



Fullerton College
**INSTITUTIONAL EFFECTIVENESS
REPORT**
2020-21

FULLERTON COLLEGE

2020-2021

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2020-2021

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Executive Summary

Fullerton College served over 30,000 students in the 2020-2021 academic year. With a Hispanic population making up about 59% of all students, the College is considered a Hispanic Serving Institution. The Asian, Filipino, and Pacific Islander population is over 10%, which qualifies the College as an Asian-American, Native Pacific-Islander Serving Institution (AANAPISI). Female students made up about 52% of the population, and about 73% of all students were 24 years of age or younger.

Prior to the COVID-19 pandemic, Fullerton College was steadily improving course and program completion, as well as supporting more students through the transfer process. While the pandemic created significant challenges for students, the College was able to maintain most of its gains. In fact, spring 2021 course completion and success data began to rise back to pre-pandemic levels.

The College has experienced a 33.7% increase in students earning an associate degree or certificate in the last four years, as the campus community celebrated its two largest-ever graduating class in 2019-20 and 2020-2021. In addition, the number of students who transferred to the California State University (CSU) system reached new heights in 2020-2021, with 1,619 students continuing their studies at a CSU. In addition, the proportion of short-term career technical education (CTE) students who completed nine or more CTE units in a given year has continued to increase. Overall, the future in this regard looks bright with a notable increase in the proportion of first-time students who are completing their transfer-level English and math courses within the first year, a historically strong indicator of future performance.

That said, changes to both the regional and statewide demographics are major factors in planning the future of the College. The local population is becoming increasingly diverse, and projections indicate that the K-12 population in the local area will decline significantly over the next decade. The effects of the pandemic, as well as an increasingly positive employment cycle has contributed to drops in enrollments.

As such, the College is investing significant time and money to address this changing landscape through its investments in expanded and updated facilities, improving its online education offerings, the implementation of the Guided Pathways initiative, and its focus on diversity, equity, inclusion and anti-racism.

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. This committee 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.

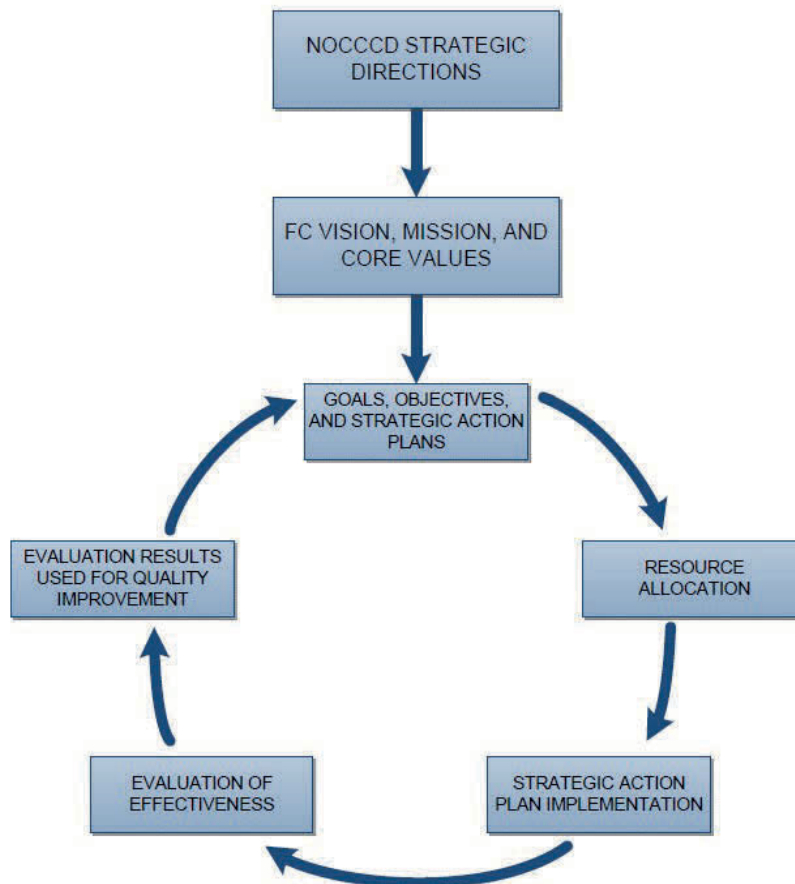
Chapter one presents Fullerton College student and faculty demographics and background characteristics. Trends in the characteristics of enrolled students and employees at Fullerton College are exhibited and discussed. Chapter two focuses on institutional effectiveness measures. These measures include student enrollments, course success rates, degree and certification completion, and transfer outcomes. Differences among students with varying characteristics are also displayed and discussed 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, educational 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, they 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 depiction 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. Over the last few academic years, a walk across campus or through the hallways has provided 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 2020-21 academic year, there were 30,502 students enrolled at Fullerton College, representing a 3.4 percent decline from the prior year total of 31,564 (see Table 1). Over the past five years, the total number of students enrolled (unduplicated headcount) has declined by 11.7%.

