-Hispanics has declined by 6.5 percent during the same period, from 33% to 26.6%. This shift is reflective of demographic changes in the college’s service area. The college has responded to this change in recent years by developing new programs and services designed to enhance support for and meet the needs of Fullerton College students, who represent a differing mix of ethnicities and cultural backgrounds than was prevalent in the student population of ten years ago.

Table III: Unduplicated Fullerton College Student by Age Group, Fall Semester, 2009 to 2011.

	Fall 2009		Fall 2010		Fall 2011	
	Total	Percent	Total	Percent	Total	Percent
Total	22,294	100.0%	22,354	100.0%	18,752	100.0%
19 or Less	7,628	34.2%	7,478	33.5%	6,218	33.2%
20 to 24	9,015	40.4%	9,281	41.5%	8,110	43.3%
25 to 29	2,444	11.0%	2,529	11.3%	2,096	11.2%
30 to 34	986	4.4%	999	4.5%	797	4.3%
35 to 39	603	2.7%	549	2.5%	421	2.3%
40 to 49	912	4.1%	838	3.8%	625	3.3%
50 +	705	3.2%	679	3.0%	484	2.6%
Unknown	1	0.0%	1	0.0%	1	0.0%

(California Community College Chancellor’s Office DataMart. Unduplicated student headcount refers to the total number of students enrolled at the college at any given point of time. This is in contrast to student enrollment (duplicated headcount) which refers to the total number of seats occupied by students. A single, unduplicated headcount student may be enrolled in four courses in one semester, thus counting as four student enrollments.)

The age distribution of Fullerton College students in Fall of 2011 (see Table III) exhibits a shift from Fall of 2009, with a greater portion of Fullerton College students in the range of 20 to 24 years old. Students 24 years or younger have historically represented the majority of the student population. However that percentage has increased somewhat from 74.6% to 76.5%. While this is not a large increase, a corresponding representative decline is evidenced in students aged 30 years and older. Some of this shift may be a natural result of the reduction in recreational classes and the implementation of priority registration practices for first-time entering students.

Table IV: Unduplicated Fullerton College Student by Enrollment Status, Fall Semester, 2009 to 2011.

	Fall 2009		Fall 2010		Fall 2011	
	Total	Percent	Total	Percent	Total	Percent
Total	22,294	100.0%	22,354	100.0%	18,752	100.0%
Continuing Student	12,891	57.8%	13,855	62.0%	12,920	68.9%
First-Time Student	3,827	17.2%	3,556	15.9%	2,841	15.2%
First-Time Transfer Student	2,148	9.6%	1,711	7.7%	1,072	5.7%
Returning Student	3,318	14.9%	3,085	13.8%	1,880	10.0%
Special Admit Student	110	0.5%	147	0.7%	39	0.2%

(California Community College Chancellor’s Office DataMart. Unduplicated student headcount refers to the total number of students enrolled at the college at any given point of time. This is in contrast to student enrollment (duplicated headcount) which refers to the total number of seats occupied by students. A single, unduplicated headcount student may be enrolled in four courses in one semester, thus counting as four student enrollments.)

Fullerton College’s student population traditionally has consisted of a higher population of continuing students than first-time or returning students. However the percentage representation of continuing students within the student community has increased by nearly 11 percentage points. All other enrollment statuses have declined at the college. First time enrollment students have actually declined by approximately 1,000 students, while continuing students have increased slightly in number. Soon-to-be implemented priority registration practices are intended to help ensure that the entering pipeline remains open for first-time students.

Table V: Fullerton College Unduplicated Student Population, Unit Load, Fall Semester, 2009 to 2011.

	Fall 2009		Fall 2010		Fall 2011	
	Total	Percent	Total	Percent	Total	Percent
Total	22,294	100.0%	22,354	100.0%	18,752	100.0%
0.1 - 2.9	1,152	5.17%	1,060	4.7%	1,074	5.7%
3.0 - 5.9	4,788	21.5%	4,871	21.8%	4,915	26.2%
6.0 - 8.9	3,743	16.8%	3,947	17.7%	4,367	23.3%
9.0 - 11.9	3,478	15.6%	3,599	16.1%	4,071	21.7%
12.0 -14.9	6,475	29.0%	6,289	28.1%	3,183	17.0%
15 +	2,658	11.9%	2,588	11.6%	1,142	6.1%

(California Community College Chancellor’s Office DataMart. Unduplicated student headcount refers to the total number of students enrolled at the college at any given point of time. This is in contrast to student enrollment (duplicated headcount) which refers to the total number of seats occupied by students. A single, unduplicated headcount student may be enrolled in four courses in one semester, thus counting as four student enrollments.)

Between Fall 2009 and Fall 2011, the percentage of students enrolled in three or fewer units at Fullerton College has remained relatively constant. There has been a marked increase in students taking between three and twelve units at the college. Declines are significant in the percentage of students taking more than twelve units during the same period. Students at Fullerton College, therefore, appear to be enrolling fewer units, on average, since the 2009-2010 academic year. This may be a reflection of restrictions on course availability due to workload reductions, as well as the economic uncertainty that has existed for the last two years.

Table VI: Fullerton College Student Educational Objectives, Fall 2009 to 2011.

	Fall 2009		Fall 2010		Fall 2011	
	Total	Percent	Total	Percent	Total	Percent
Associate Degree and Transfer	10,502	45.7%	11,020	47.9%	10,118	44.0%
Associate Degree Only	895	3.9%	933	4.1%	849	3.7%
Transfer Only	3,450	15.0%	3,466	15.1%	3,098	13.5%
Vocational Degree/Certificate	479	2.1%	501	2.2%	435	1.9%
Career Advancement/Change	602	2.6%	568	2.5%	401	1.7%
Career Exploration	428	1.9%	425	1.8%	354	1.5%
Ed. Development/Improvement	909	3.9%	815	3.5%	588	2.5%
Non-credit to Credit	10	.0%	12	.1%	11	.0%
HS Completion	176	.8%	181	.8%	137	.6%
4 Year Student	1,014	4.4%	1,076	4.7%	788	3.4%
Undecided	2,523	11.0%	2,387	10.4%	1,919	8.3%
Missing	1,850	8.7%	1,599	7.0%	1,391	18.6%
Total	22,838	100.0%	22,983	100.0%	20,089	100.0%

(Source: NOCCCD Argos Files.)

Almost half of Fullerton College students declare, at time of enrollment, the goal of earning an Associate's degree and transferring to a four-year college or university. The distribution of educational goals among the college's students has remained relatively constant over the prior three years. However, students from four-year colleges or universities enrolling at Fullerton College to take courses they can transfer to their parent colleges have declined. This is likely due to impacted courses at Fullerton College. Four-year students are lower in priority for registration, and with cuts in the number of sections offered at the college, most courses offered are at maximum capacity with full waiting lists by the time four-year students have the opportunity to attempt to enroll. A similar decline in the percentage of students claiming to be undecided may be due to the reduction in recreational and life-long learning courses, while also potentially representing a greater sense of focus among students during an economic downturn.

Table VII: Fullerton College Top Ten Student Majors, Fall Semester, 2009 to 2011.

Fall 2009		Fall 2010		Fall 2011	
Top 10 Majors	Total	Top 10 Majors	Total	Top 10 Majors	Total
Liberal Studies	5505	Liberal Studies	7443	Liberal Studies	6227
Business Administration	1241	Business Administration	1602	Business Administration	1424
Psychology	899	Business Management	1218	Psychology	1235
Business Management	895	Psychology	1180	Pre-Nursing	1159
Pre-Nursing	711	Pre-Nursing	1126	Business Management	1132
Art	707	Art	955	Biology	1070
Biology	617	Biology	895	Art	773
Accounting	520	Accounting	703	Engineering	703
Engineering	502	Child Development	642	Accounting	647
Child Development	475	Engineering	639	Sociology	552
Music	466	Music	585	Music	551

(Source: NOCCCD Argos Records.)

The top ten majors declared by students at Fullerton College have shown little variation in the last three years, with majors shifting in position but still staying among those most in demand. Business Administration continues to be the largest declared major on campus. The continued presence of Pre-Nursing as a declared major on the Top Ten List may present an opportunity for program development or expansion.

Liberal Studies, rather than being a single declared major, is a category utilized to group students together who, at the time they complete their CCCApply applications, are not yet decided on the major they wish to pursue in their college studies. Students who are undecided tend to select Liberal Studies as their stated major.

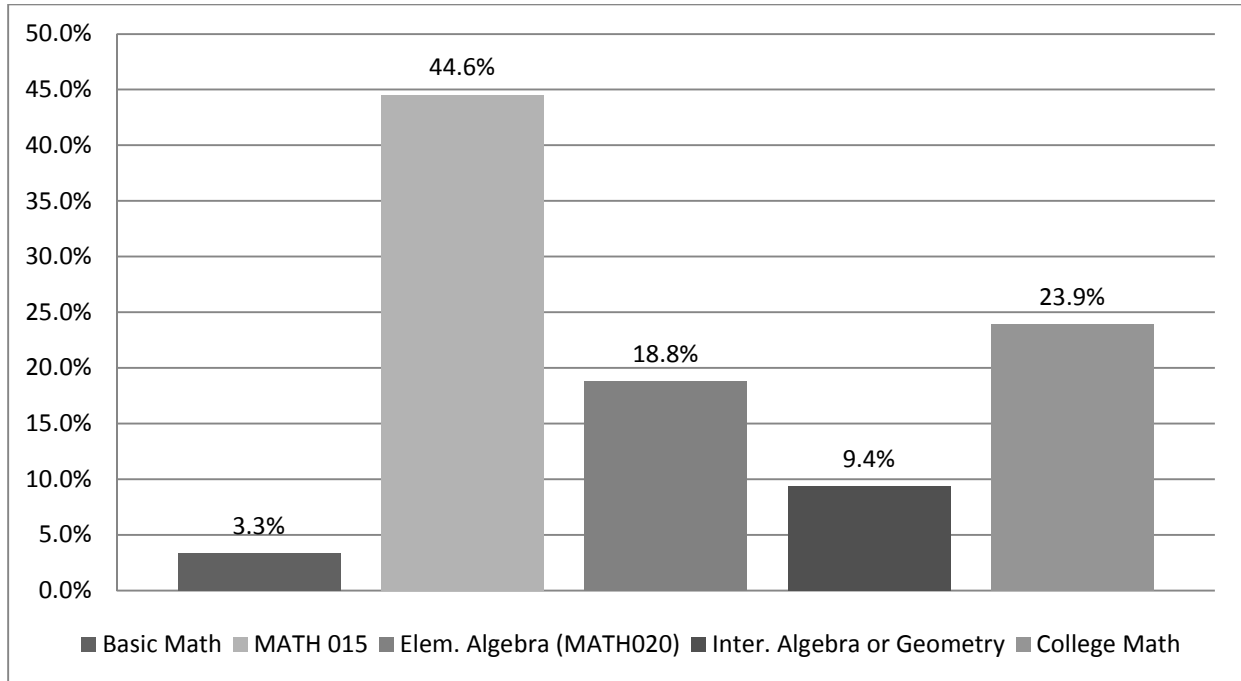
Table VIII: Fullerton College Orange County Students, City of Residence, Fall Semester, 2009 to 2011.

	Fall 2009	Fall 2010	Fall 2011
Anaheim	4,460	4,688	4,205
Fullerton	4,081	3,955	3,576
La Habra	1,538	1,611	1,460
Whittier	1,339	1,327	1,180
Placentia	1,222	1,212	1,064
Yorba Linda	1,224	1,193	1,008
Brea	1,168	1,075	894
Buena Park	869	927	841
La Mirada	725	758	644
Orange	551	568	454
Chino	516	501	421
Garden Grove	378	415	350
Corona	340	330	324
Rowland Heights	261	299	267
Diamond Bar	273	275	235
Santa Ana	258	233	199
Hacienda Heights	187	201	188
Norwalk	140	175	158
Downey	101	130	127
Walnut	131	140	127
Cypress	134	141	103
Pomona	105	99	92
Cerritos	129	131	87
Riverside	106	112	87
Long Beach	118	103	83
Ontario	60	70	76
Tustin	99	84	63
Westminster	53	49	40
Costa Mesa	49	46	32
Anaheim Hills	23	34	26
Bell Gardens	17	12	10

(Source: Fullerton College Enrollment Data Files.)

