Fullerton College

INSTITUTIONAL EFFECTIVENESS REPORT

2019-20

inside front cover

FULLERTON COLLEGE

2019-2020

INSTITUTIONAL EFFECTIVENESS REPORT

2019-2020

TABLE OF CONTENTS

Executive Summary

Our 2019-2020 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 2020 included more degrees earned than any other year in the history of the college, with a growing number of students completing their core English and math requirements early in their Fullerton College journey. While these are tremendous accomplishments, they are even more noteworthy given the disruption that our students, faculty, and staff experienced in Spring 2020, due to the pandemic. 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, Fullerton Education Partnership* 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 Accreditation Steering Committee was formed, along with several task forces which sought to offer recommendations for how the College can advance our Promise Program, improve our Institutional Student Learning Outcomes, and fully transition to our Student Equity and Achievement Committee. 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 Hangue.

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 referenced, which include ten metrics that the College uses to assess its performance and inform planning discussions and institutional improvement efforts. 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.
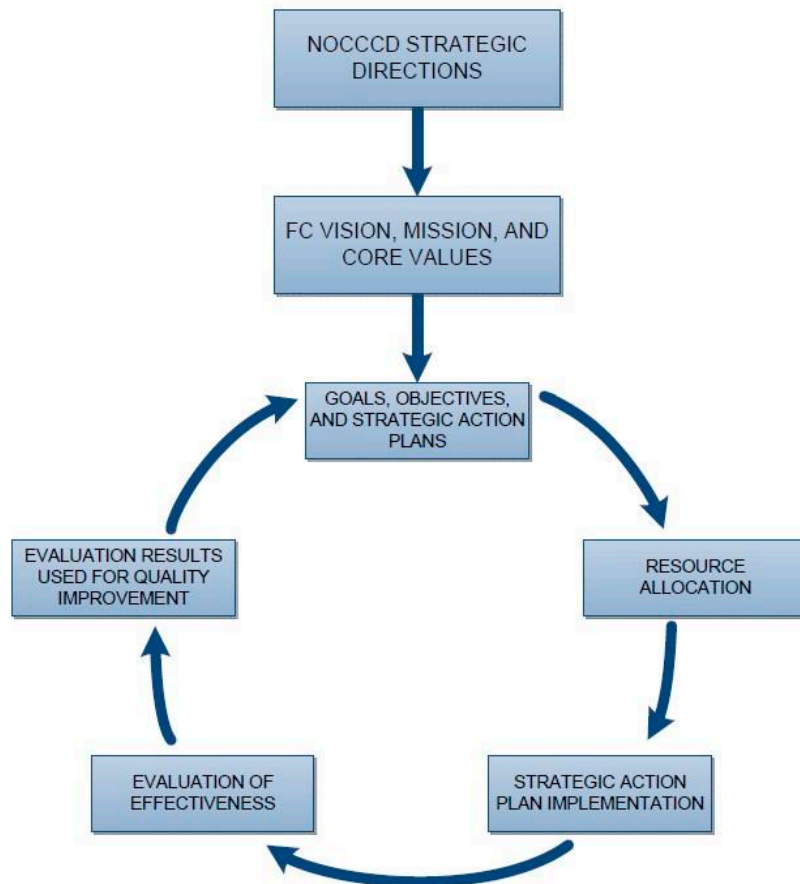
As part of Fullerton College's cycle of continuous quality improvement, the college annually reviews and assesses implemented strategies and its strategic planning process as a prelude to a new cycle of strategic planning. Strategies and programs are reviewed and decisions are made to maintain, modify 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.

While the Institution-Set Standards were previously incorporated into the Institutional Effectiveness Report, the Set Standards are now published annually by the College's Institutional Integrity Committee (IIC)—a standing committee that reports to the Faculty Senate the President's Advisory Council. The reports are subsequently shared with the campus community, as members from the IIC attend various governance committees to present the data and the accompanying summary, findings, and recommendations. The Institution-Set Standards reports can be found on the Office of Institutional Effectiveness's webpage at: https://ie.fullcoll.edu/institution-set-standards/.

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

During the 2019-20 academic year, there were 31,564 students enrolled at Fullerton College, representing a 1.7 percent decline from the prior year total of 32,098 (see Table 1). Over the past five years, the total students enrolled (unduplicated headcount) has steadily declined from a high of 35,196 in academic year 2015-16 to a low of 31,564 in the most recent academic year. When compared to the enrollment from five years ago, the number of students enrolled at the College in 2019-20 had declined by 10.3%.

Table 1. Student Headcount by Academic Year

	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Student Headcount	35,196	34,553	33,647	32,098	31,564
Yearly Change		-1.8%	-2.6%	-4.6%	-1.7%

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 '20 term saw an enrollment of

21,324 students, a decline of 3,986 students (15.7%) as compared to five years ago (see Figure 1). While the campus closure and shift to remote instruction during the Spring 2020 semester certainly affected the total enrollment counts, over 96% of the scheduled courses had passed the course census date before the closure was announced. As a result, most of the course rosters were already finalized by the time the campus moved to remote instruction. Similarly, the fall terms have experienced a notable decline in the number of students enrolled. In Fall '19, there were 23,091 students enrolled at Fullerton College, which was 2,180 fewer students than in Fall '15. The decline in fall student headcount over the past five years is 8.6%. 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 9,839 students in Summer '16 to a low of 8,431 in Summer '19, the College has experienced a decline of 14.3% in student headcount (1,408 students) during this timeframe.
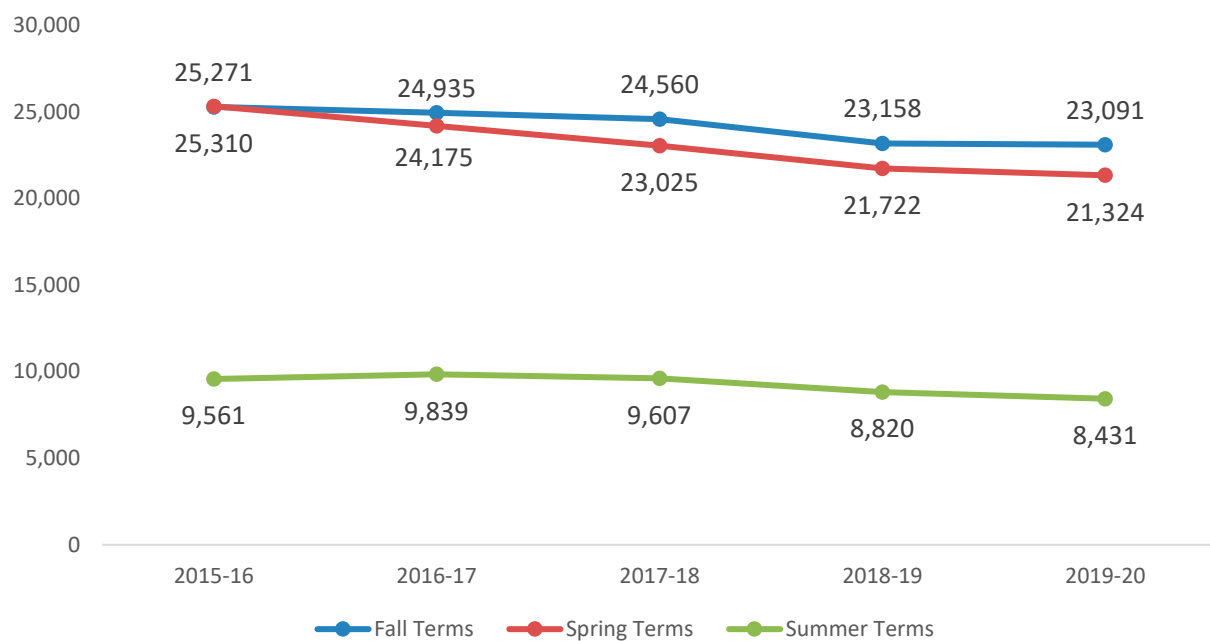
Figure 1. Student Headcount by Term
Source: NOCCCD Data Mart

While the total student headcount has decreased over time, Table 2 highlights that the proportion of students who identify as female has remained consistent. 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 '19—the same proportion as Fall '18. In comparison to statewide trends, female students also represent a majority of California Community College (CCC) students, comprising 54.2% of CCC students in Fall '19 according to

the California Community Colleges Chancellor's Office Data Mart[1].

Table 2. Proportion of Students by Gender

| Gender	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	50.5%	50.3%	51.0%	51.7%	51.7%
Male	47.8%	47.8%	47.3%	46.6%	46.5%
Non-Binary / Unknown / Not Reported	1.7%	1.8%	1.7%	1.7%	1.7%

Source: NOCCCD Data Mart

While the proportion of male and female students has remained consistent over time, 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 Hispanic[2], which is the largest racial and ethnic representation among the FC student body, has increased from 54.1% in Fall '15 to 56.4% in Fall '19 (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 21.8% in Fall '15 to 17.3% in Fall '19. The proportion of students who identify as Asian has remained steady, hovering between 11% and 12% of the student population over the last five years, although the proportion dipped just below 11% in Fall '19. The proportion of students who identify as Black / African American has remained around 3% of the Fullerton College study body, with a total of 659 students, representing 2.9% of the student body in Fall '19. Further examination of the Fall '19 data shows that 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 (0.2%), Filipino (2.7%), or Multi-Racial or Multi-Ethnic (3.2%). An additional 6.5% of the student body in Fall '19 did not identify with one of the options listed in Table 3.

---

[1] California Community College Chancellor's Office Data Mart: https://datamart.cccco.edu/Default.aspx
[2] While the term Latinx 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.
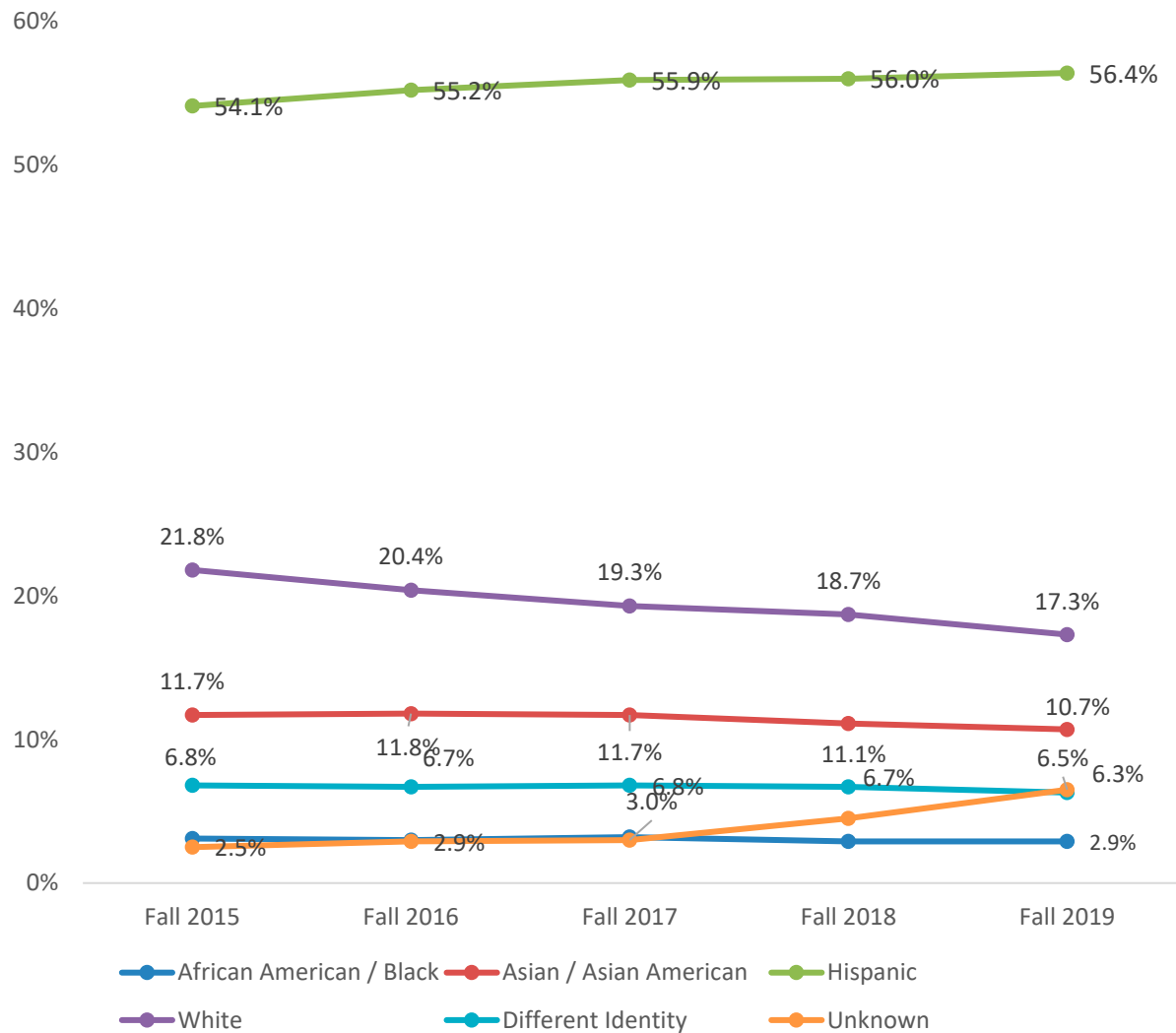
Figure 2. Proportion of Students by Race/Ethnicity
Source: NOCCCD Data Mart