Table 1. Student Headcount by Academic Year

	2016-17	2017-18	2018-19	2019-20	2020-21
Student Headcount	34,553	33,647	32,098	31,564	30,502
Yearly Change	-1.8%	-2.6%	-4.6%	-1.7%	-3.4%

Source: NOCCCD Data Mart

Figure 1 below contains the unduplicated headcount at the College by term: summer, fall, spring. The College saw its largest summer headcount in 2020 with 9,856 students; an increase of 14.5% from the previous year. As such, declines during this period were concentrated in the fall and spring terms. Headcounts in fall 2020 were down 5.7% from fall 2019, and 14.1% from fall 2016. Spring headcounts in 2021 were down 7.9% from spring 2020, and 22.3% compared to the spring 2017 term. As with the annual headcount, declines had been evident prior to the COVID-19 pandemic but exacerbated in subsequent terms.

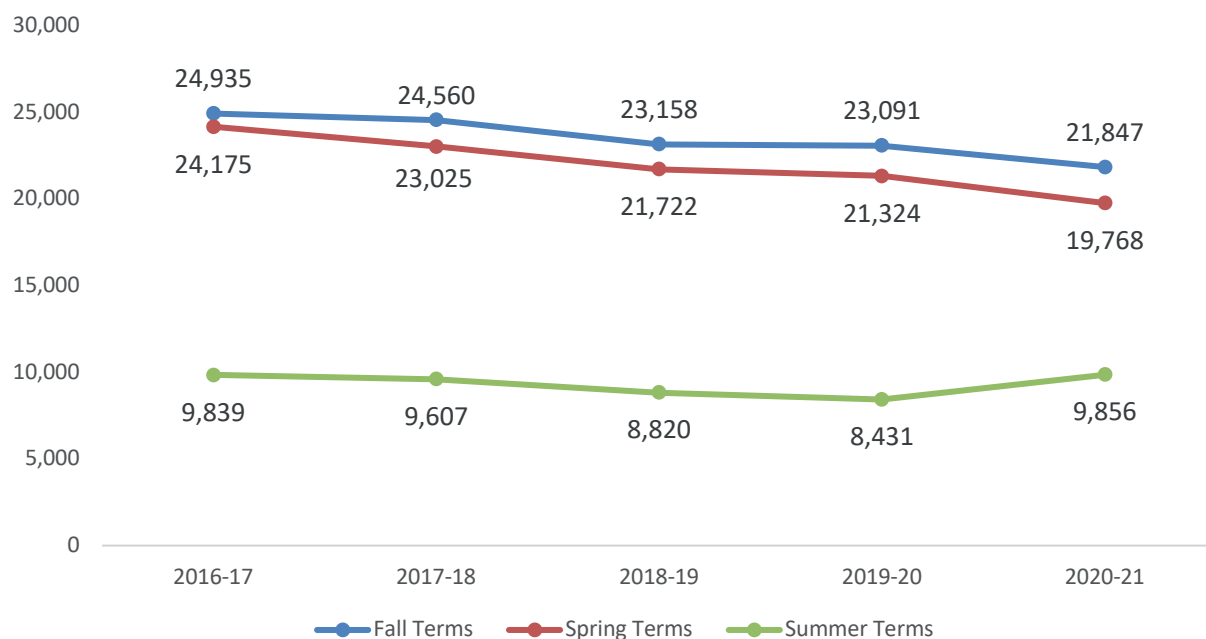


Figure 1. Student Headcount by Term

Source: NOCCCD Data Mart

As the total student headcount has decreased over time, data in Table 2 indicates that the distribution of students by gender has also changed. The student population at the College continues to have a higher distribution of female students than male students, with 52.6% of students identifying as female in fall 2020. The proportion of students who identify as male decreased by 5% from fall 2016, with the largest decline occurring between fall 2019 and fall 2020 (3.7%). Statewide, female students also represent a majority of California Community College (CCC) students, comprising 57.1% of CCC students in fall 2020 according to the California Community Colleges Chancellor’s Office Data Mart¹.

¹ California Community College Chancellor’s Office Data Mart: <https://datamart.cccco.edu/Default.aspx>

Table 2. Proportion of Students by Gender

Gender	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	50.3%	51.0%	51.7%	51.7%	52.6%
Male	47.8%	47.3%	46.6%	46.5%	42.8%
Non-Binary / Unknown / Not Reported	1.8%	1.7%	1.7%	1.7%	4.6%

Source: NOCCCD Data Mart

There have been two notable changes in the proportion of students by race and ethnicity at the College. Over the last five years, the proportion of students who identify as Hispanic², which is the largest racial and ethnic group among the student body, has increased from 55.2% in Fall 2016 to 58.9% in Fall 2020 (see Figure 2). The proportion of students who identify as Hispanic is well above the 25% threshold to be considered a Hispanic Serving Institution, as defined by the United States Department of Education. Conversely, students who identify as White, Non-Hispanic have seen steady declines during the period. Specifically, White, Non-Hispanic students declined from being 20.4% of all fall 2016 students to 15.9% of all fall 2020 students.

The proportion of Asian/Asian-American students has remained relatively steady over the period, making up about 11% of the population. Similarly, the proportion of students who identify as Black / African American has remained around 3%. Further examination of the Fall 2020 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 (2.8%), or Multi-Racial or Multi-Ethnic (3.4%).

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.