While all cities in Orange County are represented in Fullerton College's student population, the greatest number of students served in Orange County resides in the cities of Anaheim, Fullerton, La Habra, Whittier, Placentia, and Yorba Linda. Students from Anaheim and Fullerton comprise almost half of the total student population.

Table IX: Fullerton College Compass Math Assessment Test Placements, Fall, Spring, and Summer, 2011-2012.

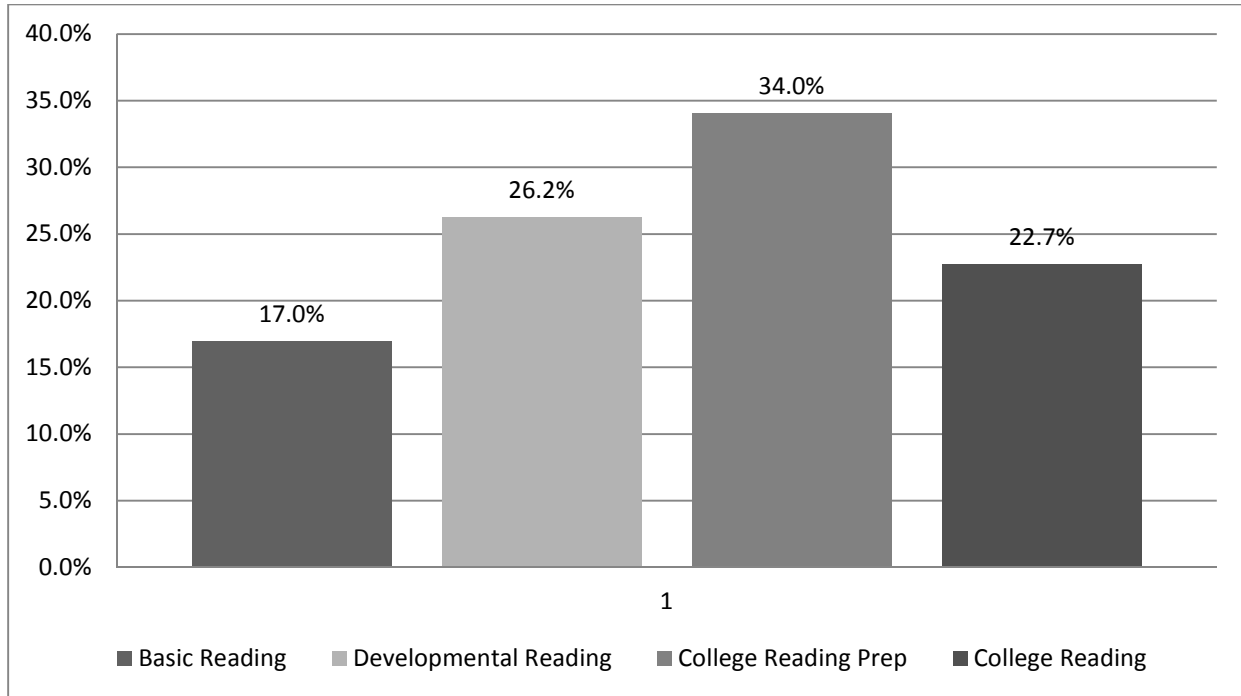


(n = 26,588. When students completed more than one Math assessment test, the score with the highest placement for the student is used. Source: Fullerton College Assessment and Matriculation records.)

The majority of students (more than 11,000) taking Math assessments during the 2011-2012 academic year placed into Math 015 (Pre-Algebra), three levels below college level Math. In total, nearly 70% of Fullerton College students enter below college level Math. This is in contrast to placement levels on Reading and Writing assessment tests (see Tables X and XI), in which the largest percentage of students place into the college preparatory levels.

These figures are congruent with assessment placements across the state, and represent one of the greatest challenges facing community colleges nationwide. While the colleges are committed to open access to all students who seek an education, the philosophy of open access adheres to the conviction that students are best prepared to take college level courses by first enhancing their skills in Math and English. Like most colleges, however, Fullerton College does not have the facilities' capacity or resources to provide enough sections each Fall for 10,000 to 11,000 students to enroll in Math 015. This means that students who cannot gain entry into the Basic Skills classes that are meant to ensure their success will most often enroll in college-level courses before they have enhanced their Math skills.

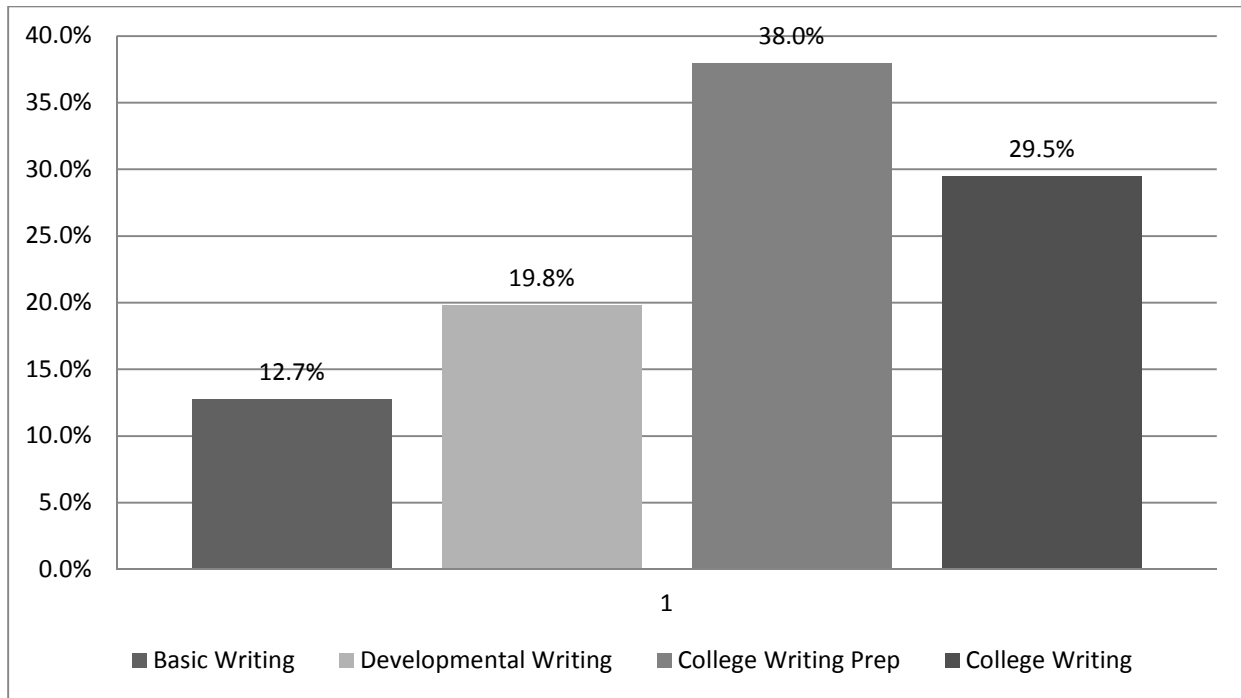
Table X: Fullerton College Compass Reading Assessment Test Placements: Fall, Spring, and Summer, 2011-2012.



(n = 24,213. Source: Fullerton College Assessment and Matriculation records.)

While incoming Fullerton College students tend to place higher on Reading and Writing assessments than on Math assessments, almost half place below the level of the Preparation for College Reading course level. These students face the potential of needing to complete as many as three Reading courses before they are prepared for a college-level reading class. To increase student success at college level studies, entering students need to be better prepared. As in the case of Basic Skills Math sections, college facilities and resources are not capable of providing the number of sections needed to fully address the demand for Basic Skills Reading classes each Fall and ensure students are prepared before attempting college level studies. College personnel are partnering closely with area high schools to develop solutions to this challenge.

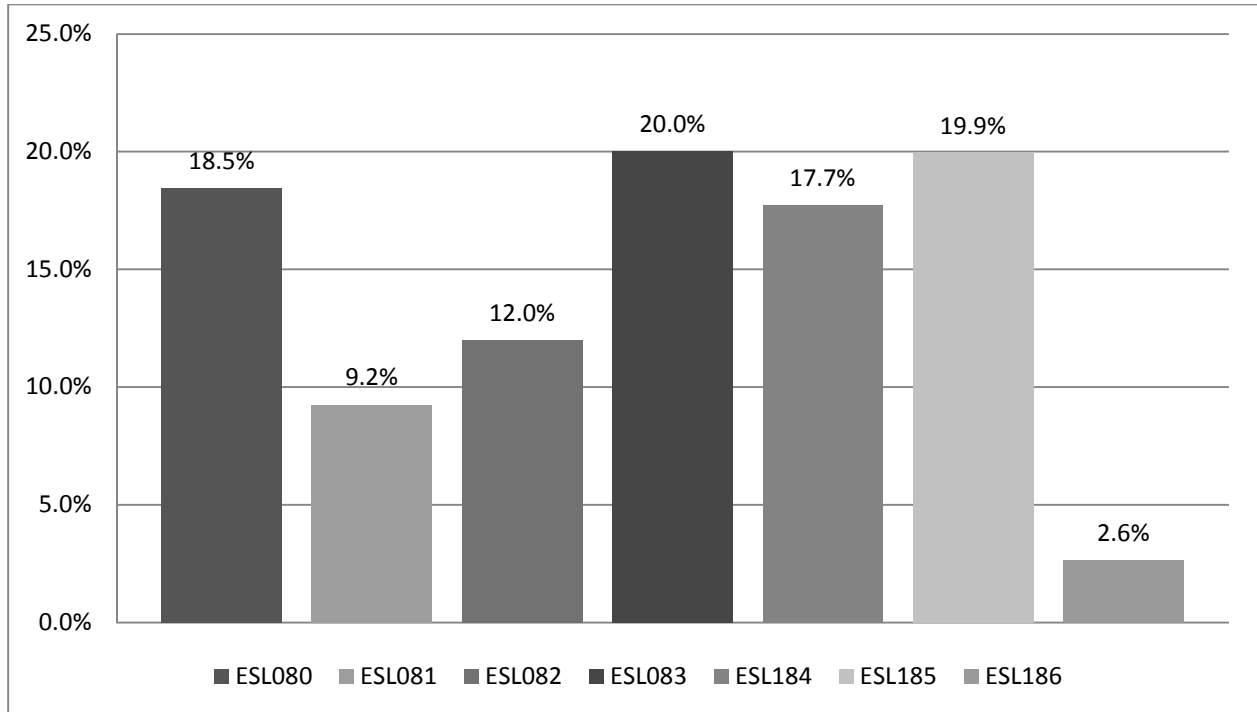
Table XI: Fullerton College Compass Writing Assessment Test Placements: Fall, Spring, and Summer, 2011-2012.



(n = 25,009. Source: Fullerton College Assessment and Matriculation records.)

Approximately 70% of students taking the Compass Writing placement test during the Fall, Spring, and Summer semesters of the academic year 2011-2012 placed below college writing levels. This demonstrates that the writing skills of incoming students are significantly below the levels they should be for the students to be prepared to succeed at college level work. While college personnel are collaborating closely with personnel from area high schools to develop solutions for this situation, facilities and resources remain constrained in terms of the college's ability to accommodate the demand for Basic Skills courses. The college also needs to balance the demand for Basic Skills courses with its ability to offer college transfer and vocational courses, which provide the pipeline for completion of educational goals to all students.