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 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Total	%	Total	%	Total	%	Total	%	Total	%
Am. Indian or Alaskan	74	0.3%	69	0.3%	62	0.3%	54	0.2%	55	0.2%
Asian	2,952	11.7%	2,932	11.8%	2,873	11.7%	2,582	11.2%	2,461	10.7%
African American	775	3.1%	741	3.0%	793	3.2%	681	2.9%	659	2.9%
Filipino	708	2.8%	687	2.8%	674	2.7%	649	2.8%	619	2.7%
Hispanic	13,677	54.1%	13,767	55.2%	13,738	55.9%	12,972	56.0%	13,022	56.4%
Pacific Islander	93	0.4%	77	0.3%	84	0.3%	67	0.3%	56	0.2%
Two or More	842	3.3%	844	3.4%	846	3.4%	782	3.4%	733	3.2%
White Non-Hispanic	5,508	21.8%	5,099	20.4%	4,743	19.3%	4,328	18.7%	3,989	17.3%
Unknown	642	2.5%	719	2.9%	747	3.0%	1,043	4.5%	1,497	6.5%

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 39.4% of the student body in Fall '19, there has been a decrease in the proportion of enrolled students who are between the ages of 20 and 24, declining from 45.0% in Fall '15. However, over the last four years, the proportion of students under 20 years old increased from 28.4% in Fall '16 to 33.7% in Fall '19. At the same time, the proportion of students between the ages of 25 and 39 and 40 or older has remained consistent across last five fall terms.
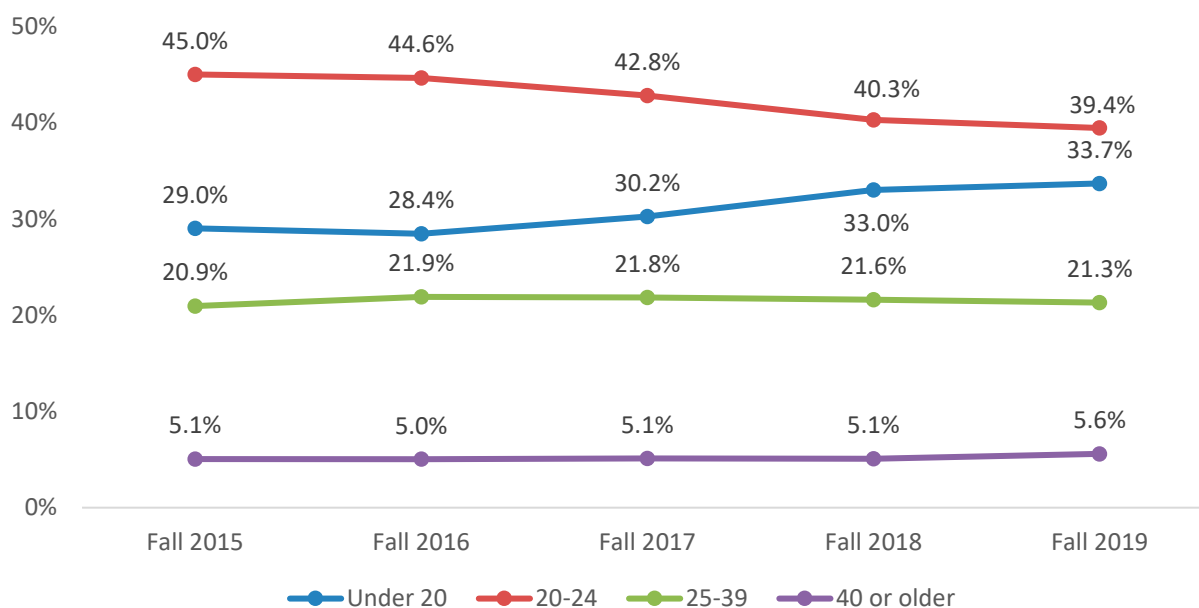

Figure 3. Proportion of Students by Age Group
Source: NOCCCD Data Mart

Data from Table 4 highlight the changes in both relative percentages as well as the actual number of students who fall within such age 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 6.1%, and students over 40 years of age slightly increased by 1.1% in that timeframe. However, the declines in number and percentages has been most significant among students between the ages of 20 and 24, declining 19.9% between the Fall '15 and Fall '19 semesters.

Table 4. Number and Proportion of Students by Age Group

Age Group	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	7,331	29.0%	7,094	28.4%	7,427	30.2%	7,646	33.0%	7,776	33.7%
20-24	11,371	45.0%	11,127	44.6%	10,516	42.8%	9,331	40.3%	9,106	39.4%
25-39	5,292	20.9%	5,459	21.9%	5,365	21.8%	5,001	21.6%	4,916	21.3%
40 or older	1,277	5.1%	1,255	5.0%	1,252	5.1%	1,180	5.1%	1,291	5.6%

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 '16, during which about 70% to 75% 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 2016			Fall 2017			Fall 2018			Fall 2019		
City	Total	%	City	Total	%	City	Total	%	City	Total	%
Anaheim	5,568	22.3%	Anaheim	5,661	23.0%	Anaheim	5,598	24.1%	Anaheim	5,624	24.3%
Fullerton	4,003	16.0%	Fullerton	4,028	16.4%	Fullerton	3,879	16.7%	Fullerton	3,889	16.8%
La Habra	1,720	6.9%	La Habra	1,691	6.9%	La Habra	1,653	7.1%	La Habra	1,696	7.3%
Whitter	1,581	6.3%	Whittier	1,548	6.3%	Whittier	1,399	6.0%	Whittier	1,310	5.7%
Placentia	1,098	4.4%	Placentia	1,109	4.5%	Placentia	1,111	4.8%	Placentia	1,045	4.5%
Buena Park	1,053	4.2%	Buena Park	1,074	4.4%	Buena Park	1,004	4.3%	Buena Park	969	4.2%
Brea	927	3.7%	Brea	969	3.9%	Brea	923	4.0%	Brea	940	4.1%
Yorba Linda	824	3.3%	Yorba Linda	807	3.3%	Yorba Linda	805	3.5%	Yorba Linda	856	3.7%
La Mirada	783	3.1%	La Mirada	804	3.3%	La Mirada	742	3.2%	La Mirada	638	2.8%
Garden Grove	536	2.1%	Garden Grove	489	2.0%	Garden Grove	460	2.0%	Orange	445	1.9%
Top 10	18,093	72.5%	Top 10	18,180	74.0%	Top 10	17,574	75.9%	Top 10	17,412	75.4%

Source: NOCCCD Data Mart

Table 6 shows in Fall '19, the proportion of students at Fullerton College who indicated that their parent(s)/guardian(s) have not attended college declined by approximately 0.5 percentage points compared to the previous fall. In recent years, between 44% and 46% of students

reported that neither of their parent(s)/guardian(s) attended college. In addition, approximately two-thirds (62.8% in Fall '19) 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 2016		Fall 2017		Fall 2018		Fall 2019	
	Count	%	Count	%	Count	%	Count	%
No High School Diploma	4,413	17.7%	4,283	17.4%	3,913	16.9%	3,835	16.6%
High School Diploma	6,915	27.7%	6,911	28.1%	6,585	28.4%	6,540	28.2%
Total No College	*11,328*	*45.4%*	*11,194*	*45.6%*	*10,498*	*45.3%*	*10,345*	*44.8%*
Some College/No Degree	5,394	21.6%	5,009	20.4%	4,422	19.1%	4,110	17.8%
Associate Degree	1,954	7.8%	1,854	7.5%	1,664	7.2%	1,689	7.3%
Bachelor's Degree	3,928	15.7%	3,873	15.8%	3,556	15.3%	3,535	15.3%
Graduate Degree	1,925	7.7%	1,943	7.9%	1,758	7.6%	1,746	7.6%
No Response	438	1.8%	700	2.8%	1,278	5.5%	1,678	7.3%

Source: NOCCCD Data Mart

In the 2019-20 year, 68.7% of Fullerton College students were identified as having been eligible for the California Community Colleges Board of Governors fee waiver (recently renamed to the California Promise Grant), which permits enrollment fees to be waived (see Figure 4). 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 2019, the 150% income threshold was $18,375 for an individual person and $38,625 for a family of four[3]. While the College had seen a slight decline in the number and proportion of BOG eligible students before increasing again, 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.

---

[3] https://aspe.hhs.gov/2019-poverty-guidelines
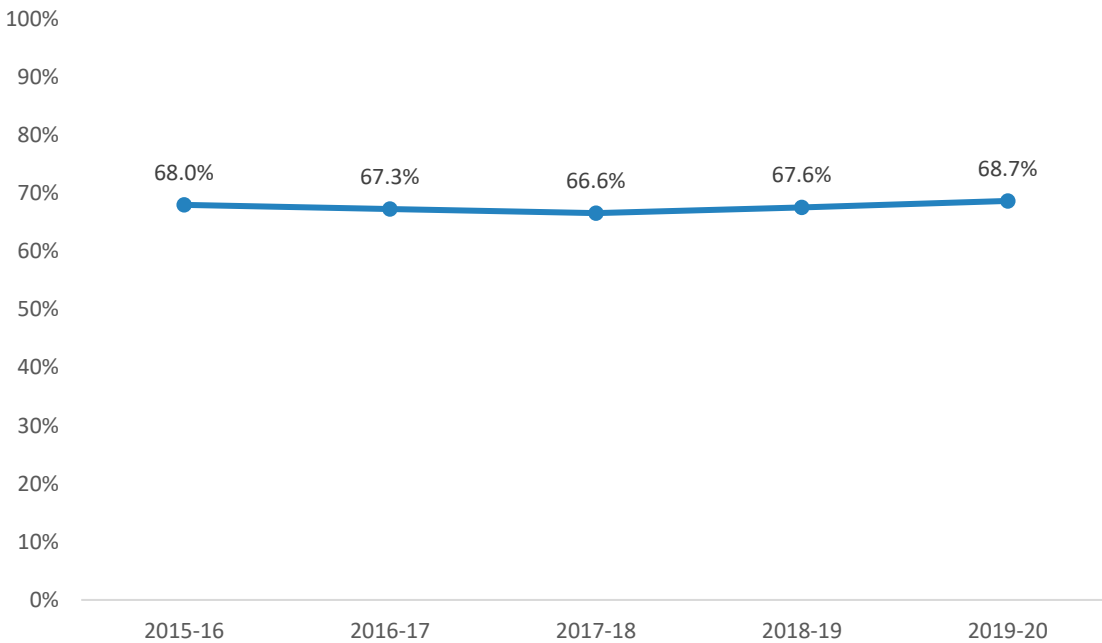
Figure 4. Eligible for a College Promise/Board of Governor's (BOG) Eligibility
Source: California Community College Chancellor's Office Simplified Metrics Dashboard

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 statewide 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 5). Similarly, nearly three out of four students at the College have been identified as economically disadvantaged. In looking at data from the nearly 275,000 community college students in the Orange County microregion, approximately 51% of students have been identified as economically disadvantaged. In looking at the 2019-20 academic year, there was a notable increase in the proportion of student who had received a Pell Grant, reflecting the several college efforts to ensure students complete their financial aid applications and access all of the state and federal aid programs for which they are eligible.
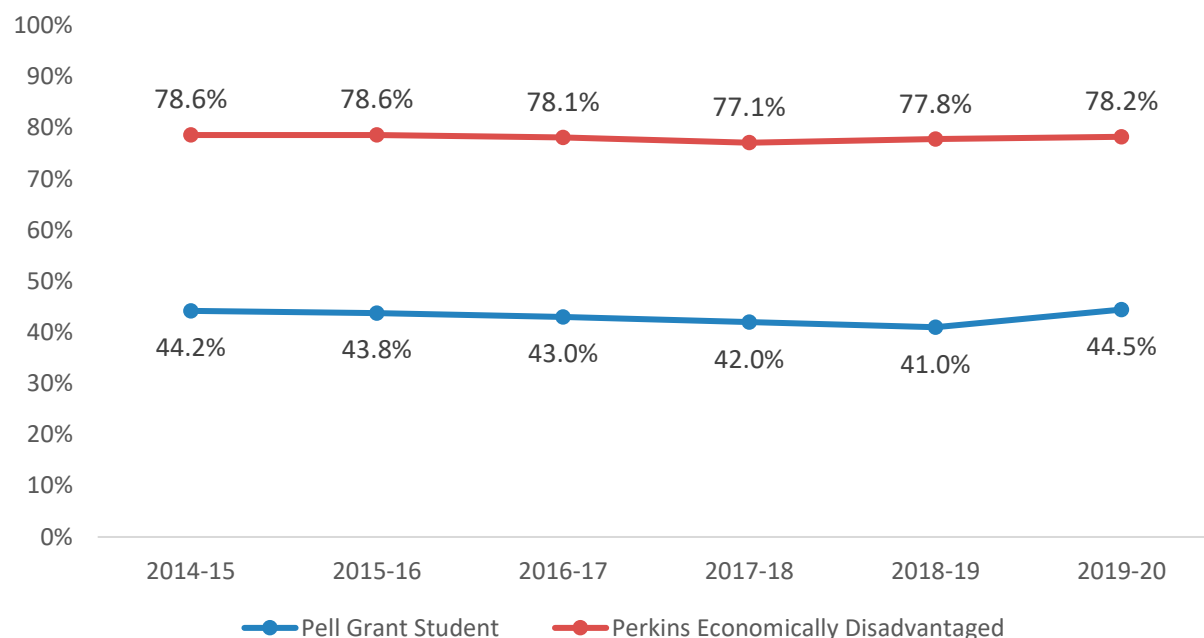
Figure 5. Proportion of Pell Grant and Perkins Economically Disadvantaged Students
Source: California Community College Chancellor's Office Simplified Metrics Dashboard

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, LGBT[4], Foster Youth, and Disabled[5]. 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 6). 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 identities. 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 the students enrolled at the College for a particular year.