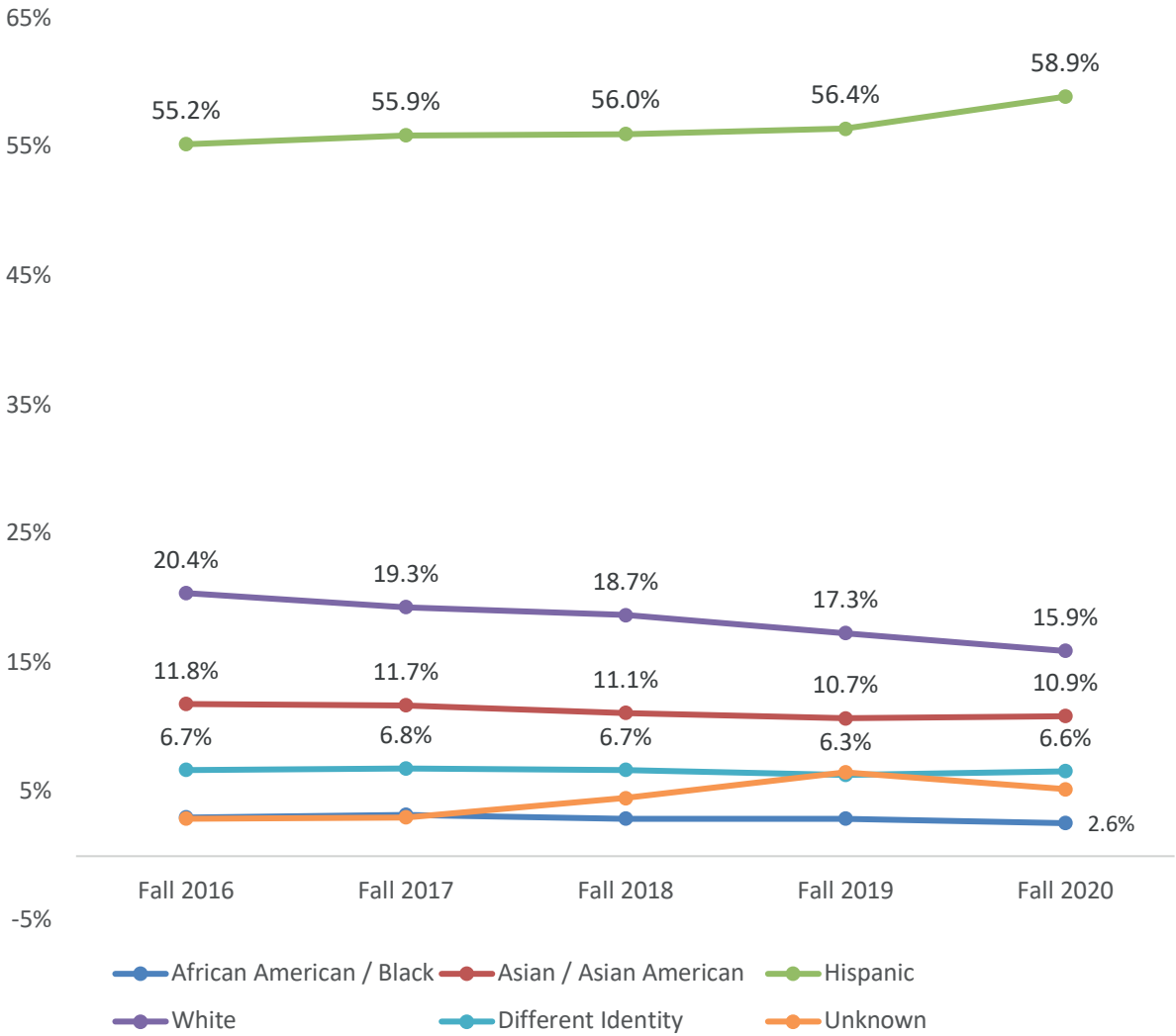


Figure 2. Proportion of Students by Race/Ethnicity

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.

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

Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Count	%	Count	%	Count	%	Count	%	Count	%
Am. Indian or Alaskan	69	0.3%	62	0.3%	54	0.2%	55	0.2%	35	0.2%
Asian	2,932	11.8%	2,873	11.7%	2,582	11.2%	2,461	10.7%	2,374	10.9%
African American	741	3.0%	793	3.2%	681	2.9%	659	2.9%	559	2.6%
Filipino	687	2.8%	674	2.7%	649	2.8%	619	2.7%	613	2.8%
Hispanic	13,767	55.2%	13,738	55.9%	12,972	56.0%	13,022	56.4%	12,865	58.9%
Pacific Islander	77	0.3%	84	0.3%	67	0.3%	56	0.2%	47	0.2%
Two or More	844	3.4%	846	3.4%	782	3.4%	733	3.2%	744	3.4%
White Non-Hispanic	5,099	20.4%	4,743	19.3%	4,328	18.7%	3,989	17.3%	3,475	15.9%
Unknown	719	2.9%	747	3.0%	1,043	4.5%	1,497	6.5%	1,135	5.2%

Source: NOCCCD Data Mart

Figure 3 and Table 4 show that a majority of the students enrolled at Fullerton College are 24 or younger. This group (further broken down by students 20 and under and students between the ages of 20 and 24) represented 71.6% of the student body fall 2020. While students between the ages of 20 and 24 comprised the largest group in fall 2020, there has been a decrease in the proportion of these students over the last five years. Specifically, the proportion of these students declined from 44.6% in fall 2016 to 39.2% for the fall 2020 term. Conversely, over the last five years, the proportion of students who are under 20 years old has increased from 28.4% in fall 2016 to 32.4% in fall 2020.