Table XII: Fullerton College Compass English-as-a-Second Language Assessment Test Placements: Fall, Spring, and Summer, 2011-2012.



(n = 2,303. Source: Fullerton College Assessment and Matriculation records.)

English-as-a-Second Language placement tests were administered to 2,303 students over the academic year 2011-2012. Approximately 60% of students placed at the middle level or higher for ESL studies. However, 40% of the students who took ESL placement tests exhibited English writing and reading abilities more than three levels below the comprehension and aptitude viewed necessary to succeed at college level work. As is the case with other students who are under-prepared in Math and English skills upon entry to Fullerton College, English-as-a-Second Language students who place at or below the level of ESL 083 have a significant sequence of courses they are advised to complete prior to pursuing college level studies. Support services include specialized ESL tutoring and assistance in reading and writing assignments, in addition to improvement in verbal communication skills, are provided through the College's Academic Skills Center.

FULLERTON COLLEGE GOALS AND OBJECTIVES

Fullerton College goals, objectives, and action plans are formulated on a biennial basis in full consideration of and support for North Orange County Community College District (NOCCCD) Strategic Directions and District Objectives, which provide broad guidance to the strategic focus of individual colleges within the district. While college goals are less likely to change from year to year, the objectives pertinent to each goal may change. The strategic action plans, developed by individual areas to address the objectives, are designated for two years and are evaluated and modified as necessary.

GOAL 1: FULLERTON COLLEGE WILL PROMOTE STUDENT SUCCESS. In support of Fullerton College mission and NOCCCD District Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

COURSE RETENTION AND SUCCESS

Course retention and success are utilized as primary indicators of students' ability to achieve their educational goals, and of an institution's or program's effectiveness in contributing to student goal achievement. Retention rate refers to the number of students enrolled at census and who stay enrolled until the end of the course. It includes all students for whom grades were recorded in the course, with the exception of withdrawals ("W" grade) and unrecorded grades ("DR" grade). The success rate refers to students who were enrolled at the census date of a course and who completed the course successfully by earning a grade of A, B, C, P, and IP.

Objective 1, FC Goal 1: Address the Needs of Under-Prepared Students.

A high percentage of students entering Fullerton College are not prepared to undertake college-level coursework until they improve their skills in Math, Reading and Writing. The college is focused on improving retention and success rates in Basic Skills Math, Writing and Reading classes. English-as-a-Second Language students are also underprepared in English oral, Reading and Writing skills. Many ESL students need to enroll in multiple levels of ESL classes before they are prepared to succeed in college-level coursework at the college.

Table XIII: Fullerton College Basic Skills Math Students – Retention and Success Rates, Fall Semester, 2009 to 2011:

Basic Skills Math Enrollments	Fall 2009			Fall 2010			Fall 2011		
	Total	Retained	Success	Total	Retained	Success	Total	Retained	Success
African-American	146	70.6%	35.6%	132	65.2%	38.6%	71	52.1%	26.8%
Hispanic	1,682	73.7%	47.7%	1,458	73.1%	50.7%	955	71.5%	51.7%
American Indian/Alaskan Native	27	70.4%	48.2%	15	46.7%	33.3%	12	66.7%	50.0%
Asian	192	85.9%	61.5%	162	81.5%	63.0%	92	79.4%	67.4%
Multi-Ethnicity	56	82.1%	64.3%	55	85.5%	67.3%	47	72.3%	55.3%
Pacific Islander	8	62.5%	50.0%	11	72.7%	36.4%	6	50.0%	33.3%
White Non-Hispanic	927	75.5%	56.2%	782	77.4%	58.7%	417	74.6%	58.0%
Unknown	160	76.9%	51.9%	101	64.4%	47.5%	242	77.3%	52.1%
Total	3,198	75.1%	51.0%	2,716	74.2%	53.2%	1,842	72.5%	53.0%

(Source: California Community College Chancellor’s Office DataMart. Total represents the total number of students who were enrolled at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

In review of success and retention rates by ethnicity in Basic Skills Math courses, retention rates have declined overall while success rates demonstrated a slight increase from Fall 2009 to Fall 2010 before stabilizing. The number of students served in Basic Skills Math classes declined over the two-year period, due to the implementation of workload reductions and budget reductions, from 3,198 to 1,842, a reduction of over 40%.

When specific retention and success rates are examined by ethnicity, a significant disparity becomes apparent between the attainment rates of African-American and American Indian/Alaskan Native students, and the rest of the student population. Retention rates of Hispanic students are close to the college-wide average, with their success rates showing an increase over the period from Fall 2009 to Fall 2011. However, retention rates for African-American students in Basic Skills Math have actually declined over the period, with success rates increasing from 2009 to 2010 and then dropping between 2010 and 2011. This gap in achievement has been the focus of the development and implementation of initiatives such as the Student Diversity Success Initiative to supplement classroom instruction with counseling and tutoring outside the classroom, and to strengthen community engagement specifically among African-American and Hispanic male students.

Table XIV: Fullerton College Basic Skills English Students – Retention and Success Rates, Fall Semester, 2009 to 2011:

	Fall 2009			Fall 2010			Fall 2011		
Basic Skills English Enrollments	Total	Retained	Success	Total	Retained	Success	Total	Retained	Success
African-American	144	75.0%	55.6%	112	74.7%	49.3%	49	73.5%	49.0%
Hispanic	1,748	79.8%	61.5%	1,795	82.2%	64.9%	826	84.5%	66.1%
African-American and Hispanic Students	1892	79.4%	61%	1907	81.8%	63.9%	875	83.9%	65.1%
American Indian/Alaskan Native	19	63.2%	47.4%	14	64.3%	50.0%	NR	NR	NR
Asian	303	86.1%	72.6%	259	84.2%	68.3%	144	85.4%	70.1%
Multi-Ethnicity	47	85.1%	63.8%	54	83.3%	63.0%	39	84.5%	66.1%
Pacific Islander	18	88.9%	66.7%	9	66.7%	55.6%	9	82.1%	64.1%
White Non-Hispanic	726	83.3%	69.2%	689	84.8%	72.4%	284	83.1%	73.6%
Unknown	119	81.5%	61.3%	98	82.7%	61.2%	219	84.9%	68.5%
Total	3,124	81.1%	64.1%	3,068	82.5%	65.8%	1,575	83.9%	67.6%

(Source: California Community College Chancellor's Office DataMart. Note: NR denotes a value equal to or less than 5, and is not reported to preserve student confidentiality. Total represents the total number of students who were enrolled at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

Total retention and success rates in Basic Skills English classes increased by approximately three percent between Fall of 2009 and Fall of 2011, while the program's capacity to serve students declined by 50 percent. The achievement gap appears to be closing for Hispanic students, with retention and success rates nearing the college-wide average. African-American students continue to demonstrate significantly lower achievement in these classes than other student populations, with retention and success rates declining during the period observed.

Table XV: Fullerton College English-as-a-Second Language Students - Retention and Success Rates, Fall Semester, 2009 to 2011:

English as a Second Language Enrollments	Fall 2009			Fall 2010			Fall 2011		
	Total	Retained	Success	Total	Retained	Success	Total	Retained	Success
African-American	7	85.7%	71.4%	NR	NR	NR	NR	NR	NR
Hispanic	151	84.8%	67.6%	123	85.4%	73.2%	31	93.6%	74.2%
American Indian/Alaskan Native	NR	NR	NR	NR	NR	NR	NR	NR	NR
Asian	237	83.5%	73.4%	233	80.7%	68.7%	72	93.1%	88.9%
Multi-Ethnicity	NR	NR	NR	NR	NR	NR	NR	NR	NR
Pacific Islander	NR	NR	NR	NR	NR	NR	NR	NR	NR
White Non-Hispanic	62	77.4%	66.1%	80	78.8%	71.3%	23	91.3%	82.6%
Unknown	34	91.2%	67.7%	15	93.3%	93.3%	26	96.2%	88.5%
Total	497	83.7%	70.4%	459	81.9%	71.0%	155	93.6%	85.2%

(Source: California Community College Chancellor's Office DataMart. Note: NR denotes a value equal to or less than 5, and is not reported (NR) to preserve student confidentiality. Data Total represents the total number of seats filled (enrolled) at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

Retention and success rates for English-as-a-Second Language students at Fullerton College overall, between Fall of 2009 and Fall of 2011, exhibited a marked increase. Retention rates rose from 83.7% to 93.6%, and success rates grew from 70.4% to 85.2%. While the performance of Hispanic students and White Non-Hispanics lagged behind students of other ethnicities, a sharp reduction in the number of students served occurred during this same period. Hispanic students served declined by almost 80% to 31 students. This sharp reduction makes comparison of retention and success rates between years difficult at best.

Specialized ESL Tutoring: The Academic Support Center provides specialized tutoring in ESL and other college courses for non-native English speakers. Participating ESL tutors have graduate-level training in Teaching English as a Second Language (TESOL), and provide individual guidance and scheduled group sessions focused on improving English reading and writing skills through review of college coursework. Tutors also facilitate discussion groups to assist students needing support in conversational skills and practice in pronunciation.

Special Programs for Special Populations

There is an extensive and growing body of research on student development which indicates strongly that student support services and student engagement in the college community contribute positively to student retention and success rates. Fullerton College has

developed new initiatives and strengthened long-standing programs to more fully contribute to student success. In addition to support services and campus engagement, other external factors contributing to or affecting student retention and success include environmental factors: socioeconomic factors, student and familial understanding of educational process and system, differing levels of cognitive processes, and cultural and familial factors. While many of these external influences are outside the control of the college, effective student support services can assist the student in overcoming challenges faced in their personal life, and in gaining a better understanding of higher education processes and expectations.

Fullerton College provides a variety of special programs and support services that are devoted to assisting students become more engaged in the college community, cope with challenges in their personal lives, and overcome skill deficiencies that may be hampering their educational progress. Among these are the following programs and support service areas, all scheduled to undertake program review in the academic year 2012-2013:

Academic Support Center: The Academic Support Center provides specialized tutoring in core subjects of reading, writing, and math, in addition to other general education and transfer courses. The Academic Support Center encompasses three service centers: the Skills Center, the Tutoring Center, and the Writing Center.

Entering Scholars Program: The Entering Scholars Program is Fullerton College's first-year experience program. The program creates linkages between Basic Skills core classes, instructional faculty, counseling and student services, and information services. In addition, supplemental instruction and tutoring both in and out of class are provided, with a specifically designed course pack for students.

Puente: The Puente Project is designed to improve college preparation of educationally disadvantaged students. Students are guaranteed English and Counseling classes and receive one-on-one counseling and opportunities for interaction with a mentor, participation in leadership conferences, social events, and college field trips.

INCITE: The INCITE project strives to incite Fullerton College student athletes to utilize and integrate the academic resources provided through the Academic Support Center, Athletics, and the Counseling Department to promote academic success and increase retention, graduation, and transfer rates. These resources include academic guidance and counseling, academic progress monitoring, academic skill-building resources, tutorial assistance, and weekly academic success workshops.

Student Diversity Success Initiative: The purpose of the Student Diversity Success Initiative (SDSI) at Fullerton College is to increase success, retention, graduation, and transfer rates among African American and Hispanic male students, and to prepare these students to be successful learners by providing specialized services that encompass life skills development, tutoring,

cultural pride, and peer mentoring. For the purpose of this program, the primary definition of “at risk” is having a GPA below 2.0.

SDSI, as a student support initiative, will undergo program review during the 2012-13 academic year. Early review of participant data indicates that the number of African-American and Hispanic males served by the initiative increased between Spring 2011 and Spring 2012, the program’s first year of operation. Preliminary results from the first year of the program also appear encouraging, as 100% of the SDSI Math cohort, composed entirely of African-American and Hispanic male students, received a grade of “C” or better in their Math courses in Spring 2012. It is too early in the program’s development and data is too limited at this time to be able to attribute these results directly to involvement in the Student Diversity Success Initiative. Data on the performance of non-participants with similar characteristics should also be gathered and compared to that of SDSI participants.