---

[4] While the terms LGBTQ+ and LGBTQIA+ 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.

[5] While the term DSS (Disability Support Services) is used in campus discussions, the Simplified Metrics data uses the term Disabled and is so referenced in this content.
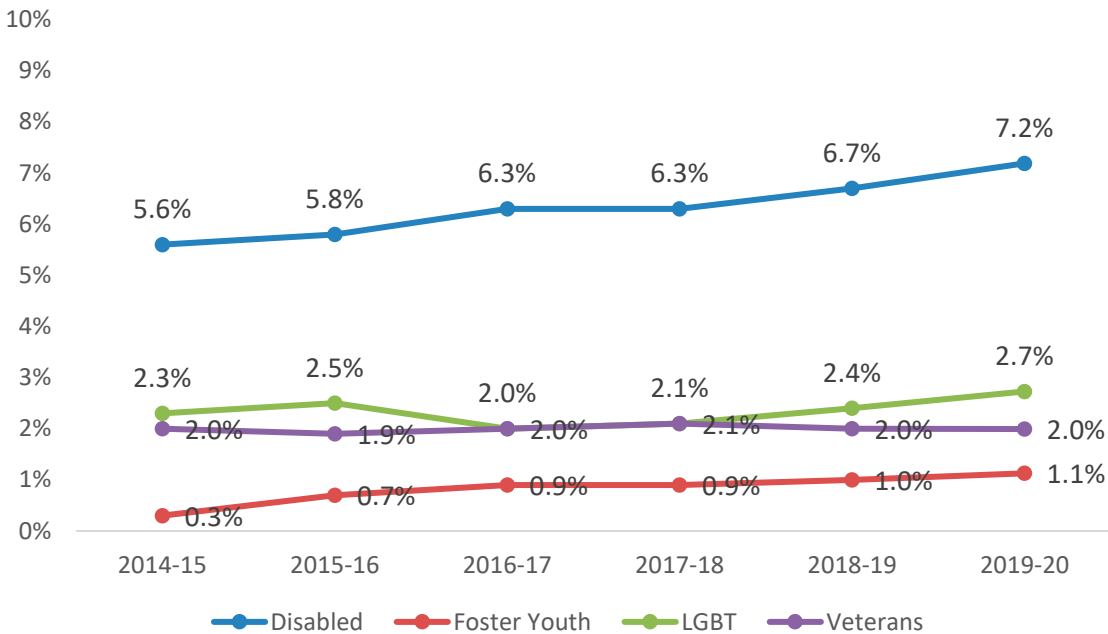
Figure 6. Proportion of Students Identified by Special Populations
Source: California Community College Chancellor's Office Simplified Metrics Dashboard

Student Academic Expectations and Goals

Table 7 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 7.0% of students indicate they are exploring career opportunities and/or seeking a career advancement, while an additional 3.7% of students are enrolled to advance their educational development and experiences. In Fall '19, 7.0% of students 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 7. Student Academic Goal

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	% of Total	% of Total	% of Total	% of Total
Degree, Certificate, and/or Transfer				
Associate Degree and Transfer	56.7%	56.0%	54.8%	54.0%
Associate Degree Only	5.7%	5.3%	5.7%	5.8%
Transfer to University Only	17.7%	17.6%	17.0%	16.0%
Vocational Certificate/Degree	2.2%	2.3%	2.6%	3.2%
Educational Development				
Educational Development	2.5%	2.5%	2.9%	3.2%
High School Completion	0.2%	0.3%	0.4%	0.5%
Non-Credit to Credit	0.1%	<0.1%	0.1%	<0.1%
Career Development				
Career Advancement/Change	4.5%	4.7%	4.8%	5.1%
Career Exploration	1.4%	1.6%	1.9%	1.9%
Different Goals / Unknown				
Student at Four-Year Institution	3.0%	3.4%	3.1%	3.2%
Missing	0.2%	0.1%	0.1%	<0.1%
Undecided	5.9%	6.1%	6.7%	7.0%

Source: NOCCCD Data Mart

Table 8 indicates the most popular majors among students at Fullerton College, a list that has remained quite consistent over the last four years. In Fall '19, nearly 40% of enrolled students selected a major in one of ten programs. Business Administration remains as the program area with the greatest interest among enrolled students. In addition to the students who select Business Administration, there were 784 students in Fall '19 who identified Business Management as their major. Taken together, a substantial proportion of students at Fullerton College are interested in one of these two programs within the Business division.

In addition to the continued popularity of Pre-Nursing, Business Administration, and Business Management, the other most popular majors among FC students include Psychology, Engineering, Administration of Justice, Biology, Computer Science, and Art. While the Child Development and Education Studies was previously listed in the top 10 majors in Fall '18, the program did not remain in the top ten for the Fall '19 semester. Instead, the Kinesiology program, previously in the top in in Fall '17, reappeared in the top 10 list.

Table 8. Top 10 Student Majors for Fall Terms

Fall 2016			Fall 2017			Fall 2018			Fall 2019		
Major	#	%	Major	#	%	Major	#	%	Major	#	%
Business Administration	2,094	8.4%	Business Administration	1,974	8.0%	Business Administration	1,589	8.0%	Business Administration	1,670	7.2%
Pre-Nursing	1,234	4.9%	Pre-Nursing	1,237	5.0%	Pre-Nursing	1,141	4.9%	Pre-Nursing	1,092	4.7%
Biology	1,183	4.7%	Biology	1,182	4.8%	Biology	1,035	4.5%	Psychology AA-T	890	3.9%
Business Management	1,163	4.7%	Engineering	1,072	4.4%	Engineering	917	4.0%	Engineering	842	3.9%
Engineering	1,107	4.4%	Business Management	1,023	4.2%	Business Management	822	3.5%	Business Management	784	3.4%
Administration of Justice	871	3.5%	Psychology	802	3.3%	Computer Science	796	3.4%	Administration of Justice	738	3.2%
Psychology	837	3.4%	Computer Science	795	3.2%	Psychology AA-T	773	3.3%	Biology	737	3.2%
Computer Science	791	3.2%	Administration of Justice	736	3.0%	Child Develop & Educ Studies	696	3.0%	Computer Science	732	3.2%
Art	728	2.9%	Kinesiology AA-T	722	2.9%	Art	692	3.0%	Art	654	3.0%
Kinesiology AA-T	715	2.9%	Art	672	2.7%	Administration of Justice	687	3.0%	Kinesiology AA-T	529	2.3%

Source: NOCCCD Data Mart

Employee Demographics

In Fall '19, Fullerton College employed over 1,200 individuals who served in the following employment categories: temporary academic faculty (589), tenured or tenure track faculty (332), classified staff (301), and educational administrators (19). These figures, which are reported through the California Community College Chancellor's Office, do not include hourly or student employees. Table 9 shows that temporary academic employees accounted for nearly half (47.5%) of employees, followed by tenured and tenure track faculty (26.8%), classified (24.3%), and educational administrators (1.5%).
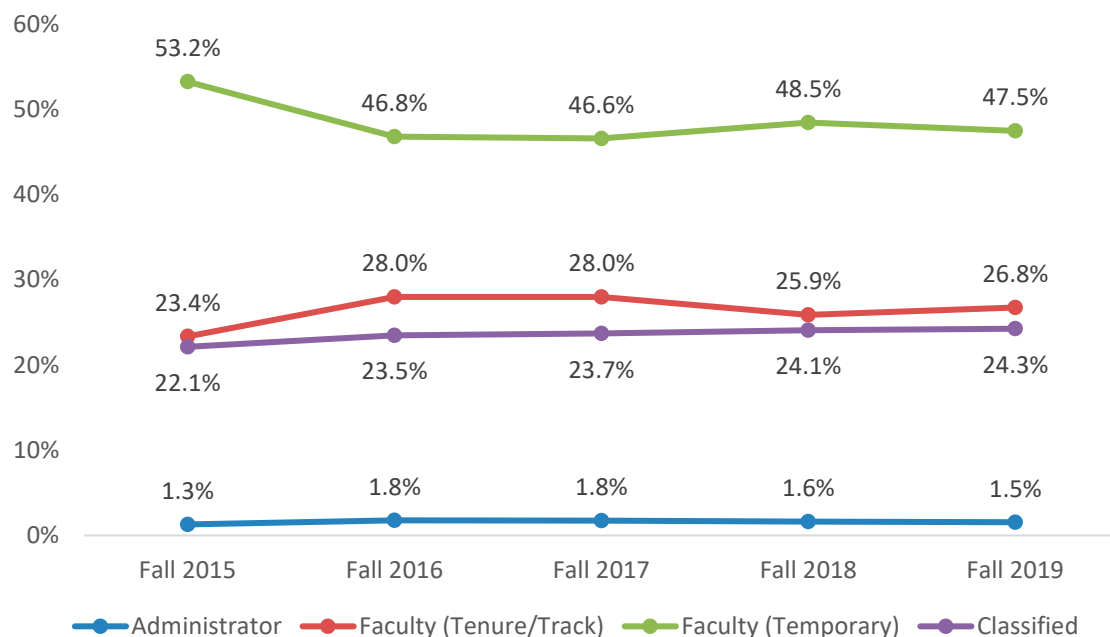
Table 9. Employees by Category in Fall 2019

Employee Category	Count	%
Academic Temporary	589	47.5%
Tenured/Tenure Track	332	26.8%
Classified Support	301	24.3%
Educational Administrator	19	1.5%
Total	1,241	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 7). The proportion of employees who are identified as temporary academic employees was 47.5% in

Fall '19, a decline of 5.7 percentage points compared to 53.2% in Fall '15. As a result, the proportion of tenure/tenure track faculty and classified have also increased over that timeframe, reaching 26.8% for tenure/tenure track faculty and 24.3% for classified in Fall '19. 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, though there was an increase in the number and proportion of tenure/tenure track faculty between Fall '18 and Fall '19.

Figure 7. Proportion of Employees by Category
Source: California Community College Chancellor's Office Data Mart

The 1,241 employees in Fall '19 was the slightly higher than in Fall '18, though below the number of employees from Fall '15 (see Table 10). 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. In Fall '19, there was an increase in the permanent employees to 652, an increase of 3.5% over Fall '18.