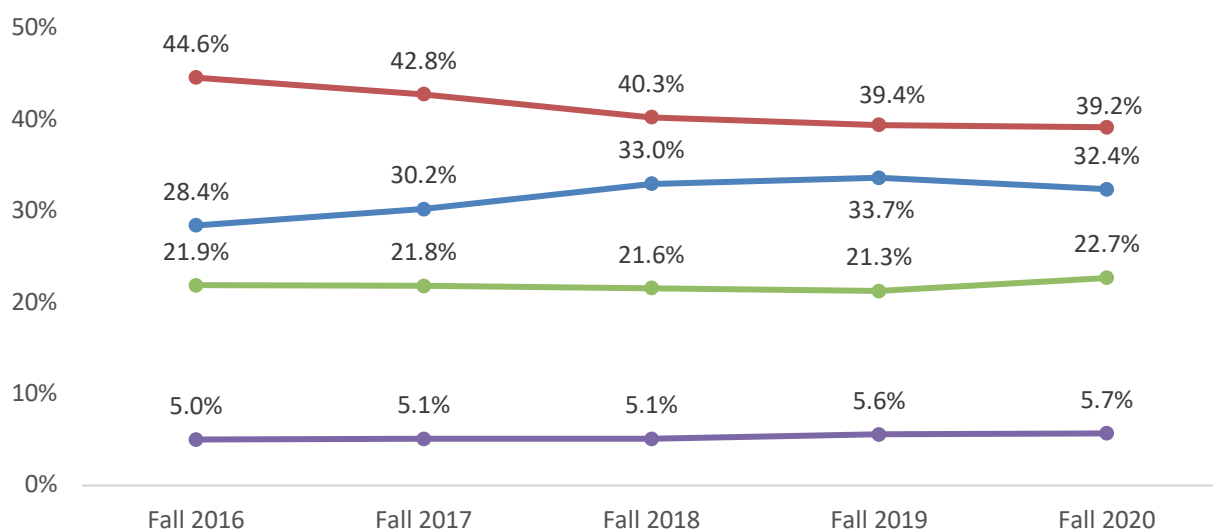


Figure 3. Proportion of Students by Age Group

Source: NOCCCD Data Mart

Table 4 contains the relative percentages as well as the actual number of students by different age groups.

Table 4. Number and Proportion of Students by Age Group

Age Group	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	7,094	28.4%	7,427	30.2%	7,646	33.0%	7,776	33.7%	7,080	32.4%
20-24	11,127	44.6%	10,516	42.8%	9,331	40.3%	9,106	39.4%	8,564	39.2%
25-39	5,459	21.9%	5,365	21.8%	5,001	21.6%	4,916	21.3%	4,964	22.7%
40 or older	1,255	5.0%	1,252	5.1%	1,180	5.1%	1,291	5.6%	1,235	5.7%

Source: NOCCCD Data Mart

Data in Table 5 below shows that the cities of Anaheim, Fullerton, La Habra, Whittier, and Placentia consistently rank as the top five cities of residence for Fullerton College students. In fact, about 40% of the students report their home city as either Anaheim or Fullerton. Overall, the top ten cities have remained relatively consistent since fall 2017, during which about 70% to 75% of students have reported their home address to be in one of the ten cities listed.