Transfer Achievement Program (TAP): The TAP program is designed to support and encourage students in their goal of transferring to a four-year college or university. Students participating in the program must be entering students with a willingness to invest additional time in their academic success by participating in courses and activities that have been established to increase student success. These include courses in college success and career and life planning, and supplemental instruction (peer-guided study) and counseling session. Students making the commitment are offered first-semester entry into reserved sections of English, Reading, Math, and Counseling classes.

The table below charts retention and success rates for students enrolled in TAP sections of each course, for those enrolled in non-TAP sections, and for all students enrolled in the course. In nearly all cases, retention and success rates are higher for those students enrolled in TAP sections of each Basic Skills course. This indicates that the methods and support provided for students enrolled in TAP sections are successful, and that the college should consider expanding the program.

Table XVI: Retention and Success Rates, Basic Skills Classes, Tap and non-TAP Sections and All Sections, Fall Semester, 2009 to 2011

Course	Fall 2009			Fall 2010			Fall 2011		
	Total	Retained	Success	Total	Retained	Success	Total	Retained	Success
COUN101									
TAP sections	86	94.2%	79.1%	124	91.9%	81.5%	87	90.8%	81.6%
nonTAP sections	255	80.0%	60.4%	244	89.3%	70.5%	142	90.8%	76.8%
overall	341	83.6%	65.1%	368	90.2%	74.2%	229	90.8%	78.6%
COUN151									
TAP sections	83	88.0%	88.0%	42	92.9%	85.7%	82	89%	84.1%
nonTAP sections	750	87.3%	71.7%	724	83.6%	70.2%	656	90.1%	77.6%
overall	833	87.4%	73.3%	766	84.1%	71%	738	90%	78.3%
ENGL059									
TAP sections	24	95.8%	66.7%	27	66.7%	63%	26	88.5%	73.1%
nonTAP sections	576	82.6%	65.6%	601	83.7%	62.7%	422	87.2%	74.9%
overall	600	83.2%	65.7%	628	83%	62.7%	448	87.3%	74.8%
ENGL060									
TAP sections	55	85.5%	65.5%	54	92.6%	81.5%	52	86.5%	69.2%
nonTAP sections	1219	78.4%	60.2%	1183	81%	64.9%	988	83.1%	64.8%
overall	1274	78.7%	60.4%	1237	81.5%	65.6%	1040	83.3%	65%
ENGL100									
TAP sections	53	86.8%	73.6%	56	89.3%	85.7%	54	87%	79.6%
nonTAP sections	1824	76.3%	62.9%	1784	79.3%	67.4%	1723	81.3%	69.9%
overall	1877	76.6%	63.2%	1840	79.6%	67.9%	1777	81.4%	70.2%
ENGL103									
TAP sections	26	100.0%	100.0%	28	92.9%	92.9%	25	96.0%	92.0%
nonTAP sections	698	78.1%	69.2%	740	83.2%	75.9%	689	86.8%	79.4%
overall	724	78.9%	70.3%	768	83.6%	76.6%	714	87.1%	79.8%
MATH015									
TAP sections	35	37.1%	25.7%	40	75%	62.5%	38	76.3%	68.4%
nonTAP sections	1156	76.3%	53.5%	1242	77.4%	56.3%	816	77.0%	57.0%
overall	1191	75.1%	52.6%	1282	77.3%	56.5%	854	76.9%	57.5%
MATH020									
TAP sections	76	72.4%	52.6%	70	82.9%	61.4%	71	81.7%	67.6%
nonTAP sections	1374	69.8%	47.3%	1205	70.3%	49.5%	1006	69.6%	49.7%
overall	1450	69.9%	47.6%	1275	71.0%	50.1%	1077	70.4%	50.9%
MATH040									
TAP sections	38	60.5%	52.6%	42	73.8%	73.8%	40	62.5%	60%

nonTAP sections	1463	74.2%	52.7%	1444	69.5%	49.4%	1109	74.8%	54.9%
overall	1501	73.9%	52.7%	1486	69.7%	50.1%	1149	74.3%	55.1%
READ056									
TAP sections	19	84.2%	68.4%	21	71.4%	47.6%	27	88.9%	70.4%
nonTAP sections	269	80.7%	65.4%	274	84.3%	68.2%	214	87.4%	70.1%
overall	288	80.9%	65.6%	295	83.4%	66.8%	241	87.6%	70.1%
READ096									
TAP sections	26	88.5%	76.9%	27	92.6%	88.9%	27	92.6%	88.9%
nonTAP sections	343	82.8%	72.0%	306	81.4%	73.5%	293	82.9%	72.4%
overall	396	83.2%	72.4%	333	82.3%	74.8%	320	83.8%	73.8%
READ142									
TAP sections	8	100.0%	100.0%	6	100%	100%	13	61.5%	61.5%
nonTAP sections	530	76.4%	60.2%	477	79.7%	69.6%	440	78.2%	68.9%
overall	538	76.8%	60.6%	483	79.9%	70.0%	453	77.7%	68.7%

(Source: Fullerton College Academic History Data files. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

Early Assessment Program: The EAP pilot program is a collaborative effort between Fullerton College Assessment and Matriculation services and Fullerton Joint Union High School district schools. High school juniors are administered Compass Math placement tests on-site at their high school. This practice provides students with an early notification of their potential placement into Math courses at Fullerton College when they graduate. Because this is a pilot program, data has yet to be collected on the impact the program is having on student Math assessment test performance. The Early Assessment Program, it is hoped, will provide students with enhanced knowledge regarding their Math skills and the improvement they need to make during their senior year to place into College Math courses at Fullerton College.

Objective 2, FC Goal 1: Increase Course Retention and Success.

Course retention and success are utilized as primary indicators of students' ability to achieve their educational goals, and of an institution's or program's effectiveness in contributing to student goal achievement. Retention rate refers to the number of students enrolled at census and who stay enrolled until the end of the course. It includes all students for whom grades were recorded in the course, with the exception of withdrawals ("W" grade) and unrecorded grades ("DR" grade). The success rate refers to students who were enrolled at the census date of a course and who completed the course successfully by earning a grade of A, B, C, P, and IP.

Table XVII: Fullerton College Retention and Success Rates by Gender - Fall Semester, 2009 to 2011.

	Fall 2009			Fall 2010			Fall 2011		
Gender	Total	Retained	Success	Total	Retained	Success	Total	Retained	Success
Female	33,995	82.1%	66.7%	33,724	82.2%	68.4%	28,880	84.5%	71.3%
Male	32,872	81.9%	65.1%	32,391	81.3%	65.7%	28,348	83.4%	68.4%
Unknown	876	83.6%	70.0%	915	81.8%	69.4%	900	86.2%	71.9%
Total	67,743	82.0%	66.0%	67,029	82.2%	67.4%	58,128	84.0%	69.9%

(Source: Fullerton College Academic History Data files. Total represents the total number of seats filled (enrolled) at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

In congruence with national trends gaining attention in higher education, female retention and success rates tend to be marginally higher than those for male students. However, the difference exhibited is not great enough to represent a statistically significant deviation. Fullerton college student retention rates increased by 2% over the period, while success rates increased by 3.9%.

Table XVIII: Fullerton College Retention and Success Rates by Age - Fall Semester, 2009 to 2011.

Age	Fall 2009			Fall 2010			Fall 2011		
	Total	Retained	Success	Total	Retained	Success	Total	Retained	Success
Less Than 18	54	92.6%	81.5%	190	87.4%	78.9%	3,126	89.4%	72.1%
18 to 19	156	91.0%	82.1%	3,691	86.9%	70.5%	9,721	87.6%	72.11%
20 to 24	45,763	82.9%	65.5%	45,639	81.7%	65.9%	32,547	83.0%	68.2%
25 to 29	12,508	79.4%	64.9%	9,505	79.9%	67.5%	6,704	81.3%	70.0%
30 to 34	3,742	80.8%	68.2%	3,142	80.6%	69.8%	2,321	84.2%	71.9%
35 to 39	1,640	79.8%	67.7%	1,404	81.6%	69.4%	1,036	84.4%	73.6%
40 to 49	2,122	80.3%	68.9%	1,915	83.0%	74.9%	1,524	84.0%	74.2%
50 +	1,758	84.5%	74.5%	1,543	82.6%	74.4%	1,148	83.4%	72.9%
Total	67,743	82.43%	66.37%	67,029	82.2%	67.4%	58,128	84.0%	69.9%

(Source: Fullerton College Academic History Data files. Total represents the total number of seats filled (enrolled) at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

Retention rates for students less than 18 years of age tend to be somewhat higher than for other segments of the student population. In most cases these students represent special admit students who are taking classes at the college in conjunction with other classes at their high schools. Controls on these students are such that they may feel compelled to stay in the special classes they have enrolled in, and to succeed in those classes. While not true in all age groups, success rates appear to increase as students gain in maturity and life experience. This differential among age groups is not as noticeable in retention rates.

Table XIX: Fullerton College Retention Rates by Ethnicity, For-Credit Enrollments, Fall Semester, 2009 to 2011.

For-Credit Enrollments	Fall 2009			Fall 2010			Fall 2011		
	Total	Retained	Success	Total	Retained	Success	Total	Retained	Success
African-American	2,883	78.9%	56.5%	2,875	78.8%	55.5%	2,547	80.0%	59.0%
Hispanic	20,698	80.3%	61.0%	27,393	79.8%	62.4%	25,624	83.2%	66.7%
American Indian/Alaskan Native	562	82.0%	64.2%	548	77.9%	63.1%	519	83.6%	71.9%
Asian or Pacific Islander	11,442	85.3%	72.9%	11,315	84.1%	73.2%	9,779	86.0%	75.0%
White Non-Hispanic	22,171	82.6%	68.9%	20,637	83.4%	71.1%	16,768	84.6%	73.0%
Other	713	81.3%	68.0%	481	80.5%	67.8%	276	84.8%	69.6%
Unknown	4,182	83.3%	68.8%	3,780	83.2%	70.9%	2,615	84.6%	73.2%
Total	67,743	82.0%	66.0%	67,029	81.8%	67.1%	58,128	84.0%	69.9%

(Source: Fullerton College Academic History Data files. Total represents the total number of seats filled (enrolled) at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

Retention and success rates across the college are lower for African-American and Hispanic students. However, over the period the achievement rates have shown some improvement. The gap in achievement for African-American and Hispanic students when compared to college-wide retention rates and success rates continues to be evident. From a college-wide perspective, when all student enrollments are examined as a group, the college was successful in increasing both the retention rate and the success rates of students. More focus needs to continue to be placed on supporting the ethnic groups of students who continue to be unable to match achievement of other ethnicities, while also striving to improve college achievement rates overall.

Table XX: Fullerton College Retention and Success Rates by Division, Fall Semester, 2009 to 2011.

	Fall 2009			Fall 2010			Fall 2011		
	Total	Retained	Success	Total	Retained	Success	Total	Retained	Success
TOTAL	67,743	82.0%	66.0%	67,029	81.8%	67.1%	58,128	84.0%	69.9%
Business/CIS	5,548	79.8%	61.1%	5,298	77.8%	62.3%	4,491	78.8%	63.4%
Eng./Technology	5,049	84.1%	72.0%	5,322	84.0%	73.3%	4,938	85.5%	75.4%
Fine Arts	8,463	86.1%	72.2%	8,983	86.6%	73.7%	8,027	89.4%	76.1%
Humanities	11,265	81.0%	68.0%	11,138	82.2%	70.5%	9,754	84.4%	72.8%
Math and Comp. Sci.	8,019	75.2%	56.4%	7,586	73.3%	55.8%	6,020	74.8%	58.1%
Natural Sciences	5,736	78.8%	62.9%	5,843	80.1%	64.0%	4,961	80.0%	64.9%
Physical Education	6,495	86.2%	75.0%	6,207	84.4%	74.5%	5,752	88.0%	77.9%
Social Sciences	15,264	83.2%	63.4%	14,677	82.4%	63.8%	12,798	85.1%	67.2%
Counseling	1,604	85.8%	65.9%	1,651	86.2%	68.4%	1,068	90.1%	78.2%
Student Services	300	86.3%	63.7%	324	89.5%	70.4%	294	91.5%	74.1%

(Source: Fullerton College Academic History Data files. Total represents the total number of seats filled (enrolled) at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP.)