Table 10. Number and Proportion of Employees by Category

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Count	%	Count	%	Count	%	Count	%	Count	%
Academic Temporary	700	53.2%	582	46.8%	586	46.6%	592	48.5%	589	47.5%
Tenured/Tenure Track	307	23.4%	348	28.0%	352	28.0%	316	25.9%	332	26.8%
Classified Support	291	22.1%	292	23.5%	298	23.7%	294	24.1%	301	24.3%
Educational Administrator	17	1.3%	22	1.8%	22	1.8%	20	1.6%	19	1.5%
Total	1,315		1,244		1,258		1,222		1,241	

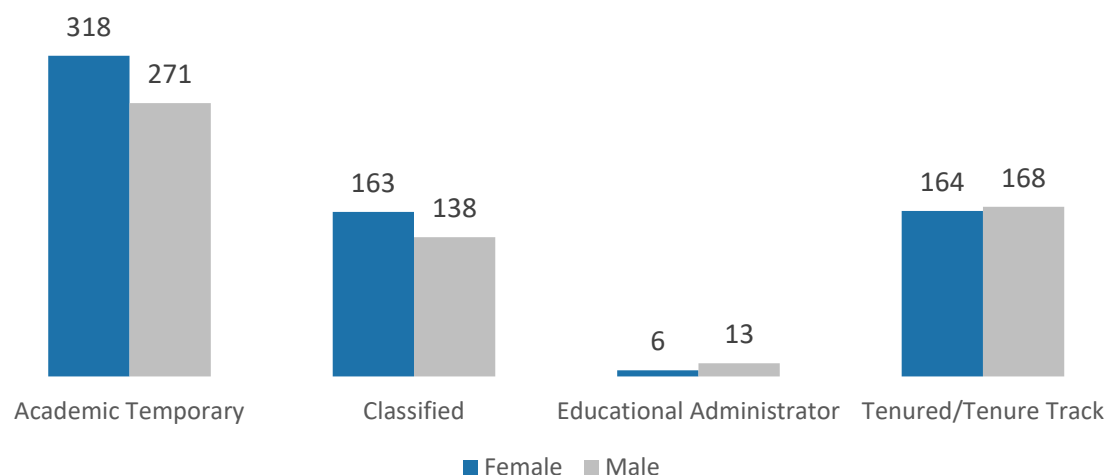Source: California Community College Chancellor's Office Data Mart

A majority of employees at Fullerton College (52.5%) identify as female although there were differences by employee category. While temporary academic employees and classified staff were more likely to identify as female, less than half of tenure/tenure track faculty (49.4%) and educational administrators (31.6%) identified as female (see Table 11).

Table 11. % Female by Job Category, Fall 2019

	%
Academic Temporary	54.0%
Classified	54.2%
Educational Administrator	31.6%
Tenured/Tenure Track	49.4%
Total	52.5%

Source: California Community College Chancellor's Office DataMart

In addition to the greater proportion of employees who identify as female, Figure 8 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 8. Number of Employees by Category by Gender

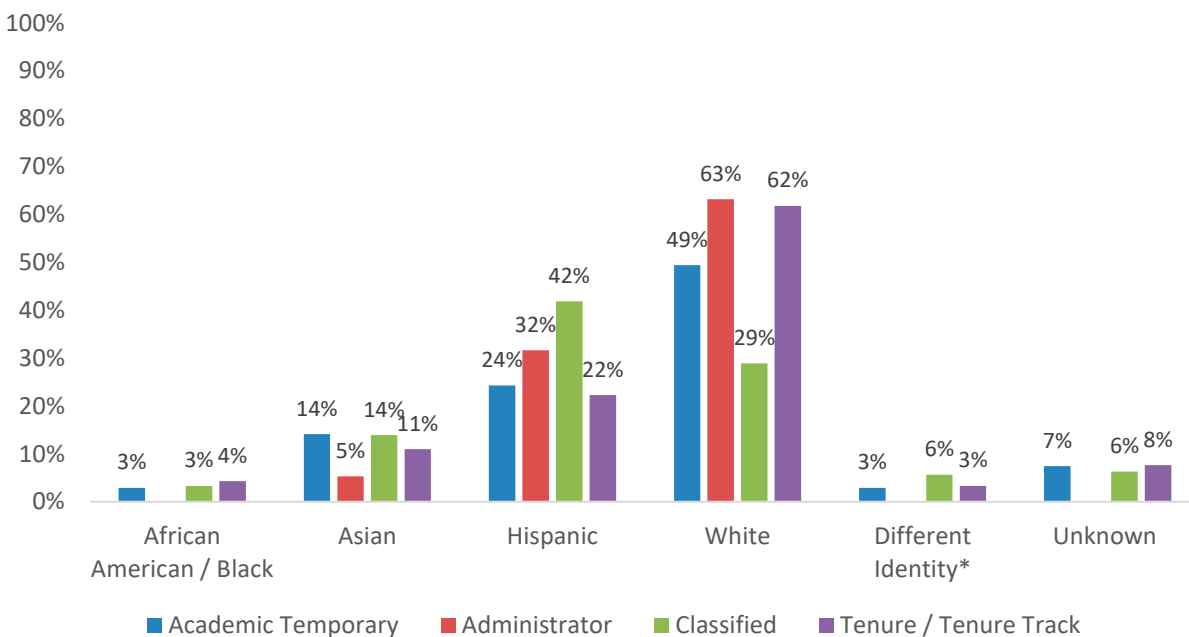Source: California Community Colleges Chancellor's Office DataMart

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 (27.6%) compared to the 57.8% of students who similarly identify. In addition, slightly less than half of all faculty and staff identify as White, Non-Hispanic (46.4%). To continue advancing diversity within the faculty and staff within the District, the Institutional Commitment to Diversity Five Year Report 2015-16 through 2019-20 was published in November 2020. The report, presented to the Board of Trustees, described the changes over time and identified areas of opportunity to further promote diversity among the faculty and staff at Fullerton College.

Table 12. Employees' Race/Ethnicity by Employee Category, Fall 2019

	%
African American / Black	3.2%
American Indian / Alaska Native	0.4%
Asian / Asian American	12.8%
Hispanic	27.6%
Multi-Ethnicity	2.7%
Pacific Islander	0.4%
Unknown	6.4%
White, Non-Hispanic	46.4%
Total Employees	1,241

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, 24% of academic temporary employees and administrators identify as Hispanic compared to 42% of classified employees and 22% of tenure / tenure track faculty. Similarly, among classified employees, 29% identify as White compared to 63% of administrators, 49% of part-time faculty, and 62% 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 9. 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 10). 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 134,822 course enrollments, or total seat count, from Academic Year 2019-20 to the 151,450 enrollments from Academic year 2015-16 reveals a 11.0% decline in course enrollments over the last five years, slightly higher than the 10.3% decline in the unduplicated headcount.
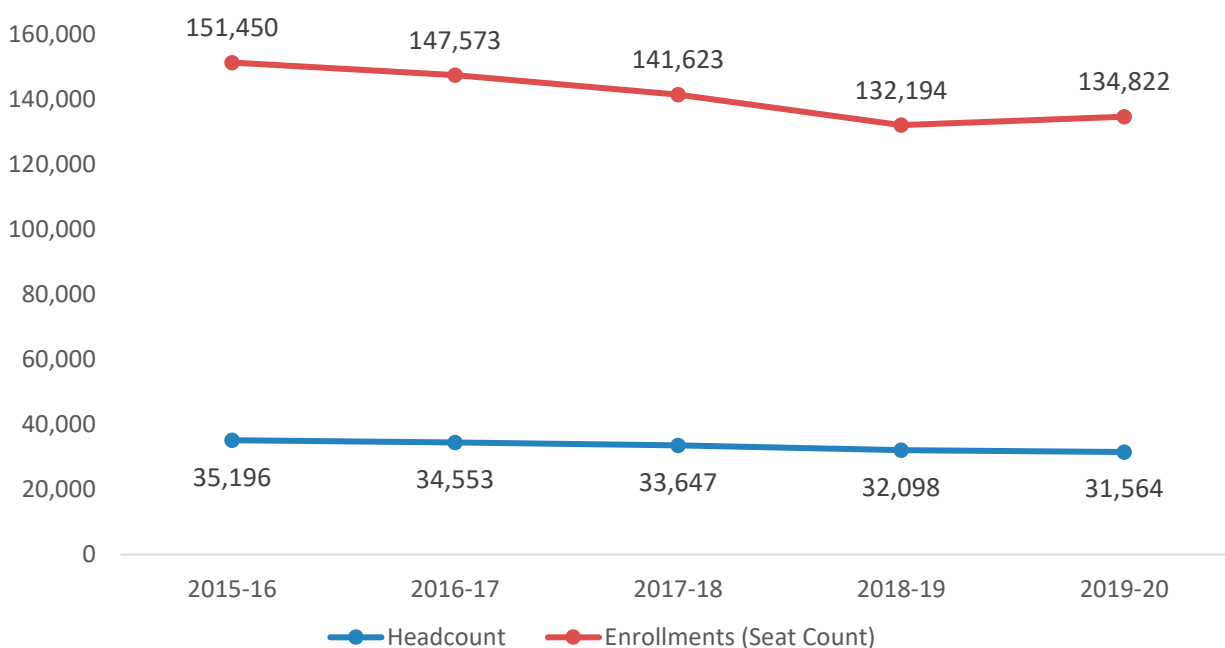
Figure 10. Student Headcount and Seat Count by Academic Year
Source: NOCCCD Data Mart

During this same timeframe, the unemployment rate in Orange County has dropped from 4.4% in June 2016 to 3.0% in June 2019, though by June 2020, the rate had increased to over 13%

due to the COVID-19 pandemic. In addition to the decline in unemployment, the Orange County Schools have seen an overall decline of 1.1% in K-12, public school student enrollment from 2018-19 to 2019-20, and a decline of 3.9% between 2015-16 and 2019-20[6]. 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 increased from 3,330 in Fall '15 to 4,306 in Fall '19, an increase of 29.3%. With an increasing popularity and expansion of the North Orange Promise program, there are an increasing number of students who are beginning their college experience at Fullerton.
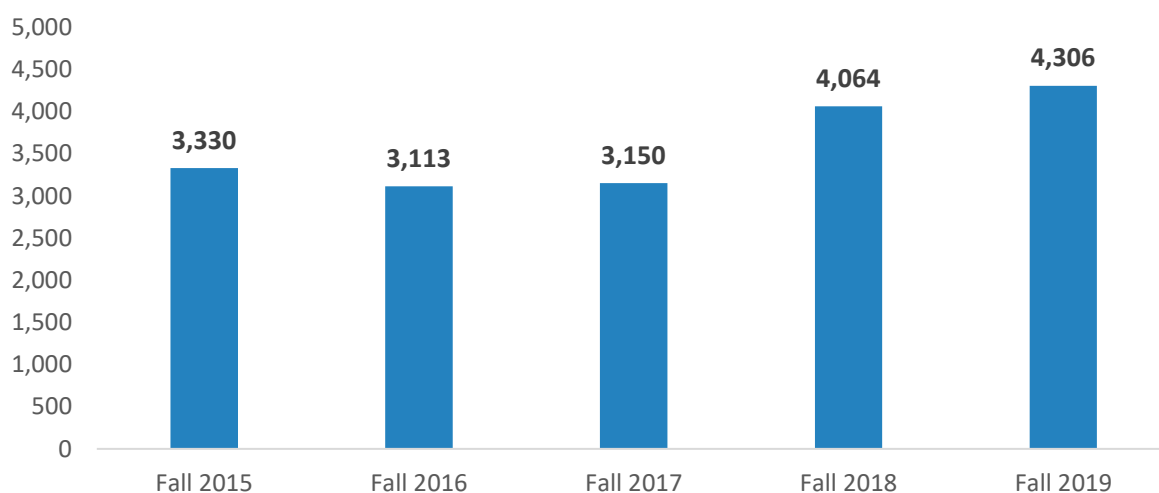

Figure 11. First-time Students at Fullerton College
Source: NOCCCD DataMart and California Community College Chancellor's Office Management Information System

Although there been an overall decline in the number of students and course enrollments at Fullerton College, it is important to note 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 2015-16 and the

---

[6] See Chapter IV and data from the Fullerton College Environmental Scan.