Table 5. Top 10 Cities of Residence

Fall 2017			Fall 2018			Fall 2019			Fall 2020		
City	Total	%	City	Total	%	City	Total	%	City	Total	%
Anaheim	5,661	23.0%	Anaheim	5,598	24.1%	Anaheim	5,624	24.3%	Anaheim	5,051	23.1%
Fullerton	4,028	16.4%	Fullerton	3,879	16.7%	Fullerton	3,889	16.8%	Fullerton	3,480	15.9%
La Habra	1,691	6.9%	La Habra	1,653	7.1%	La Habra	1,696	7.3%	La Habra	1,599	7.3%
Whittier	1,548	6.3%	Whittier	1,399	6.0%	Whittier	1,310	5.7%	Whittier	1,239	5.7%
Placentia	1,109	4.5%	Placentia	1,111	4.8%	Placentia	1,045	4.5%	Placentia	982	4.5%
Buena Park	1,074	4.4%	Buena Park	1,004	4.3%	Buena Park	969	4.2%	Buena Park	942	4.3%
Brea	969	3.9%	Brea	923	4.0%	Brea	940	4.1%	Brea	851	3.9%
Yorba Linda	807	3.3%	Yorba Linda	805	3.5%	Yorba Linda	856	3.7%	Yorba Linda	813	3.7%
La Mirada	804	3.3%	La Mirada	742	3.2%	La Mirada	638	2.8%	La Mirada	615	2.8%
Garden Grove	489	2.0%	Garden Grove	460	2.0%	Orange	445	1.9%	Garden Grove	424	1.9%
Top 10	18,180	74.0%	Top 10	17,574	75.9%	Top 10	17,412	75.4%	Top 10	15,996	73.2%

Source: NOCCCD Data Mart

Data in Table 6 below indicates that a large proportion of students enrolled at the College report that none of their parent(s)/guardian(s) have earned a college degree. The effects of the COVID-19 pandemic seem to have significantly impacted the enrollment status of this group. Specifically, the proportion of students at the College who indicated that their parent(s)/guardian(s) have not attended college declined by approximately 8.1% in fall 2020 compared to fall 2019.

Table 6. Highest Parental Educational Attainment

	Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Count	%	Count	%	Count	%	Count	%
No High School Diploma	4,283	17.4%	3,913	16.9%	3,835	16.6%	3,792	17.4%
High School Diploma	6,911	28.1%	6,585	28.4%	6,540	28.2%	4,086	18.7%
Total No College	11,194	45.6%	10,498	45.3%	10,345	44.8%	7,878	36.1%
Some College/No Degree	5,009	20.4%	4,422	19.1%	4,110	17.8%	4,275	19.6%
Associate Degree	1,854	7.5%	1,664	7.2%	1,689	7.3%	1,919	8.8%
Bachelor's Degree	3,873	15.8%	3,556	15.3%	3,535	15.3%	3,961	18.2%
Graduate Degree	1,943	7.9%	1,758	7.6%	1,746	7.6%	2,297	10.5%
No Response	700	2.8%	1,278	5.5%	1,678	7.3%	1,517	6.9%

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' the California Promise Grant (previously known as the Board of Governors fee waiver), which allows for students' 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 2020, the 150% income threshold was \$19,140 for an individual person and \$39,300 for a family of four³. While the College had seen a slight decline in the number and proportion of Promise 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.