All divisions exhibited an increase in success rates from Fall 2009 to Fall 2011, and in most cases retention rates increased as well. Retention rates in most divisions were either flat or declined somewhat between Fall 2009 and 2010, but rebounded again in 2011. Success rates increased from year to year in the majority of college divisions.

Objective 3, FC Goal 1: Increase the Number of Degrees and Certificates Awarded.

Table XXI: Fullerton College Degrees and Certificates Awarded, Years 2009-10 to 2011-2012.

	2009-2010	2010-2011	2011-2012
Fullerton College Total	1,580	1,577	1,666
Associate of Science (A.S.) degree	103	131	153
Associate of Arts (A.A.) degree	1,137	1,149	1,182
Certificate requiring 30 to < 60 semester units	242	217	261
Certificate requiring 18 to < 30 semester units	93	72	68
Certificate requiring 6 to < 18 semester units	5	8	2

(Source: California Community Colleges Chancellor's Office DataMart.)

As shown in Table XXI, Fullerton College awards of degrees and certificates to students increased by 5.4% between the years 2009-10 and 2011-2012. This increase occurred despite the decline in total students enrolled over the same period. The number of vocational certificates awarded, requiring fewer than 30 semester units, declined.

Table XXII: Fullerton College Degrees and Certificates by Student Ethnicity, 2009-2010, 2010-2011, and 2011-2012.

	2009-2010		2010-2011		2011-2012	
	Total	Percent	Total	Percent	Total	Percent
Associate of Arts						
Am. Indian or Alaskan Native	6	0.5%	7	0.6%	14	1.2%
Asian or Pacific Islander	186	16.8%	191	17.1%	155	13.1%
Black Non-Hispanic	28	2.5%	26	2.3%	53	4.5%
Hispanic	408	36.9%	420	37.6%	501	42.3%
Other	10	0.9%	18	1.6%	14	1.2%
White Non-Hispanic	408	36.9%	387	34.6%	362	30.6%
Missing	61	5.5%	68	6.1%	85	7.2%
Total*	1,107	100.0%	1,117	100.0%	1,184	100.0%
Associate of Science						
Am. Indian or Alaskan Native	NR	NR	NR	NR	NR	NR
Asian or Pacific Islander	15	14.2%	16	13.4%	24	15.3%
Black Non-Hispanic	NR	NR	NR	NR	NR	NR
Hispanic	26	24.5%	41	34.5%	60	38.2%
Other	NR	NR	NR	NR	NR	NR
White Non-Hispanic	57	53.8%	52	43.7%	56	35.7%
Missing	NR	NR	NR	NR	11	7.0%
Total*	106	100.0%	119	100.0%	157	100.0%
Certificate 30 to 60 units						
Am. Indian or Alaskan Native	NR	NR	NR	NR	NR	NR
Asian or Pacific Islander	31	12.5%	32	11.6%	34	10.7%
Black Non-Hispanic	NR	NR	NR	NR	7	2.2%
Hispanic	80	32.3%	93	33.6%	131	41.1%
Other	6	2.4%	7	2.5%	NR	NR
White Non-Hispanic	110	44.4%	122	44.0%	129	40.4%
Missing	15	6.0%	14	5.1%	15	4.7%
Total*	248	100%	277	100.0%	319	100.0%
Certificate 18 to 30 units						
Am. Indian or Alaskan Native	NR	NR	NR	NR	NR	NR

Asian or Pacific Islander	21	20.8%	18	17.3%	10	13.9%
Black Non-Hispanic	NR	NR	NR	NR	NR	NR
Hispanic	31	30.7%	34	32.7%	23	31.9%
White Non-Hispanic	40	39.6%	43	41.3%	31	43.1%
Missing	8	7.9%	7	6.7%	NR	NR
Total*	101	100.0%	104	100.0%	72	100.0%
Certificate 6 to 18 units						
Asian or Pacific Islander	NR	NR	NR	NR	NR	NR
Black Non-Hispanic	NR	NR	NR	NR	NR	NR
Hispanic	NR	NR	NR	NR	NR	NR
White Non-Hispanic	NR	NR	NR	NR	NR	NR
Missing	NR	NR	NR	NR	NR	NR
Total*	5	100%	5	100.0%	2	100.0%

*Note that totals vary by a small amount from CCCC DataMart totals in [Table XX](#). Awards by ethnicity are derived from Fullerton College Academic Data files.

(From Fullerton College Academic Data files. Ethnicity categories utilized by and reported to IPEDS are utilized. To protect student confidentiality, where student ethnic representation is equal to or less than five, records have not been reported (NR).)

Objective 4, FC Goal 1: Increase the Number of Transfers.

Community colleges state-wide have been affected by the state of California's defunding of the California Post-Secondary Education Commission (CPEC), which was the primary source for transfer data for community college students to state universities as well as private and out-of-state colleges and universities. Neither the University of California system office nor the UC campus research offices have updated their data on transfer student origins since the release of 2009-2010 figures. The FC Institutional Research office is in correspondence with representatives from each campus to attempt to obtain these figures.

Table XXIII: Fullerton College transfers, 2009-2010 to 2011-2012.

	Number of Transfers	
	2009-10	2010-11
Universities of California	200	228*
CA State Universities	756 (491 CSUF)	1,440 (1,063 CSUF)
CA Private Colleges and Universities	312	N/A
Out-of-State Colleges and Universities	236	N/A
Total	1,504	N/A

(Fullerton College Institutional Effectiveness Reports, Fall 2010 and Fall 2011. Unverified estimate for UC transfers 2010-11. Transfer numbers to UC and other four year institutions not yet publicly available. Individual communications are underway with each University of California Campus Institutional Research office and those of private colleges and universities to obtain accurate and reliable figures.)

Due to the impacted condition of state universities and restrictions on admission imposed as a result of state budget constraints, transfer rates are highly volatile, and the actual number of transfer students is heavily dependent on these outside factors. In spite of this, Fullerton College ranked second in the state among community colleges in terms of transfer to the California State University system in the 2011-2012 academic year, and preliminary figures indicate that the college was successful in increasing the number of transfer students to four-year colleges and universities. During the 2011-12 academic year, Fullerton College developed four of the new transfer degrees and now leads the state with a total of 17.

FC Goal 2: FULLERTON COLLEGE WILL REDUCE THE ACHIEVEMENT GAP. In support of Fullerton College mission and NOCCCD District Strategic Direction 2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

ACHIEVEMENT GAP:

The “achievement gap” in education refers to the disparity in academic performance between groups of students. Achievement gaps occur when one group of students outperforms another group and the difference in average scores for the two groups is statistically significant (that is, larger than the margin of error). The achievement gap exhibits in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures. It is most often used to describe the troubling performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white and Asian peers, and the similar academic disparity between students from low-income families and those who are better off.

Objective 1, FC Goal 2: Address the Needs of English Language Learners.

Weakness in English language skills can be a significant deterrent to academic progress and goal completion for students for whom English is not their primary language. Students placing in the lower levels of ESL classes may need to complete a series of as many as six classes before they are deemed to be prepared to succeed in college level classes, where strong English writing and reading skills are essential.

Table XXIV: Fullerton College English-as-a-Second Language Students - Retention and Success Rates, Fall Semester, 2009 to 2011:

English as a Second Language Enrollments	Fall 2009			Fall 2010			Fall 2011		
	Total	Retained	Success	Total	Retained	Success	Total	Retained	Success
African-American	7	85.7%	71.4%	NR	NR	NR	NR	NR	NR
Hispanic	151	84.8%	67.6%	123	85.4%	73.2%	31	93.6%	74.2%
American Indian/Alaskan Native	NR	NR	NR	NR	NR	NR	NR	NR	NR
Asian	237	83.5%	73.4%	233	80.7%	68.7%	72	93.1%	88.9%
Multi-Ethnicity	NR	NR	NR	NR	NR	NR	NR	NR	NR
Pacific Islander	NR	NR	NR	NR	NR	NR	NR	NR	NR
White Non-Hispanic	62	77.4%	66.1%	80	78.8%	71.3%	23	91.3%	82.6%
Unknown	34	91.2%	67.7%	15	93.3%	93.3%	26	96.2%	88.5%
Total	497	83.7%	70.4%	459	81.9%	71.0%	155	93.6%	85.2%

(Source: California Community College Chancellor’s Office DataMart. Note: NR denotes a value equal to or less than 5, and is not reported to preserve student confidentiality. Total represents the total number of seats filled (enrolled) at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

Asian students exhibit higher retention and success rates when compared to the general student population and to other ethnicities. Because the achievement rates for Asian students tend to be above the college-wide average and because these students represent the largest segment of ESL students, their retention and success rates actually serve to raise the total statistics for all ESL students. Overall, course retention and success rates in the English-as-a-Second Language program increased over the period between Fall 2009 and Fall 2011. While the retention rate for Hispanic students is strong, with the exception of the Fall semester of 2010 their success rates tend to be below that of English-as-a-Second Language students as a whole.

English-as-a-Second Language Student Support Services:

ASC Tutoring Center: The Academic Support Center’s Tutoring Center provides dedicated English-as-a-Second Language tutors to work with second-language students. The center

provides one-on-one tutoring appointments and group tutoring sessions to help students with reading and writing assignments, and conversation circles for pronunciation practice. The objective of these support services is to increase student success, retention, and persistence in both ESL and non-ESL classes for non-native English speakers.

Objective 2, FC Goal 2: Increase Retention Rate of Hispanic and African-American Students by 5% Annually.

This goal is focused, again, on reducing the achievement gap which evidences itself most strongly in the performance rates of African-American and Hispanic students. Data presented below represent overall college levels of attainment, as opposed to an examination of retention and success rates in specific programs or courses.

Table XXV: Fullerton College Retention Rates by Ethnicity, For-Credit Enrollments, Fall Semester, 2009 to 2011.

For-Credit Enrollments	Fall 2009		Fall 2010		Fall 2011	
	Total	Retained	Total	Retained	Total	Retained
African-American	2,883	78.9%	2,875	78.8%	2,547	80.0%
Hispanic	20,698	80.3%	27,393	79.8%	25,624	83.2%
African-American and Hispanic Combined	23,581	80.1%	30,268	79.7%	28,171	82.9%
American Indian/Alaskan Native	562	82.0%	548	77.9%	519	83.6%
Asian or Pacific Islander	11,442	85.3%	11,315	84.1%	9,779	86.0%
White Non-Hispanic	22,171	82.6%	20,637	83.4%	16,768	84.6%
Other	713	81.3%	481	80.5%	276	84.8%
Unknown	4,182	83.3%	3,780	83.2%	2,615	84.6%
Total	67,743	82.0%	67,029	81.8%	58,128	84.0%

(Source: Fullerton College Academic History Data. Total represents the total number of seats filled (enrolled) at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

Table XXV presents retention rates for Fullerton College students enrolled in for-credit courses in the Fall semesters of 2009, 2010, and 2011. The college was not successful in achieving its target of an annual 5% increase in retention rates for African-American and

Hispanic students. Retention rates for both African-American and Hispanic students exhibited a slight decline from Fall 2009 to Fall 2010, with a subsequent 3.2% increase from Fall 2010 to Fall 2011. The lag in achievement becomes most noticeable in Basic Skills Math and English classes.