2019-20 academic years. Over those five years, the College has experienced a 96.0% decline in enrollments (n=9,826) in the below college-level English and Math courses.
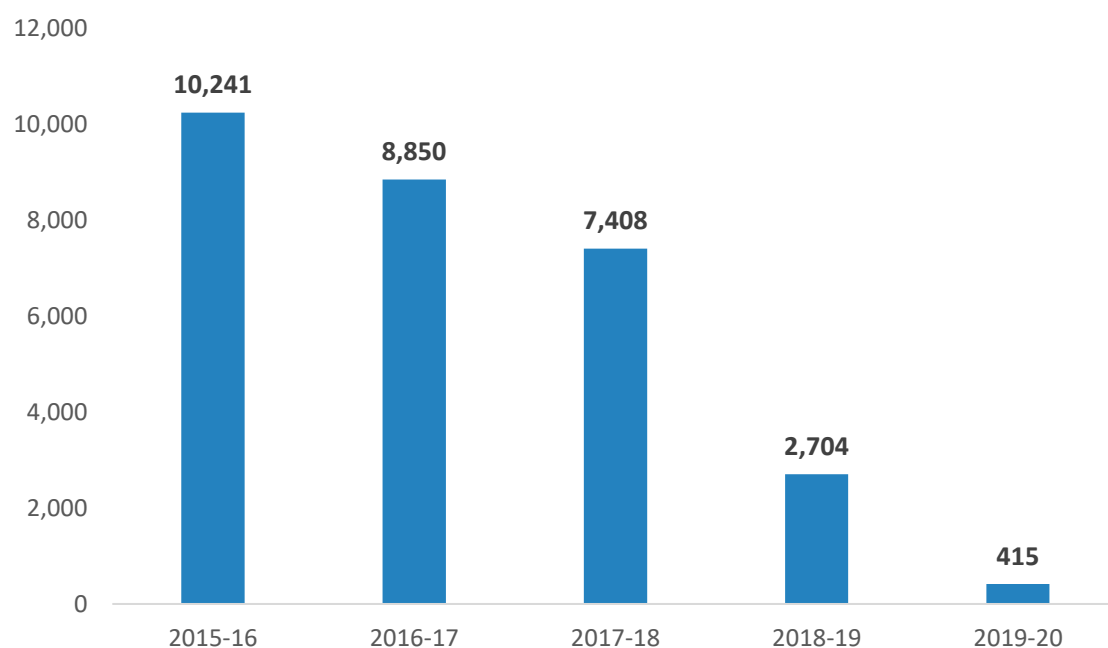

Figure 12. Below College-Level English and Math Enrollments by Academic Year
Source: NOCCCD Data Mart

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 allocation[7]. As a result, it is important to note the decrease of the annual resident FTES from 18,744 in AY 2015-16 to 16,897 in AY 2019-12 equates to a decline of more than 1,000 FTES or 9.9%. Although there has been a decline over time, there was a slight increase of 0.8% in resident FTES between AY 2018-19 and AY 2019-20. This increase reflects the increase in total enrollments as displayed in Figure 9. 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.
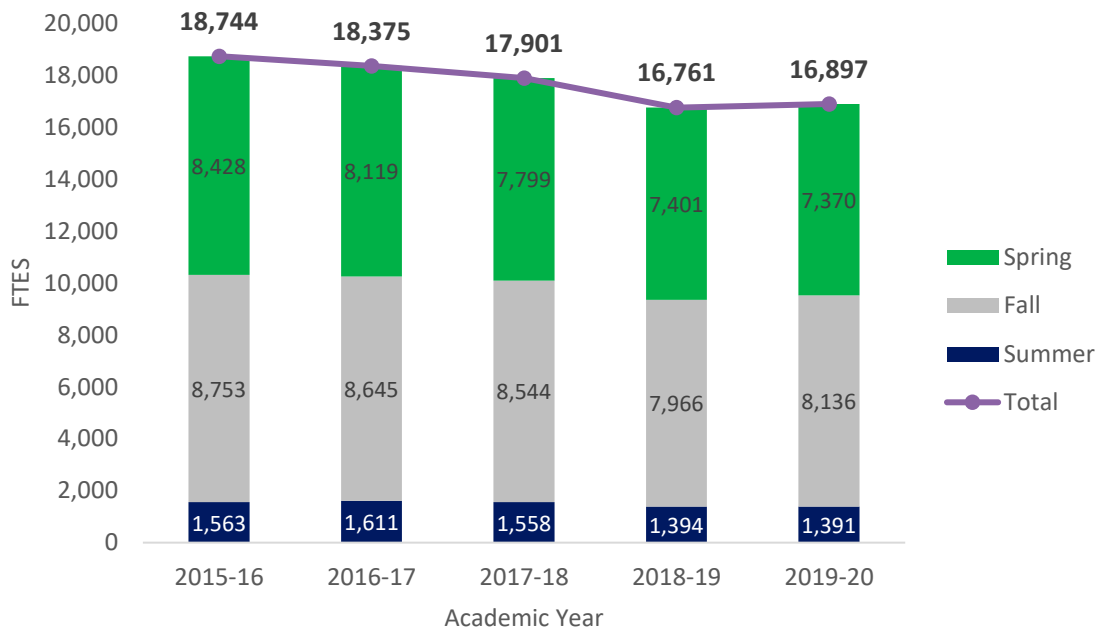

*Figure 11.* FTES Generation by Academic Year
Source: NOCCCD Data Mart

In Fall '19, more than one-third of Fullerton College students (37.4%) were enrolled in 12 or more units. The 12-unit threshold is important because it is the point at which students are considered "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 '19, an additional 34.6% 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 had remained fairly constant, until a noticeable uptick in Fall '19. As a greater proportion of students enrolled full-time, the proportion of students enrolling in fewer than six units remained consistent between 2018-19 and 2019-20, while the proportion of students enrolling in 6 to 11.5 units experienced a relative decline.
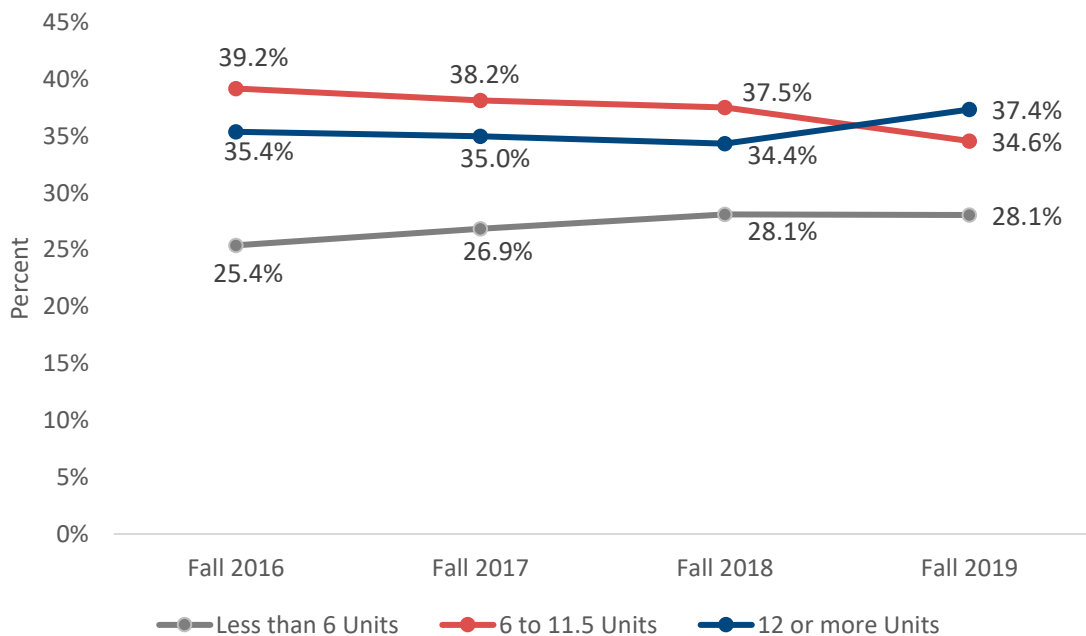
Figure 12. Proportion of Students by Units Enrolled
Source: NOCCCD DataMart

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 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, although there was a slight decline in this metric for the Fall '19 and Spring '20 academic years compared to years prior.
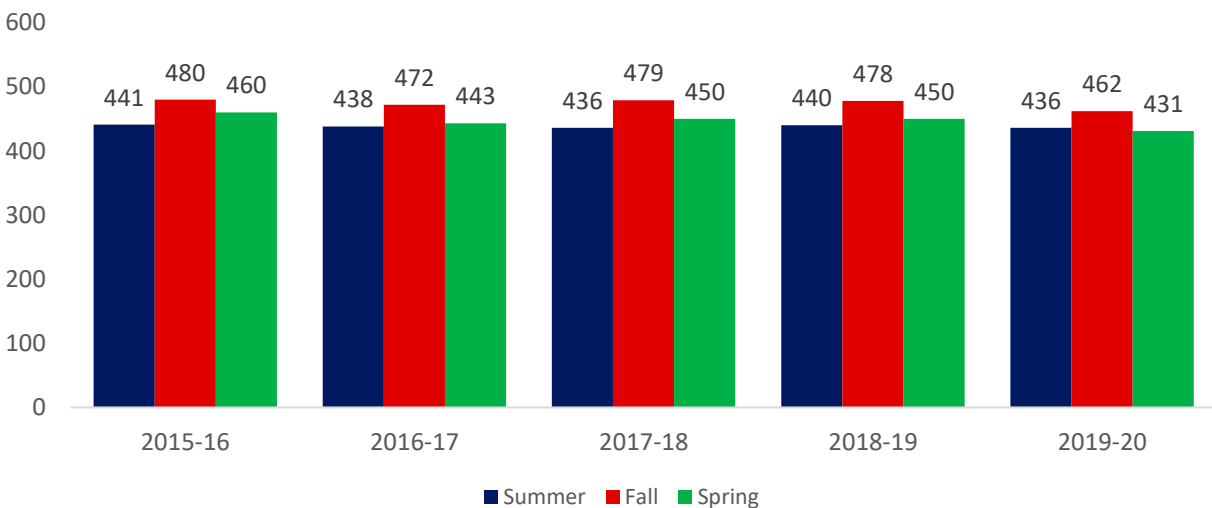

Figure 13. Weekly Student Contact Hours by Academic Year and Semester
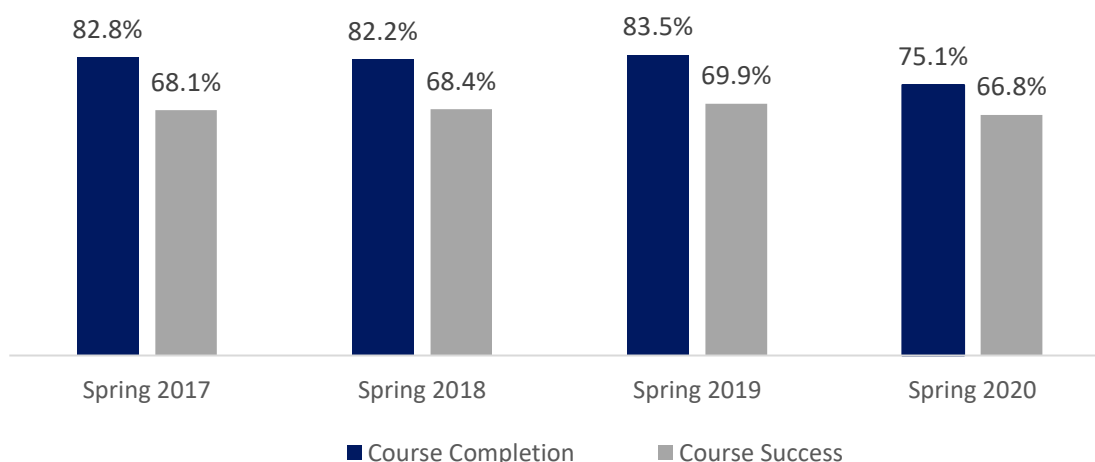Source: NOCCCD Data Mart

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 (previously referred to as course retention). Course completion rates have remained fairly stable across the terms. In the Fall '19 semester, the course completion rate was 83.7%, up from the Fall '16 semester's rate of 83.0% though down slightly from Fall '18's course completion rate of 84.4%.
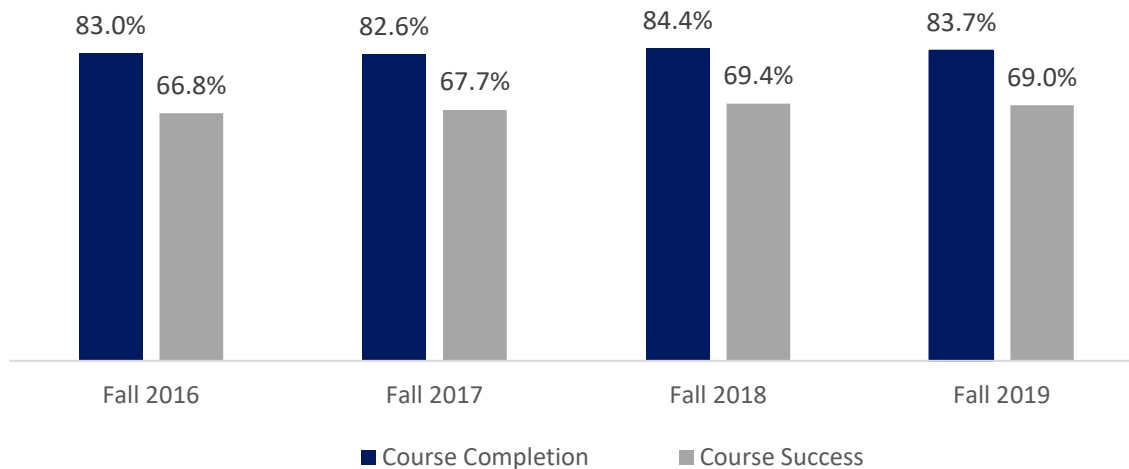
Figure 14. Course Completion and Success Rates for Fall Terms
Source: NOCCCD Data Mart

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 Spring '20, with the transition to remote learning due to the COVID-19 pandemic, there was a noticeable decrease in the proportion of students who completed the course. While prior spring semesters boasted a completion rate in the low 80% range, the decline in course completion between Spring '19 and Spring '20 was 8.4 percentage points. Despite the decline in course completion, the course success rate declined by 3.1 percentage points. In this way, while a much greater proportion of students withdrew from their courses in Spring '20 compared to the prior spring, the rate at which students successful passed the course did not change nearly as much.

Figure 15. 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 '19 measure by gender, there is a difference of two and a half percentage points in course success between students who identify as female and those who identify as male.

Table 13. Course Completion and Success by Gender, Fall 2019.

Gender	Retention	Success
Female	83.9%	70.2%
Male	83.6%	67.7%
Unknown / Not Reported	84.2%	68.0%
Total	83.7%	69.0%

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 and among students. For example, the course success rate in Spring '20 was higher for students across almost every race/ethnic group than it was four or five years ago. However, for students who identify as African American / Black, the course success rate increased nearly seven percentage points in the last few years, from 47.1% in Spring '17 to 53.9% in Spring '20. The Spring '20 success rate, while an improvement over the last few years, did fall below the success rate among African American / Black students from Spring '15 (54.8%). 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, before dipping to 64.8% in Spring '20. 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 76.6%, Filipino students at a rate of 71.6% and White students at a rate of 71.5% during the Spring '20 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 Student Equity and Achievement Committee (SEAC).

Table 14. Course Completion and Success by Race/Ethnicity, Fall 2019 and Spring 2020

	Fall 2019		Spring 2020	
	Retention	Success	Completion	Success
African American / Black	76.7%	52.4%	69.5%	53.9%
American Indian	81.3%	65.5%	74.3%	64.7%
Asian / Asian American	87.7%	77.8%	82.1%	76.6%
Filipino	86.1%	74.6%	78.3%	71.6%
Hispanic	83.1%	66.7%	73.8%	64.8%
Multi-Ethnicity	85.0%	72.2%	75.0%	68.4%
Native Hawaiian / Pacific Islander	81.4%	61.7%	72.1%	59.1%
White	85.2%	74.2%	77.3%	71.5%
Unknown	80.0%	63.3%	71.3%	60.0%
Total	83.7 %	69.0%	75.1%	66.8%

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 29.3% to 37.7% and for transfer-level Math, the increase was from 16.3% to 20.7%. Between 2017-18 and 2019-20, there were even more notable increases, as the proportion of first-time students who completed transfer-level English in the first year increased from 37.7% to 48.7% and the proportion for transfer-level math increased from 20.7% to 25.7%.
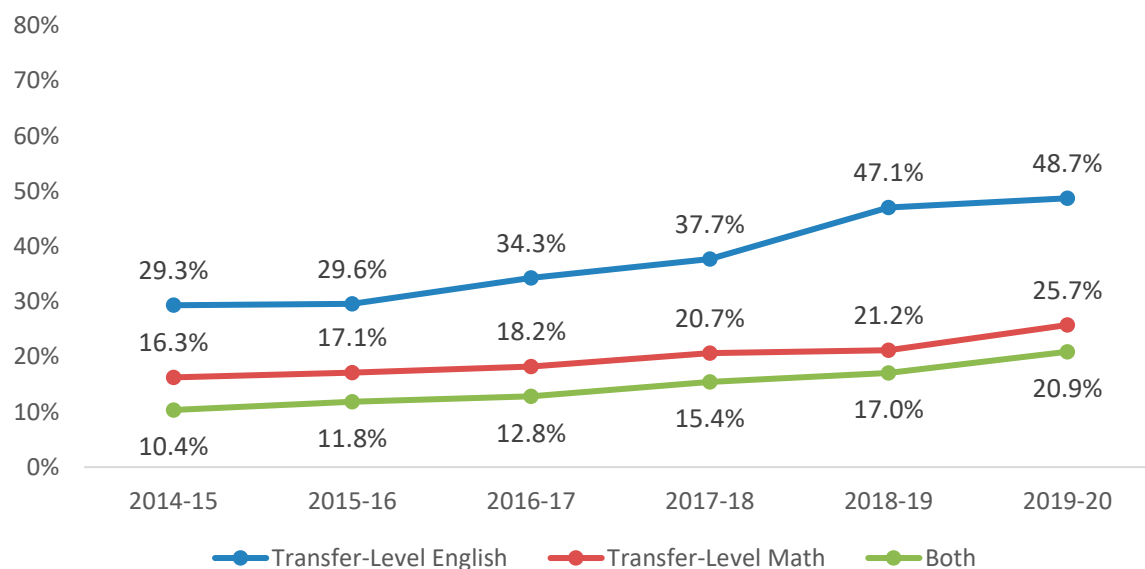
Figure 16. English and Math Transfer-Level Completion by Academic Year
Source: California Community College Chancellor's Office Simplified Metrics Dashboard

In reviewing the proportion of degree- and/or transfer-seeking students who completed both transfer-level English and Math in their first year (2019-20), there are noticeable differences by racial / ethnic identities. For example, more than one-third of students who identified as Filipino (34.7%) completed both transfer-level subjects in their first year, compared to 19.8% of students who identified as Hispanic or 10.0% of Black / African American identified students. In addition, there were fewer than 10 students who identified as Native Hawaiian / Pacific Islander
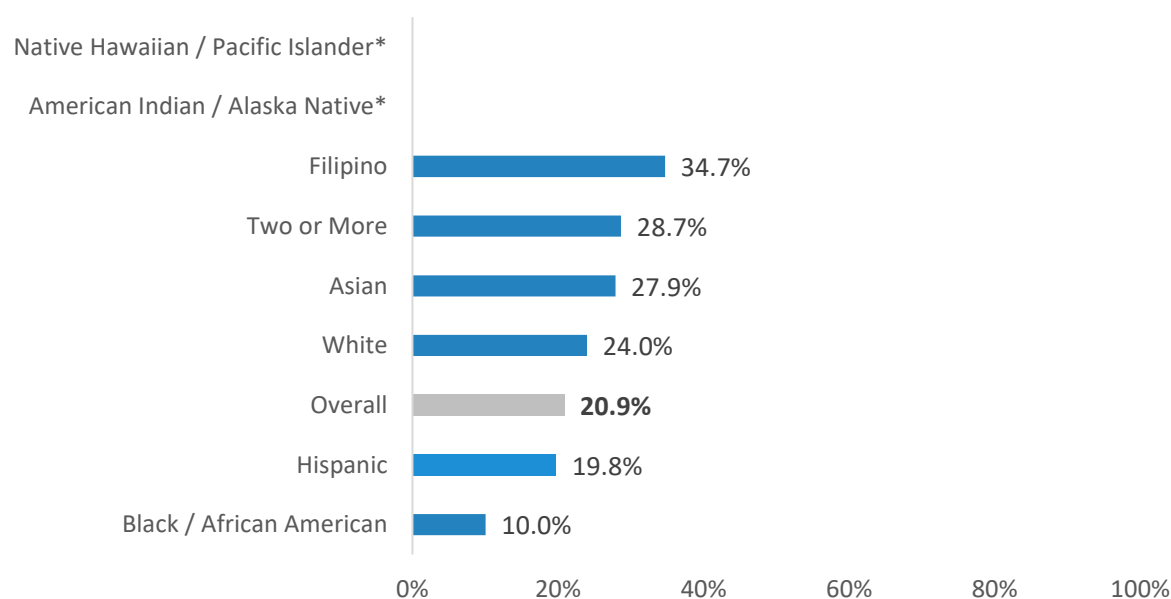

Figure 18. English and Math Transfer-Level Completion by Race / Ethnicity, 2018-19
Source: California Community College Chancellor's Office Simplified Metrics Dashboard

as well as American Indian or Alaska Native who completed both transfer-level Math and English in their first year, which is why the Simplified Metrics do not show any information for these groups. 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 disproportionally 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 about two percentage points, from 19.6% in 2014-15 to 21.5% in the last reported year of 2019-20. Another important point is that the number of students identified as short-term career education students increased dramatically between the 2018-19 and the 2019-20 academic years.
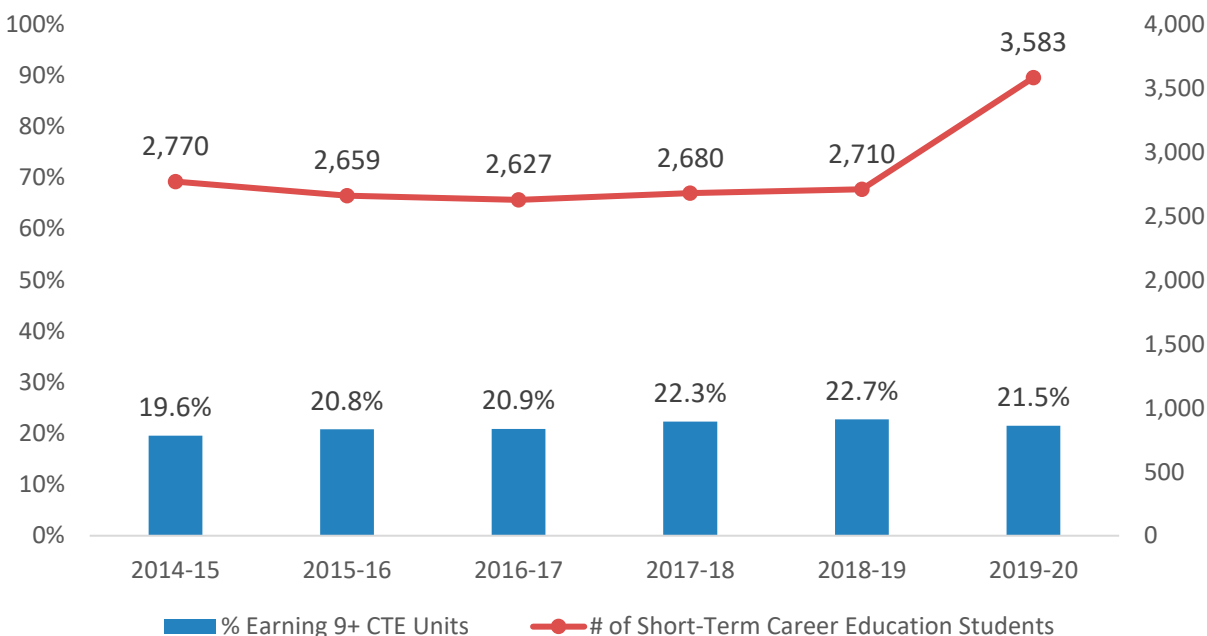
Figure 19. Short-Term Career and Technical Education (CTE) Students and Proportion Earning 9+ CTE Units by Academic Year
Source: California Community College Chancellor's Office Simplified Metrics Dashboard

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 2016-17 academic year, a total of 2,034 degrees were awarded, growing

to 3,685 in 2019-20, an increase of approximately 81%. 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 776 in the 2016-17 academic year to a new high of 1,187 in academic year 2019-20. 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.
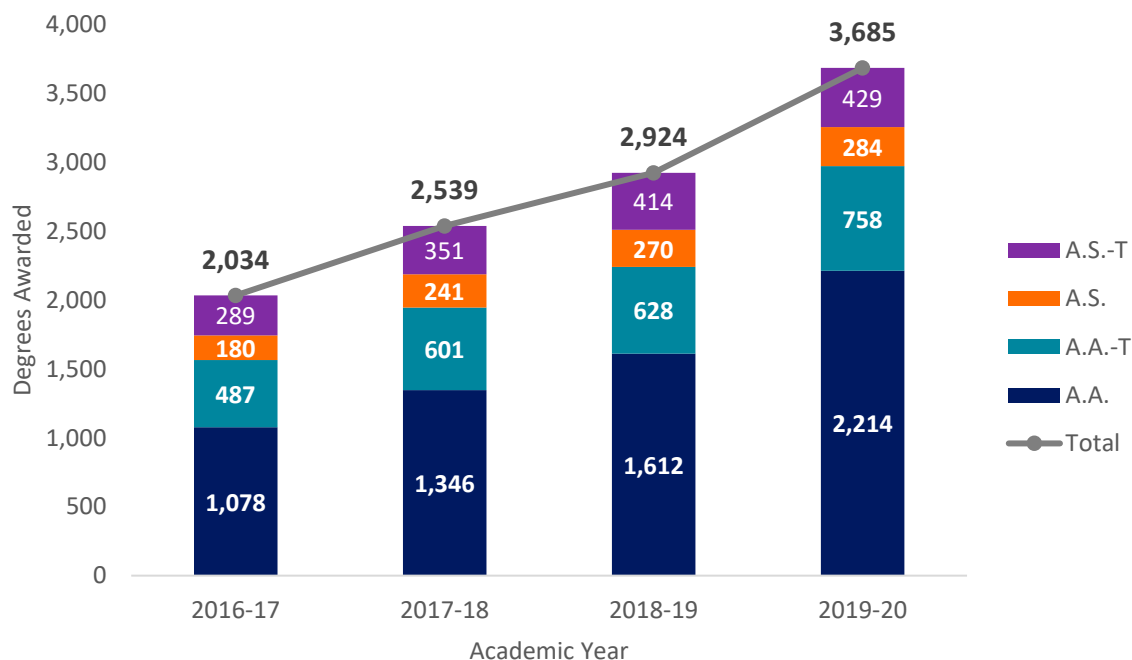
Figure 20. Number of Associate Degrees Awarded by Type of Degree
Source: NOCCCD Data Mart