Objective 3, FC Goal 2: Increase Success Rate of Hispanic and African-American Students in Line with Increase in Retention Rate.

Fullerton College Goal number 2 focuses on a demonstrated and comparable increase in retention and success rates for African-American and Hispanic students. The goal is to exhibit an increase in the success rate that is equivalent to the exhibited increase in the retention rate.

Table XXVII: Fullerton College Success Rates by Ethnicity, For-Credit Enrollments, Fall Semester, 2009 to 2011.

	Fall 2009		Fall 2010		Fall 2011	
	Total	Success	Total	Success	Total	Success
For-Credit Enrollments						
African-American	2,883	56.5%	2,875	55.5%	2,547	59.0%
Hispanic	20,698	61.0%	27,393	62.4%	25,624	66.7%
African-American and Hispanic Combined	23,581	60.5%	30,268	61.7%	28,171	66.0%
American Indian/Alaskan Native	562	64.2%	548	63.1%	519	71.9%
Asian or Pacific Islander	11,442	72.9%	11,315	73.2%	9,779	75.0%
White non-Hispanic	22,171	68.9%	20,637	71.1%	16,768	73.0%
Other	713	68.0%	481	67.8%	276	69.6%
Unknown	4,182	68.8%	3,780	70.9%	2,615	73.2%
TOTAL	67,743	66.0%	67,029	67.1%	58,128	69.9%

(Source: Fullerton College Academic History Data files. Total represents the total number of seats filled (enrolled) at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

Table XXVII presents success rates for Fullerton College students enrolled in for-credit courses in the Fall semesters of 2009, 2010, and 2011. Success rates for both African-American and Hispanic students exhibited an increase over the period, with a sharp (more than 5%)

increase from Fall 2010 to Fall 2011 in their combined performance. The college was successful in meeting this objective.

Objective 4, FC Goal 2: Increase Retention Rate of Hispanic and African-American Students in Mathematics by 2% Annually.

Table XXVIII: Success and Retention Rates, by Ethnicity, Fall Semester, 2009 to 2011.

Math Enrollments	Fall 2009			Fall 2010			Fall 2011		
	Total	Retained	Success	Total	Retained	Success	Total	Retained	Success
African-American	269	70.3%	43.5%	269	64.3%	39.0%	129	62.8%	38.8%
Hispanic	3,449	72.5%	49.9%	3,411	70.0%	50.1%	1,979	71.4%	53.8%
African-American and Hispanic Combined	3,718	72.3%	49.4%	3,680	69.6%	49.3%	2,108	70.9%	52.9%
American Indian/Alaskan Native	49	75.5%	55.1%	41	70.7%	51.2%	19	79.0%	57.9%
Asian	1,155	81.7%	68.4%	1,035	79.4%	66.5%	623	79.6%	68.7%
Multi-Ethnicity	146	75.3%	61.0%	141	80.9%	59.6%	109	77.0%	61.5%
Pacific Islander	31	77.4%	41.9%	32	78.1%	46.9%	10	60.0%	40.0%
White Non-Hispanic	2,382	76.2%	60.3%	2,198	77.4%	61.7%	1,177	77.5%	64.7%
Unknown	424	78.3%	62.5%	314	67.8%	53.8%	439	76.5%	55.1%
Total	7,905	75.3%	56.4%	7,441	73.4%	55.7%	4,485	74.5%	58.6%

(California Community College Chancellor's Office DataMart. Total represents the total number of seats filled (enrolled) at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

Table XXVIII presents success and retention rates broken down by ethnic groups of students enrolled in Math courses during Fall semesters of 2009, 2010, and 2011. The college objective was to exhibit, from Fall to Fall semester, an increase of 2% annually in retention of these students in Mathematics classes. As shown in the table, retention rates for African-American and Hispanic students actually declined over the period.

Objective 5, FC Goal 2: Increase Success Rate of Hispanic and African-American Students in Mathematics in Line with Increase in Retention Rate.

Table XXVIII (above) presents the success and retention rates broken down by ethnic groups for students enrolled in Math courses during Fall semesters of 2009, 2010, and 2011. The college objective was to exhibit, from Fall to Fall semester, an increase of 2% annually in the success of African-American and Hispanic students in Mathematics classes. As shown in the table, success rates for African-American students actually declined over the period. However, success rates for Hispanic students increased by 3.7% from 2010 to 2011. The combined population of African-American and Hispanic students improved in success rates by 3.6% (see Table XXIX below).

Table XXIX: Change in Retention and Success Rates in Math Courses, African-American and Hispanic Students

	Fall 2009 to Fall 2010		Fall 2010 to Fall 2011	
	Change in Retention Rate	Change in Success Rate	Change in Retention Rate	Change in Success Rate
Total Math Enrollments				
African-American	-6.0 %	-4.5%	-1.5%	-0.2%
Hispanic	-2.5%	+ 0.2%	+ 1.4%	+ 3.7%
African-American and Hispanic Combined	- 2.7%	- .1%	+ 1.3%	+ 3.6%
Total	- 1.9%	- 0.7%	+ 1.1%	+ 2.9%

(California Community College Chancellor’s Office DataMart. Total represents the total number of seats filled (enrolled) at census date. Retention rate is percentage of students on the roster at census date that stayed enrolled in the class until the end of the semester. Success rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, P, or IP).

FULLERTON COLLEGE PROGRAM REVIEW

The Fullerton College Program Review process has been modified to better address the needs of the college constituencies and to provide a clearer method for resource allocation. Program Review is cyclical with each area of the college completing a comprehensive Self-Study Program Review every two years. The Instructional programs complete their reviews in year 1 and the Student Services and Administrative programs complete reviews in year 2.

Formed by the Faculty Senate in fall 2010, the Program Review Committee promotes and supports the systematic self assessment of instructional programs, student support services, and administrative/operational areas throughout the college. To that end, the Program Review Committee designs self-study documents, reads and evaluates the self-studies and provides feedback to writers. A key purpose for the committee is to identify common themes found across the various program reviews. The college themes identified by the committee are presented to Faculty Senate for ratification, forwarded to the President's Advisory Council (PAC) for endorsement and used to inform the campus process of developing college goals and objectives. The Program Review Committee provides the identified themes, a list of short and long-term goals, and a complete list of requested resources.

2011-2012 Instructional Program Review Themes and Requests:

Student Path-finding: Students need help signing up for courses in a logical sequence that builds toward their goal.

Support Needed for Data Analysis: The College's Office of Institutional Research clearly needs help—more funding and a larger staff—to generate applicable data such as transfers and comparative student success rates. If program review and resource allocation is going to be based on data such as KPIs and transfer rates, then the College must furnish the program review authors with data that can support a robust analysis and support an understanding of how this data can and should be used.

New Full-time Faculty: This was the most frequently requested resource request, appearing in 26 of the 50 self-studies.

Computer Repair / Replacement/Upgrade: There were 26 departments requesting computer improvements, ranging from a new Mac Lab (starting at \$100,000) to updating existing software or software licenses (starting at \$500). The Committee urges the College to adopt a funded Technology Replacement Plan to handle computer requests in a systematic, cost-effective manner that avoids duplication of effort and expense.

Supplemental Instruction / Tutoring: Nine of the fifty self-studies made a strong case that SI / tutoring will increase retention and success rates. The Committee sees these requests as viable solutions to real problems and recommends funding these requests.

Restoration of Course / Section Reductions in Offerings: Many reports indicated that students are having a difficult time registering for courses and completing programs because budget cuts have reduced class offerings.

Classroom Space: At least eleven of the fifty programs made requests for new classrooms, modification of existing rooms, or restoration of a room to its previous status.

Marketing and Outreach: Five programs identified a need to advertise their programs to the student body and the larger community. Outreach includes announcing class offerings, advertising special events and performances, targeted recruitment of students, and publicizing new transfer degrees.

Legal Requirements / Advisory Committee Recommendations: Three programs made requests for resources based on a legal mandate, such as a license to grant certificates. Two requests involved compliance with the Americans with Disabilities Act, one was following the advice of the program's professional advisory committee, and another was a need for certification from a national organization.

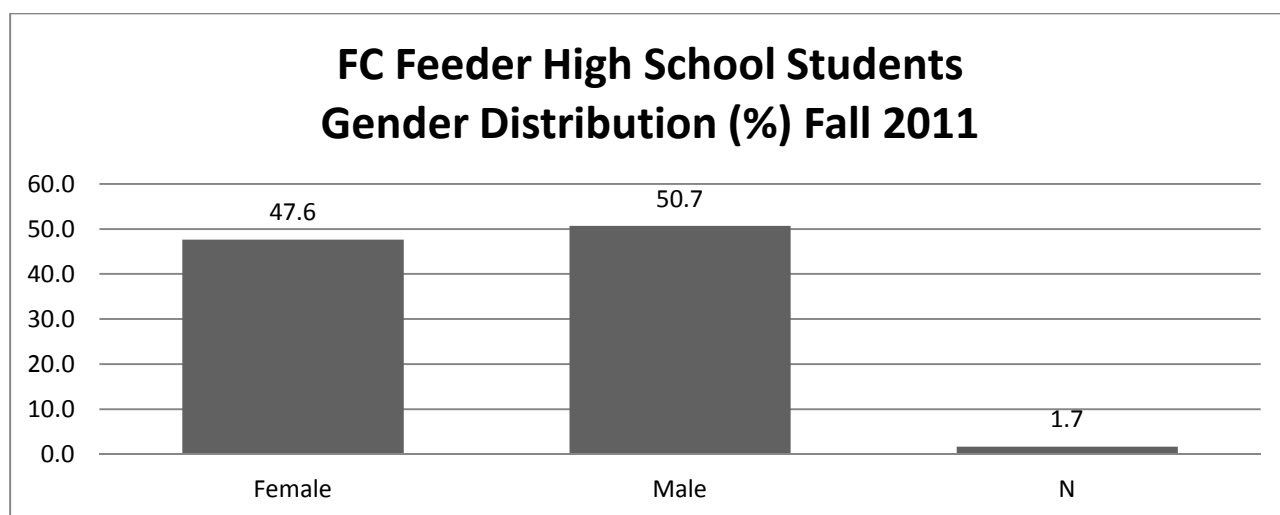
Problems with Building Renovations and "Swing" Space: Several programs noted that relocating to temporary quarters during renovation caused several problems that adversely affected instruction.

Distance Education. A number of departments noted the rapid growth of enrollment in on-line courses over the past five years. For the most part, programs reported that students enrolled in DE courses had lower retention and success rates than did students enrolled in on-campus classes.

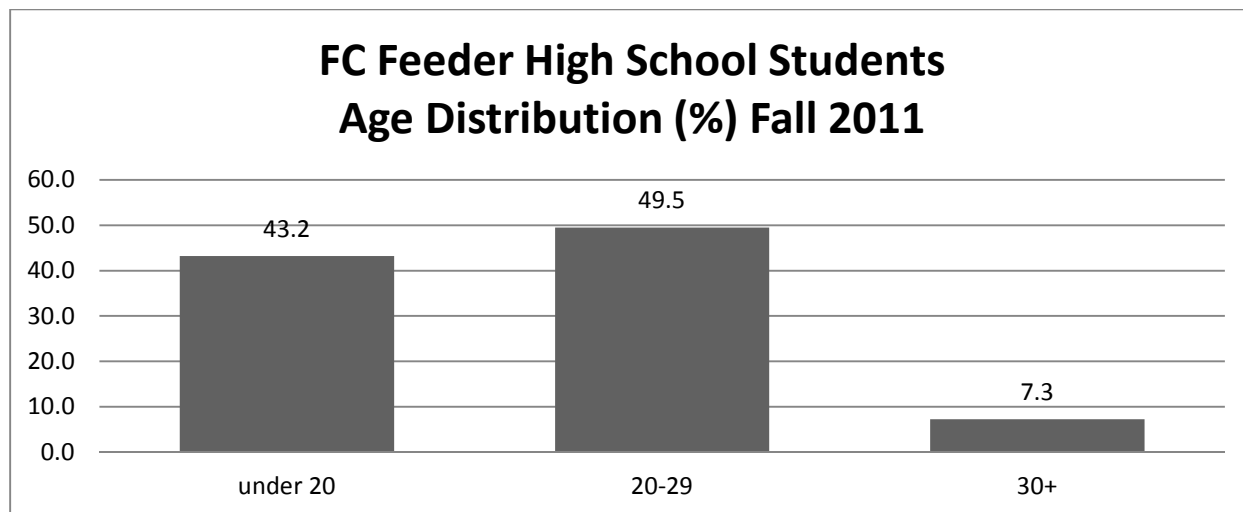
APPENDIX A

FEEDER HIGH SCHOOL DATA

While students at Fullerton College are diverse in their city, state, or nation of origin, approximately one-third of the college's student population are either new or continuing students from the high school districts most centrally located in a radius around the college. These districts include the Anaheim Union High School District, the Fullerton Joint Unified High School District, the Placentia-Yorba Linda Unified School District, and the Brea-Olinda Union High School District. In Fall of 2011 students from these feeder high school districts totaled 9,474. Demographic information on Fall 2011 feeder high school students enrolled at Fullerton College, in aggregate, is presented below.

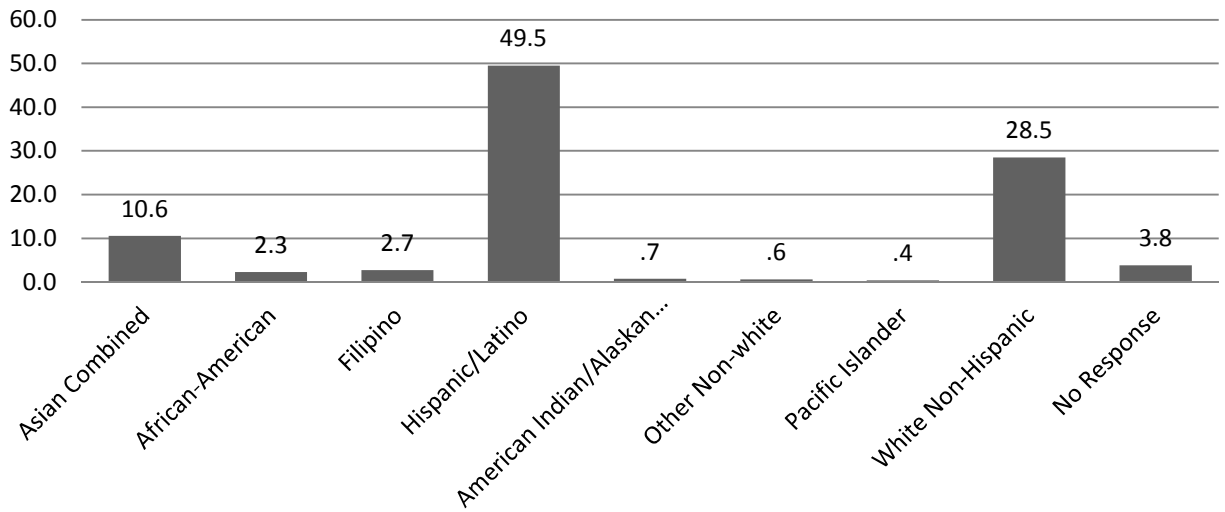


(n = 9,474. Source: Fullerton College Academic History Data files. Includes new and continuing students from feeder high schools.)



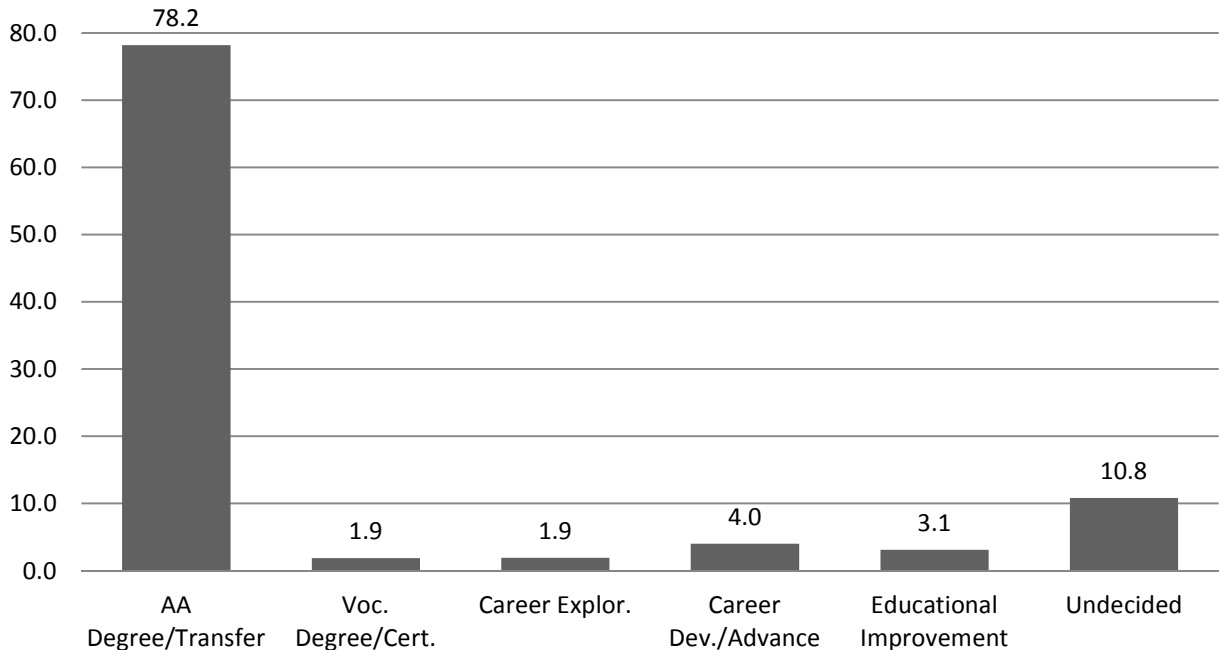
(n = 9,474. Source: Fullerton College Academic History Data files. Includes new and continuing students from feeder high schools.)

FC Feeder High School Students Ethnicity Distribution (%) Fall 2011



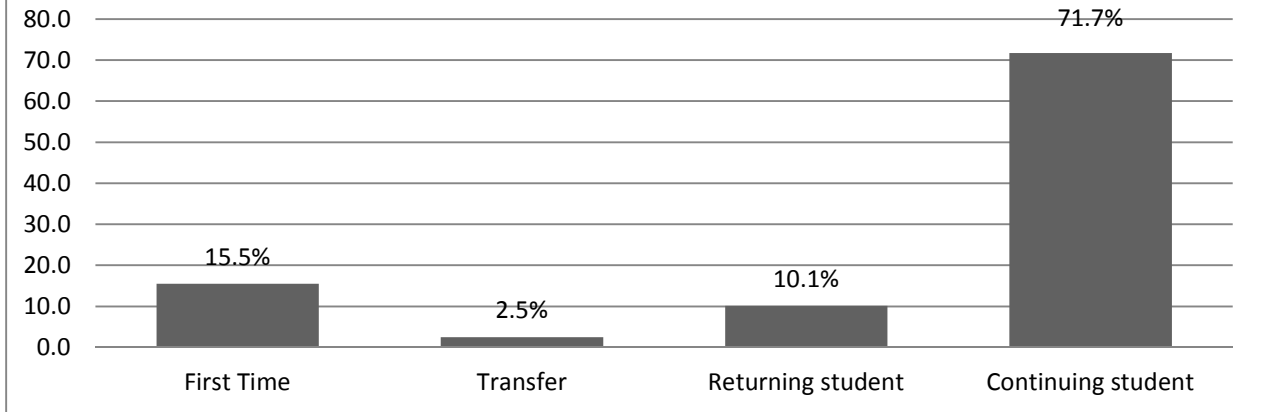
(n = 9,474. Source: Fullerton College Academic History Data files. Includes new and continuing student from feeder high schools.)

FC Feeder High School Students Educational Goal (%) - Fall 2011



(n = 9,474. Source: Fullerton College Academic History Data files. Includes new and continuing students from feeder high schools.)

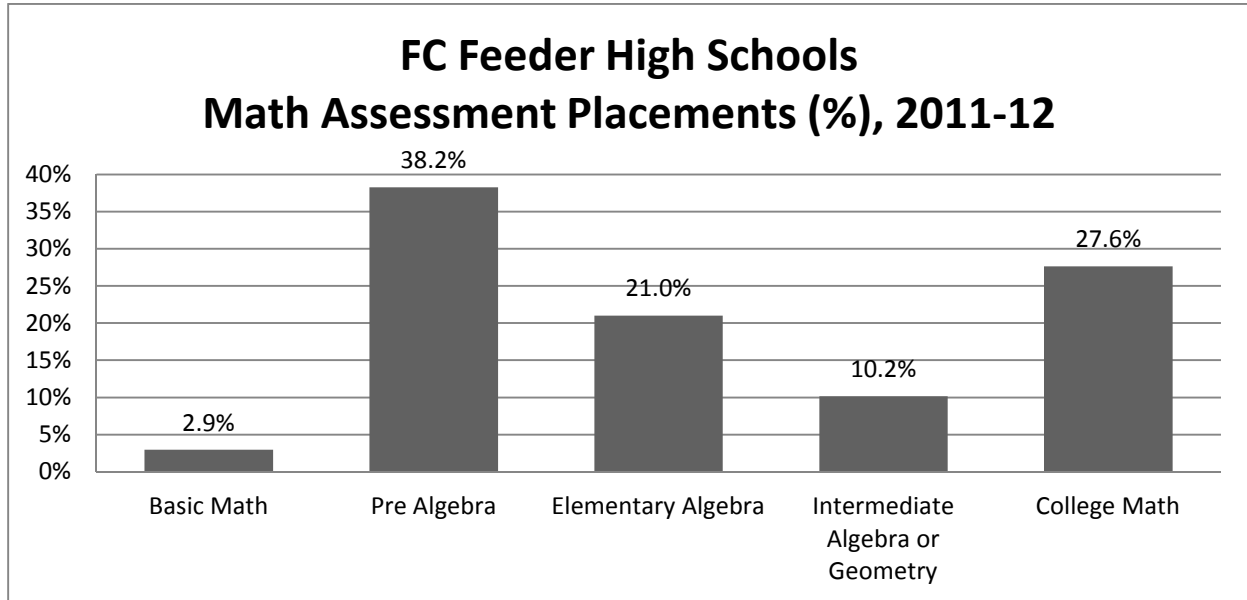
FC Feeder High School Students Enrollment Status (%) Fall 2011



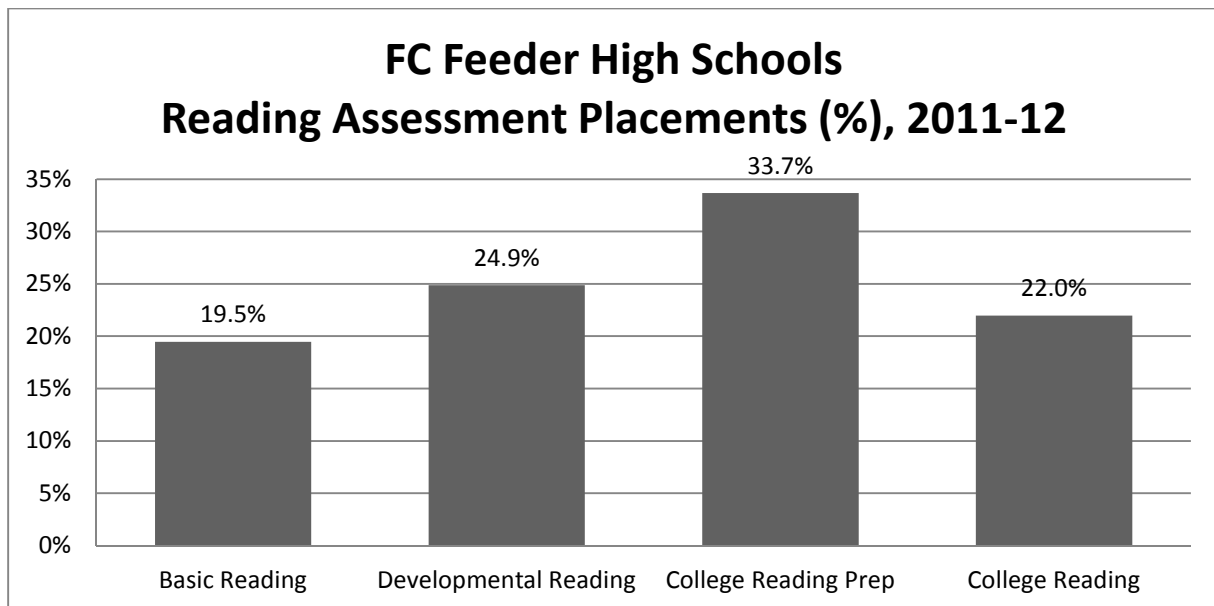
(n = 9,474. Source: Fullerton College Academic History Data files. Includes new and continuing students from feeder high schools.)