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, with a recent dramatic uptick given the changing offerings. In fact, the number of certificates awarded declined from 297 in 2016-17 to 277 in 2017-18; however, there was an increase in the certificates awarded in 2018-19 to 307. 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. For the first time in 2019-20, Fullerton College offered state-approved certificates for the California State University General Education Certificate of Achievement as well as the Intersegmental General Education Transfer Curriculum Certificate of Achievement. While the College did previously provide certifications for these accomplishments, the College began offering state-approved certificates in the most recent 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.
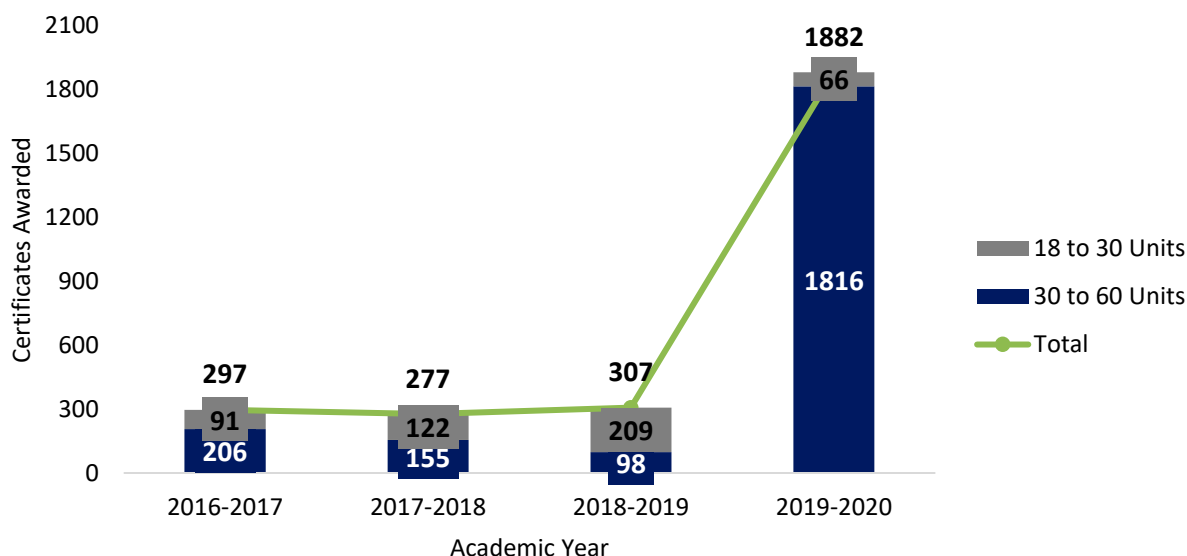
Figure 21. State Approved Degrees and Certificates Awarded by Unit Requirement
Source: NOCCCD Data Mart

The following table brings together both the degree and certificate awards, revealing that there has been a 142.0% 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 2,417 students (an increase of 33.7%) 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 year as the number of awards, and the number of students earning those awards, continues to increase.

Table 15. Degrees and Certificates by Award Type by Academic Year

Degree/Certificate	2016-2017	2017-2018	2018-2019	2019-2020
Associate of Arts (A.A.) degree	1,078	1,346	1,612	2,214
Associate in Arts for Transfer (A.A.-T) degree	487	601	628	758
Associate of Science (A.S.) degree	180	241	270	284
Associate in Science for Transfer (A.S.-T) degree	289	351	414	429
Associate Degree Total	*2,034*	*2,539*	*2,924*	*3,685*
Certificate requiring 18 to 30 units	91	122	209	66
Certificate requiring 30 to 60 units	206	155	98	1,816
Certificate Total	*297*	*277*	*307*	*1,882*
Overall Total	**2,300**	**2,443**	**3,231**	**5,567**

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 268 students in 2019-20, the highest total in the last six years—a 33% increase over the 2015-16 academic year. 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.
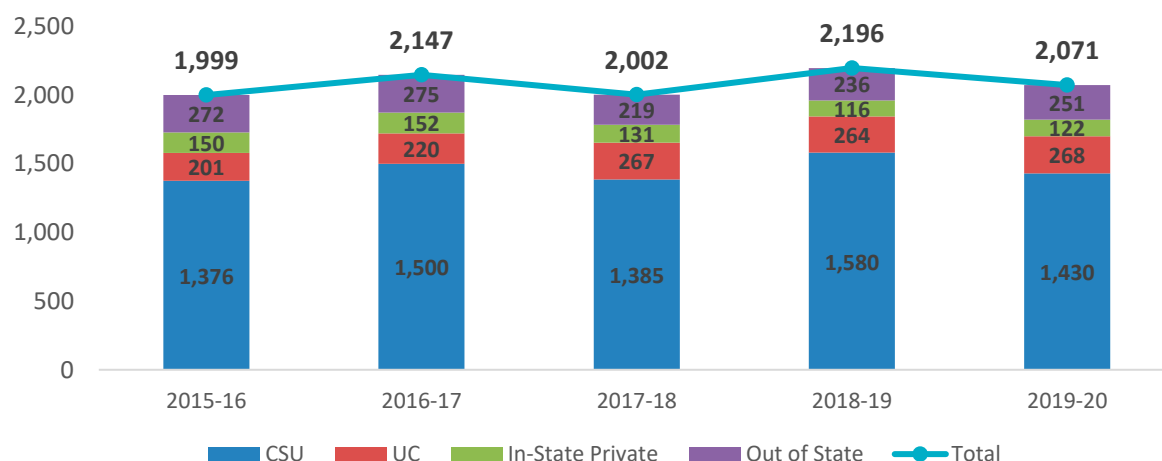

Figure 22. Transfer Destinations by Institution Type

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 the unduplicated headcount continued to decline through the 2019-20 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.

Data from the curricular transformations are starting to emerge, with a dramatic decline in the number of below college-level enrollments and a notable increase in the proportion of first-time students who are completing their transfer-level English and math courses within the first year. Overall, the College has experienced a 33.7% increase in students earning an associate degree or certificate in the last four years, with the College celebrating its largest-ever graduating class in 2019-20. In addition, the number of students who transferred to the University of California system reached new heights in 2019-20, with 268 students continuing their studies at a UC.

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 timely fashion. With the AB 19 Task Force recommending the campus provide two years of free tuition for first-time students, it is clear from the increase in new students that this program will serve as a key opportunity for many students to begin their postsecondary journey. 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 and the California Community College Pipeline 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 several planning efforts and advanced a number of changes during the 2019-20 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.

Committees and Task Forces:
Through the campus governance bodies, there were changes to the committee structure at the College. In addition, three task forces that were convened to advance planning and bring recommendations forward to the college community for three specific topics.

The **Accreditation Steering Committee** (ASC), a dual reporting subcommittee of the Faculty Senate and the President's Advisory Council, was officially formed and staffed in the 2019-20 academic year. It is responsible for all aspects of the accreditation process and it is intended to guide the college's accreditation activities, including preparing the reports, monitoring policies and regulations, and educating the campus about relevant policies and standards. Lastly, the ASC is responsible for ensuring that the self-evaluation process, preparation of reports, and other activities related to accreditation draw on campus-wide engagement conducted in a transparent manner.

Two committees underwent changes in reporting structure, changing from subcommittees of the President's Advisory Council (PAC) to dual reporting committees of both the Faculty Senate and PAC—the **Staff Development Committee** and the **Study Abroad Committee**. In addition, the Staff Development Committee also formally changed its name to the **Professional Learning Committee**, with the coordinator's title changing to the Professional Learning Coordinator to align with the new committee name.

While the ASC was established and others were repositioned within the College's governance structure, one committee was recommended to disband during the 2019-20 academic year. In December 2019, the **Student Equity Committee** recommended to the Faculty Senate that the committee be suspended. Given the overlap with the Student Equity and Achievement Committee that was established in the 2018-2019 academic year, the Faculty Senate accepted the recommendation to suspend the Student Equity Committee.

Finally, the campus implemented three Task Forces in the 2019-20 year. Per the College's Integrated Planning Manual, "A task force or work group addresses special college wide issues

or tasks and meets until the issue is resolved or the task is completed" (2017, p. 28). The three task forces included, an AB 19 Task Force, a SEAC Transition Task Force, and an Institutional Student Learning Outcome (ISLO) Redesign Task Force.

The **AB 19 Task Force** was intended to explore, research, and recommend possible uses of AB 19 funding[8] to enhance the Fullerton College student experience, increase student success, and foster institutional improvement. The recommendations from the AB 19 Task Force focused on expanding the North Orange Promise Program from a one-year program to a two-year program, to cover the tuition and health fees for students' first two years, and to explore and pilot a free breakfast program for students. In addition, the Task Force recommended increasing support for the Financial Aid Office to meet the increasing requirements and needs of the North Orange Promise Program. Through additional conversations with the campus community, consensus was not reached to use the AB 19 funds to support the Financial Aid Office; however, there was agreement for examining how the College can enhance the Financial Aid operation to meet the increasing demands that are anticipated from the North Orange Promise Program.

The **ISLO Redesign Task Force** was approved at the February 6, 2020 meeting of the faculty senate. The goal of the task force was to reexamine the College's Institutional Student Learning Outcomes and to recommend changes or adjustments to the outcomes themselves and/or the ways they are measured. While the task force's work extended beyond the 2019-20 year, its formation and initial efforts are part of the larger effort to reexamine and improve the clarity and relevance of the College's Institutional Student Learning Outcomes.

In a similar way, the **Task Force on Transition to Student Equity and Achievement Committee** SEAC (Student Equity and Achievement Committee) did not complete its work during the 2019-20 academic year. Rather, this task force was discussed within various governance groups before being officially constituted by Faculty Senate and the President's Advisory Council near the end of the academic year. The purpose of the task force was to develop recommendations regarding how to shift from a funding and allocation model based in Basic Skills, Student Equity, and SSSP to a consolidated SEAC funding and allocation model. Since SEAC is a dual-reporting committee that reports to both PAC and Faculty Senate, the task force was to share recommendations with SEAC, who would then bring them forward, with any additional comments or recommendations, to Faculty Senate and PAC.

---

[8] https://www.cccco.edu/About-Us/News-and-Media/Press-Releases/AB19-CA-College-Promise-Passage

New Resources:

During the 2019-20 academic year, the College received **$9.70 million dollars from the Higher Education Emergency Relief Fund (HEERF) as part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act**. As part of the legislation, 50% of the amount, or $4.85 million, was to be allocated directly to students for emergency financial aid grants. During the spring 2020 semester, the College distributed $1,413,000 in HEERF funds to 2,871 students. While the distributions to students continued beyond the Spring '20 semester, there were nearly 3,000 students who had received this particular emergency grant during the 2019-20 academic year. The addition to the $9.70 million allocation, the College received another $681,842 given its eligibility as a Minority Serving Institution (MSI)—specifically, Fullerton College was allocated the additional $681,842 as an eligible Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and as an eligible Hispanic-serving Institution (HSI).

New Processes:

During the 2019-20 academic year, **two changes to the Program Review Cycle** were instituted at the College. The first, adopted at the November 21, 2019 meeting of the Faculty Senate, was to accept the Program Review's proposal to extend the program review cycle from three years to four years. This change meant that the next comprehensive review of institutional programs would take place during the 2021-22 academic year instead of the 2020-21 academic year as previously scheduled. The 2020-21 academic year would serve as an additional planning year for the Program Review Committee and the campus before returning to the year of instructional program reviews.

The second change regarding the Program Review included a revision the annual update to Program Review. Going forward, the revised annual update would include department-level data regarding the Institutional Student Learning Outcomes and the Institution-Set Standards. In this way, each year a department would review relevant aspects of the Set-Standards and ISLOs as part of the Annual Program Review Update (APRU) form. Thus, while the comprehensive program review cycle was extended from three to four years, additional elements were added to the APRUs in order to provide departments with a consistent, structured opportunity to review key data to inform continuous improvement efforts.

Another change to campus processes involved a document that was drafted, and later adopted, by the Faculty Senate and the President's Advisory Council. The **Participatory Governance Decision Making Document,** to be included in the College's Integrated Planning Manual, outlines that when the college is considering a change that potentially affects any of the 10+1 areas, the President engages the Faculty Senate, President's Advisory Council, and other appropriate constituent groups in the decision-making process.