APPENDIX B

Feeder High School Assessment Placements, 2011-2012

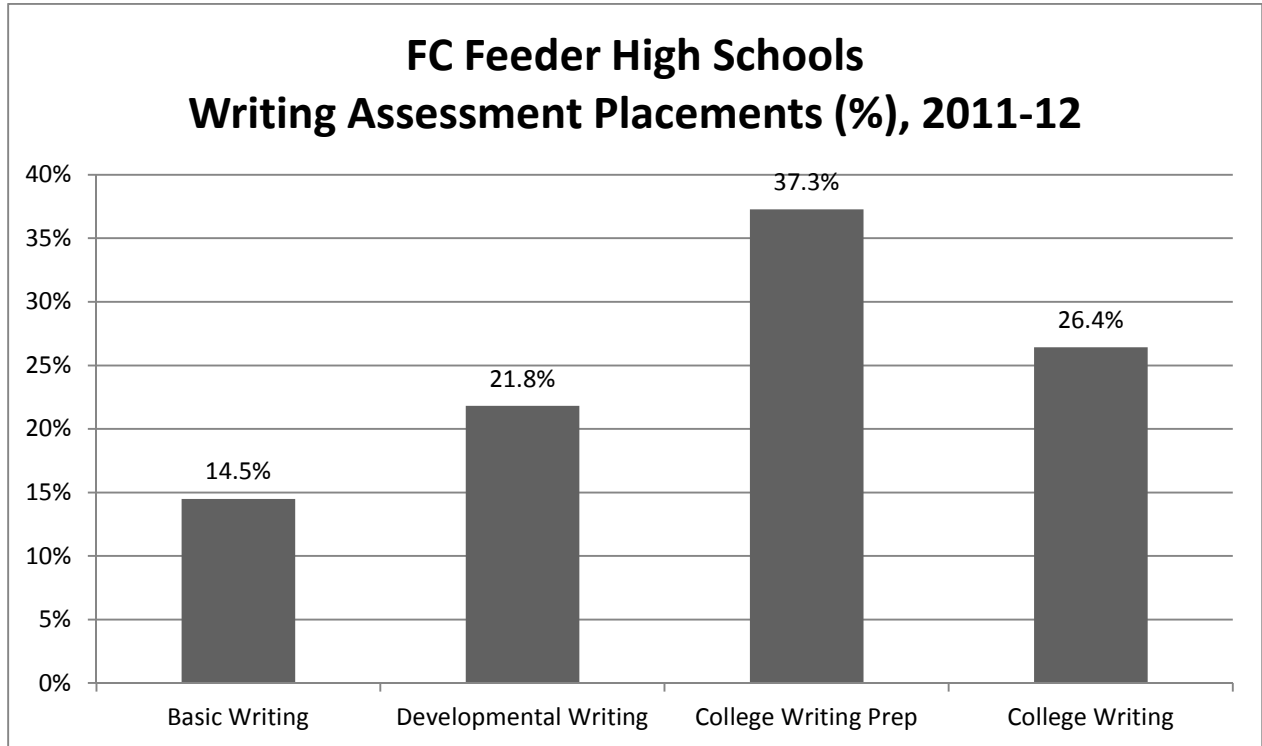


(n = 2,204. Source: Fullerton College Assessment and Matriculation files. Note that not all students take the placement tests upon enrollment, or may re-take the tests in the course of their studies. In cases where students took the test multiple times or took multiple levels of Math placement tests, the test score resulting in the highest placement for the student was used.)



(n = 2,162. Source: Fullerton College Assessment and Matriculation files. Note that not all students take placement tests upon enrollment, nor do they all take Math, Reading, and Writing placement tests during the same time period. Student services, matriculation, and assessment personnel place an increasing emphasis on students taking

placement tests early so students can begin, as early as possible in their studies, to enroll in the appropriate level of these core classes.)



(n = 2,187. Source: Fullerton College Assessment and Matriculation files. Note that not all students take placement tests upon enrollment, nor do they all take Math, Reading, and Writing placement tests during the same time period. Student services, matriculation, and assessment personnel place an increasing emphasis on students taking placement tests early so students can begin, as early as possible in their studies, to enroll in the appropriate level of these core classes.)

When comparing placement levels of feeder high school students based on Math, Reading and Writing assessment scores, note that the largest percentage of students place into the college preparatory levels of the Reading and Writing course sequence. Placement levels on Math assessment tests, however, indicate that students are not entering with the same level of Math skills as they appear to have developed in Writing and Reading.

APPENDIX C

District High School Enrollments, Fall 2009 to Fall 2011

C1. Anaheim Union High School District, New and Continuing Students

High School	Fall 2009			Fall 2010			Fall 2011		
	New	Cont.	Total	New	Cont.	Total	New	Cont.	Total
Anaheim High	155	683	838	139	728	867	95	695	790
Cypress High	33	137	170	5	155	160	7	124	131
Katella High	110	567	677	100	602	702	90	574	664
JFK High	NR	NR	266	23	254	277	25	186	211
Loara High	81	430	511	103	456	559	75	422	497
Magnolia High	41	258	299	40	279	319	46	251	297
Oxford Academy	NR	NR	NR	NR	NR	NR	NR	NR	NR
Savanna High	77	419	496	71	499	570	64	430	494
Western High	47	162	209	56	195	251	15	207	222

(NOCCCD Fullerton College Data Files. To protect student confidentiality, where student representation is equal to or less than five, records have not been reported (NR).)

C2. Brea-Olinda Union High School District, New and Continuing Students

High School	Fall 2009			Fall 2010			Fall 2011		
	New	Cont.	Total	New	Cont.	Total	New	Cont.	Total
Brea Canyon High (Cont.)	12	56	68	12	52	64	NR	NR	45
Brea-Olinda High	125	694	819	122	629	751	84	561	645

(NOCCCD Fullerton College Data files. To protect student confidentiality, where student representation is equal to or less than five, records have not been reported (NR).)

C3. Fullerton Joint Union High School District, New and Continuing Students

High School	Fall 2009			Fall 2010			Fall 2011		
	New	Cont.	Total	New	Cont.	Total	New	Cont.	Total
Buena Park High	59	380	439	87	380	467	56	360	416
Fullerton High	160	824	984	143	783	926	102	749	851
La Habra High	149	689	838	173	653	826	99	616	715
La Sierra High	NR	NR	61	8	44	52	8	37	45
La Vista High (Cont.)	49	166	215	53	178	231	40	170	210
Sonora High	137	633	770	147	682	829	127	735	865
Sunny Hills High	187	750	937	134	806	940	142	707	849
Troy High	85	541	626	62	586	648	66	491	557

(NOCCCD Fullerton College Data files. To protect student confidentiality, where student representation is equal to or less than five, records have not been reported (NR).)

C4. Placentia-Yorba Linda Unified School District New and Continuing Students

High School	Fall 2009			Fall 2010			Fall 2011		
	New	Cont.	Total	New	Cont.	Total	New	Cont.	Total
El Camino Real Continuation High	24	90	114	33	103	136	17	82	99
El Dorado High	154	637	791	137	707	844	124	647	771
Esperanza High	156	583	739	145	589	734	95	541	636
Western High	47	162	209	56	195	251	15	207	222
Yorba-Linda High	NR	NR	NR	NR	NR	NR	NR	NR	NR

(NOCCCD Fullerton College Data files. To protect student confidentiality, where student representation is equal to or less than five, records have not been reported (NR).)

C5. Private High Schools, New and Continuing Students

High School	Fall 2009			Fall 2010			Fall 2011		
	New	Cont.	Total	New	Cont.	Total	New	Cont.	Total
Rosary High-Catholic	24	87	111	14	84	98	NR	NR	72
Servite High	21	100	121	15	86	101	13	70	83
El Dorado High	154	637	791	137	707	844	124	647	771
Esperanza High	156	583	739	145	589	734	95	541	636
Western High	47	162	209	56	195	251	15	207	222
Yorba-Linda High	NR	NR	NR	NR	NR	NR	NR	NR	NR

(NOCCCD Fullerton College Data files. To protect student confidentiality, where student representation is equal to or less than five, records have not been reported (NR).)

C6. Feeder High Schools, New and Continuing Students

High School	Fall 2009			Fall 2010			Fall 2011		
	New	Cont.	Total	New	Cont.	Total	New	Cont.	Total
Anaheim High	155	683	838	139	728	867	95	695	790
Brea Canyon High (Cont.)	12	56	68	12	52	64	5	40	45
Brea-Olinda High	125	694	819	122	629	751	84	561	645
Buena Park High	59	380	439	87	380	467	56	360	416
Cypress High	33	137	170	5	155	160	7	124	131
El Camino Real Continuation High	24	90	114	33	103	136	17	82	99
El Dorado High	154	637	791	137	707	844	124	647	771
Esperanza High	156	583	739	145	589	734	95	541	636
Fullerton High	160	824	984	143	783	926	102	749	851
Gilbert High	9	64	73	20	68	88	20	62	82
Katella High	110	567	677	100	602	702	90	574	664
JFK High	NR	NR	266	23	254	277	25	186	211
La Habra High	149	689	838	173	653	826	99	616	715
La Sierra High	5	56	61	8	44	52	8	37	45
La Vista High (Cont.)	50	169	219	53	178	231	40	170	210
Loara High	81	430	511	103	456	559	75	422	497
Magnolia High	41	258	299	40	279	319	46	251	297
NOCCCD	6	63	69	11	64	75	NR	NR	54
Oxford	NR	NR	NR	NR	NR	NR	NR	NR	NR
Rosary High-Catholic	24	87	111	14	84	98	NR	70	NR
Savanna High	77	419	496	71	499	570	64	430	494
Servite High	21	100	121	15	86	101	13	70	83
Sonora High summed	137	633	770	147	682	829	127	735	865
Sunny Hills High	187	750	937	134	806	940	142	707	849
Troy High	85	541	626	62	586	648	66	491	557
Valencia High	141	654	795	107	688	795	114	611	725
Western High	47	162	209	56	195	251	15	207	222
Yorba Linda High	NR	NR	NR	NR	NR	NR	NR	NR	NR
Total Feeders	2,061	10,056	12,117	1,968	10,398	12,366	1,540	10,163	11,703

(NOCCCD Fullerton College Data Files. To protect student confidentiality, where student representation is equal to or less than five, records have not been reported (NR).)