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 increased by 0.7%, with a modest decline 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 0.3% since 2016. Over the last year, from 2019 to 2020, the population from the six feeder cities slightly increased by 0.2%; however, the population decreased when compared to the previous year in the cities of Fullerton (-0.1%) and Placentia (-0.5%), while the cities of Anaheim, Brea, La Habra, and Yorba Linda 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 16. Population of Orange County and Neighboring Cities

City	2016	2017	2018	2019	2020	Change 2019-2020
Orange County	3,169,925	3,188,779	3,195,455	3,195,197	3,190,832	-0.1%
Main Feeder Cities						
Anaheim	355,675	356,502	358,703	356,669	357,325	0.2%
Brea	43,606	44,776	44,539	44,879	45,629	1.7%
Fullerton	141,918	143,499	143,313	141,931	141,863	<-0.1%
La Habra	62,003	62,451	62,558	63,319	63,371	0.1%
Placentia	52,292	52,772	52,602	51,750	51,494	-0.5%
Yorba Linda	67,632	68,781	68,804	68,458	68,650	0.3%
Feeder Totals	*726,267*	*728,781*	*730,519*	*727,006*	*728,332*	*0.2%*

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2020; 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 7.6% by the year 2030, with even greater growth projections identified for the cities of Fullerton and Placentia, 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 and Placentia, the long-term projections show that the population will continue to increase going forward.

Table 17. Population Changes in Fullerton College Community through 2040

City	2020	2025	2030	2035	2040	Projected Change to 2040
Anaheim	357,325	367,879	381,028	389,313	410,755	15.0%
Brea	45,629	48,911	49,247	50,625	50,576	10.8%
Fullerton	141,863	151,939	155,724	158,334	160,458	13.1%
La Habra	63,371	66,131	67,440	68,327	68,475	8.1%
Placentia	51,494	54,706	57,053	58,499	58,442	13.5%
Yorba Linda	68,650	69,867	70,217	70,391	70,469	2.6%
Total	728,332	759,433	780,709	795,489	819,175	12.5%
Orange County	3,190,832		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 (56.4% in Fall '19). In looking at the proportion of city and county residents and their respective racial/ethnic identities, approximately one-third (34.0%) of Orange County residents identify as Hispanic, although the percentage is noticeably higher for the cities of Anaheim (54.3%) and La Habra (59.7%).

There are similar differences between the proportion of individuals from Orange County and the surrounding communities who identify as Asian / Pacific Islander (22.1% for Orange County) as compared to the College (13.6%). Similarly, there are differences between the proportions of Orange County residents who identify as White (39.8%) as compared to the proportion of students at Fullerton College (17.3%). The differences between neighboring cities has been noted in Table 19, and with the upcoming 2020 Census, there will be even more detailed data that will reflect the current population numbers and demographics.

Table 18. Fullerton College Community Population Percentage by Ethnicity: Census 2019

	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Unknown	Two or More Races
Fullerton College	2.9%	13.6%	56.4%	0.2%	17.3%	6.5%	3.2%
Orange County	2.1%	22.1%	34.0%	1.0%	39.8%	--	3.6%
Anaheim	2.7%	17.2%	54.3%	0.5%	24.2%		3.3%
Brea	1.9%	22.0%	31.7%	0.8%	41.8%		3.9%
Fullerton	2.5%	24.6%	37.1%	0.4%	32.8%		5.1%
La Habra	1.4%	12.2%	59.7%	0.7%	25.5%		4.3%
Placentia	2.0%	17.4%	39.2%	0.8%	39.2%		3.6%
Yorba Linda	1.4%	20.8%	16.5%	0.1%	58.4%		4.9%

Source: U.S. Census Bureau, 2018 Population Estimates, July 1, 2019

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 20, there has been an overall decrease in public school enrollment between 2015-16 and 2019-20 from three of the four feeder high school districts, with the only exception being the Placentia/Yorba Linda District, which was essentially flat. In fact, the decline in public school enrollment for the four feeder, high school districts was 1.1% over the last year. When comparing the 2019-20 enrollment figures for the four feeder districts to the 2015-16 enrollments, there was a 1.1% decline in public, high 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, and they are experiencing declining enrollments over time. Fullerton College has recognized the decline in enrollment and has increased its marketing and outreach to the feeder high schools.

Table 19. Public School Enrollment in the State of California, Orange County, and the Fullerton College Feeder High School Districts, 2015-2016 to 2019-2020

School District	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change 2018-19 to 2019-20
California	6,235,520	6,228,235	6,220,413	6,186,278	6,163,001	-0.4%
Orange County	493,030	490,430	485,835	478,823	473,612	-1.1%
High School Enrollments						
Anaheim	31,276	30,964	30,729	30,292	29,832	-1.5%
Brea-Olinda	1,942	1,862	1,829	1,794	1,813	1.1%
Fullerton	14,235	13,983	13,901	13,695	13,630	-0.5%
Placentia Yorba Linda	8,467	8,532	8,460	8,537	8,461	-0.9%
4 Feeder Districts	55,920	55,341	54,919	54,318	53,736	-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 will 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 a 10% decline over the ten year period ending in 2029.

Table 20. Public School Enrollment Projections for Orange County and California to 2028-2029

	2018-2019	2019-2020	2024-2025	2028-2029	Change 2019-2029
Orange County	478,823	473,612	452,086	431,312	-9.9%
California	6,186,278	6,163,001	6,011,199	5,759,521	-6.9%

Source: State of California, Department of Finance, *California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2019 Series.* Sacramento, California, January 2020

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 (94.8%), Katella (88.9%), La Habra (76.1%), Sonora (71.0%), and Fullerton (65.3%) identify as Hispanic. Additionally, a substantial proportion of students from Troy High School (52.1%), Sunny Hills (44.6%), Brea-Olinda (24.2%), and Valencia (22.7%) 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 21. Public School Enrollment in Fullerton College Top 10 Feeder High Schools, By Race/Ethnicity year 2019-2020

High School	African American	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
Anaheim	0.7%	1.6%	94.8%	0.0%	2.5%	0.1%	0.3%
Brea-Olinda	2.0%	24.2%	37.0%	0.1%	34.5%	0.1%	2.2%
Fullerton	1.9%	7.4%	65.3%	0.1%	19.2%	0.2%	6.1%
Katella	1.6%	4.6%	88.9%	<0.1%	4.4%	0.1%	0.3%
La Habra	1.8%	3.1%	76.1%	<0.1%	16.8%	0.1%	2.1%
Loara	1.4%	12.2%	79.7%	<0.1%	6.0%	0.1%	0.6%
Sonora	1.5%	8.1%	71.0%	0.2%	17.1%	0.1%	1.9%
Sunny Hills	1.5%	44.6%	33.6%	0.1%	16.2%	0.0%	3.7%
Troy	1.2%	52.1%	27.2%	0.2%	14.4%	0.2%	4.1%
Valencia	1.3%	22.7%	61.3%	0.0%	13.2%	0.0%	1.4%

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 was continuing to increase across Orange County, until the precipitous drop in employed persons between June 2019 and June 2020. From June 2016 to June 2019, the increase in the number of employed persons was 1.1%, whereas the number of unemployed individuals dropped by one-third (33.2%), from a reported 71,100 unemployed persons in June 2016 to a low of 47,500 in June 2019. As a result, the unemployment rate for Orange County dipped to 3% in June 2019, before increasing dramatically between June 2019 and June 2020.

Table 22. Civilian Labor Force, Employment, and Unemployment for Orange County

Measures	June 2016	June 2017	June 2018	June 2019	June 2020	Change 2016 to 2020
Civilian Labor Force	1,612,600	1,613,800	1,603,400	1,606,300	1,594,600	-1.1%
Employed	1,541,500	1,554,200	1,551,100	1,558,900	1,377,000	-10.7%
Unemployed	71,100	59,600	53,500	47,500	217,600	206%
Unemployment Percent	4.4%	3.7%	3.6%	3.0%	13.6%	209%

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 were dramatically higher in 2020 than in the year prior, though the unemployment percentages appeared to have declined between June 2020 and December 2020.

Table 23. Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, December 2020

Measures	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
Civilian Labor Force	171,400	22,700	69,700	30,800	25,500	34,000
Employed	156,400	21,200	64,200	28,300	23,600	32,100
Unemployed	15,000	1,500	5,500	2,500	1,900	2,000
Unemployment Percent	8.8%	6.6%	7.9%	8.1%	7.5%	5.8%

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. In terms of yearly declines from 2019 to 2020 as a result of the COVID-19 pandemic, Table 25 demonstrates that the hardest hit industries, which lost over a quarter of their jobs, were the leisure and hospitality as well as the accommodation and food services industries.

Table 24. Employment and Growth by Industry in Orange County, 2020

Industry	November 2019	Yearly Change
Professional & Business Services	318,400	-2.3%
Trade, Transportation & Utilities	254,200	-5.8%
Goods Producing	253,600	-5.7%
Leisure & Hospitality	168,700	-26.7%
Educational & Health Services	224,000	-2.3%
Health Care & Social Assistance	196,400	-0.5%
Accommodation & Food Services	130,700	-26.3%
Government	156,100	-5.9%
Total	1,702,100	-8.7%

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 25. Fastest Growing Orange County Occupations Requiring an Associate Degree or Post-Secondary Vocational Training, 2016-2026

Occupation	2016	2026	Percent Change
Phlebotomists	1,170	1,560	33.3%
Occupational Therapy Assistants	310	390	25.8%
Magnetic Resonance Imaging Technologist	510	640	25.5%
Medical Assistants	8,090	10,040	24.1%
Emergency Medical Technicians and Paramedics	1,760	2,180	23.9%
Physical Therapist Assistants	740	910	23.0%

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 26. Top 10 Employed Industry and Growth Projections for 2021 for Orange County by Entry Level for Career Technical Certificate

Occupation	2020 Jobs	Projections for 2021	Change (%)	Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	10,601	10,695	1%	$22.92
Nursing Assistants	9,551	9,830	3%	$16.77
Medical Assistants	8,645	8,877	3%	$17.65
Hairdressers, Hairstylists, and Cosmetologists	8,277	8,336	1%	$14.29
Automotive Service Technicians and Mechanics	6,646	6,615	0%	$22.00
Licensed Practical and Licensed Vocational Nurses	6,221	6,406	3%	$29.07
Dental Assistants	5,624	5,663	1%	$19.40
Massage Therapists	4,714	4,912	4%	$16.96
Manicurists and Pedicurists	4,319	4,512	4%	$13.08
Heating, Air Conditioning, and Refrigeration Mechanics	3,949	4,019	2%	$29.70

Source: EMSI-Economic Modeling

Table 27. Top 10 Employed Industry and Growth Projections for 2021 for Orange County by Entry Level for Associate's Degrees

Occupation	2020 Jobs	Projections for 2021	Change (%)	Median Hourly Earnings
Preschool Teachers, Except Special Education	4,491	4,521	1%	$14.83
Paralegals and Legal Assistants	4,309	4,396	2%	$22.91
Web Developers and Digital Interface Designers	2,586	2,624	1%	$32.03
Electrical & Electronic Engineering Technologists and Technicians	2,203	2,211	0%	$30.88
Dental Hygienists	2,073	2,083	0%	$53.65
Computer Network Support Specialist	1,857	1,877	1%	$32.01
Architectural and Civil Drafters	1,734	1,742	0%	$30.72
Respiratory Therapist	1,442	1,476	2%	$36.36
Radiologic Technologists and Technicians	1,423	1,456	2%	$39.15
Human Resources Assistants, Except Payroll and Timekeeping	1,265	1,269	0%	$19.24

Source: EMSI-Economic Modeling

Table 28. Top 10 Employed Industry and Growth Projections for 2021 for Orange County by Entry Level for Bachelor's Degrees

Occupation	2020 Jobs	Projections for 2021	Change (%)	Median Hourly Earnings
General and Operations Managers	27,080	27,285	1%	$53.65
Registered Nurses	24,451	24,950	2%	$49.38
Project Management Specialist and Business Operation Specialist, All Others	21,321	21,551	1%	$34.43
Software Developers and Software Quality Assurance Analysts and Testers	19,400	19,866	3%	$56.80
Accountants and Auditors	18,536	18,689	1%	$39.40
Personal Service Managers, All Other; Entertainment and Recreation Managers	13,014	13,144	1%	$44.64
Management Analyst	11,973	12,147	1%	$41.93
Financial Manager	11,520	11,731	2%	$64.44
Market Research Analyst and Marketing Specialist	10,974	11,170	2%	$30.75
Elementary School Teachers, Except Special Education	10,825	10,906	1%	$42.33

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 CCCCO 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

Issues of accreditation 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 Advance Equitable Outcomes and Experiences

Fullerton College has focused on eliminating documented racial and ethnic equity 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. By Fall 2019, the program had grown to include over 2,500 students that the Promise Program supported in their first year.

Chris Lamm and Toni DuBois-Walker Memorial Food Bank - In the spring of 2012 a small group of dedicated Fullerton College faculty and staff, along with assistance from the college Foundation, embarked on a voluntary project to open a food bank on campus. With donations from the campus community, a small grant from the Fullerton College Foundation, and some innovative fundraising, the food bank has expanded to serve more students each semester. The Food Bank proved to be an vital resource during the COVID-19 pandemic, as the College began offering a drive-thru food distribution for students in April 2020. By June 30, 2020, had already served nearly 3,500 drive-thrus, or approximately 350 each week.

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.

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 College 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.

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.

back cover