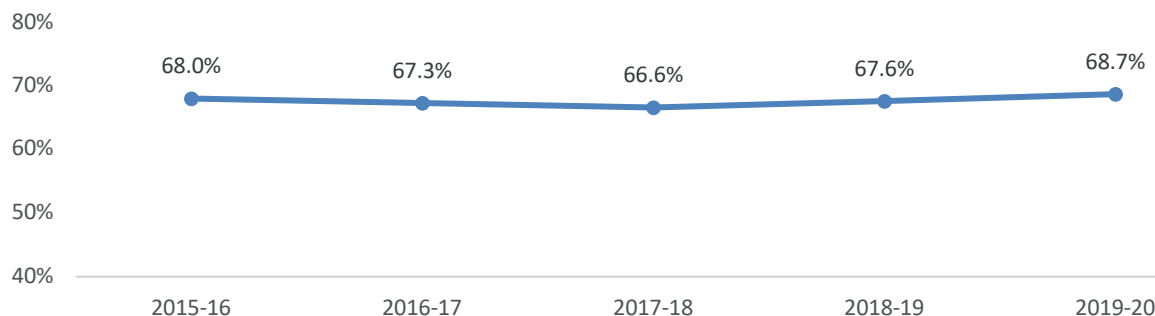


Figure 4. Eligible for a College Promise/Board of Governor's (BOG) Eligibility

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

³ <https://aspe.hhs.gov/2020-poverty-guidelines>

As part of the new Simplified Metrics initiative from the California Community College Chancellor’s Office (CCCCO), information regarding students’ use of Pell Grants as well as the extent to which students are considered economically disadvantaged using the Perkins definition is now being shared publicly. 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 students who had received a Pell Grant, reflecting 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.

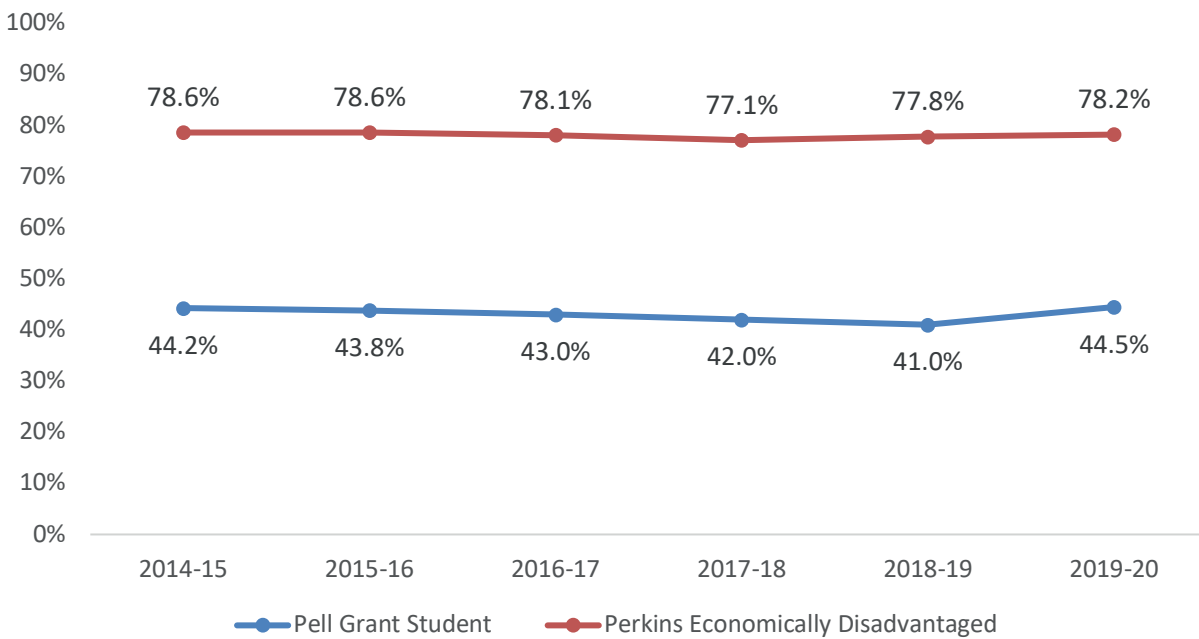


Figure 5. Proportion of Pell Grant and Perkins Economically Disadvantaged Students

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

Additionally, the CCCC’s Simplified Metrics dashboards include information about the extent to which students are identified as part of various populations, such as Veterans, LGBT⁴, Foster Youth, and Disabled⁵. The Figure 6 on the next page summarizes the proportion of students

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.

(excluding students who are high school students dually enrolled at the College) who have identified with the specific special populations. 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.

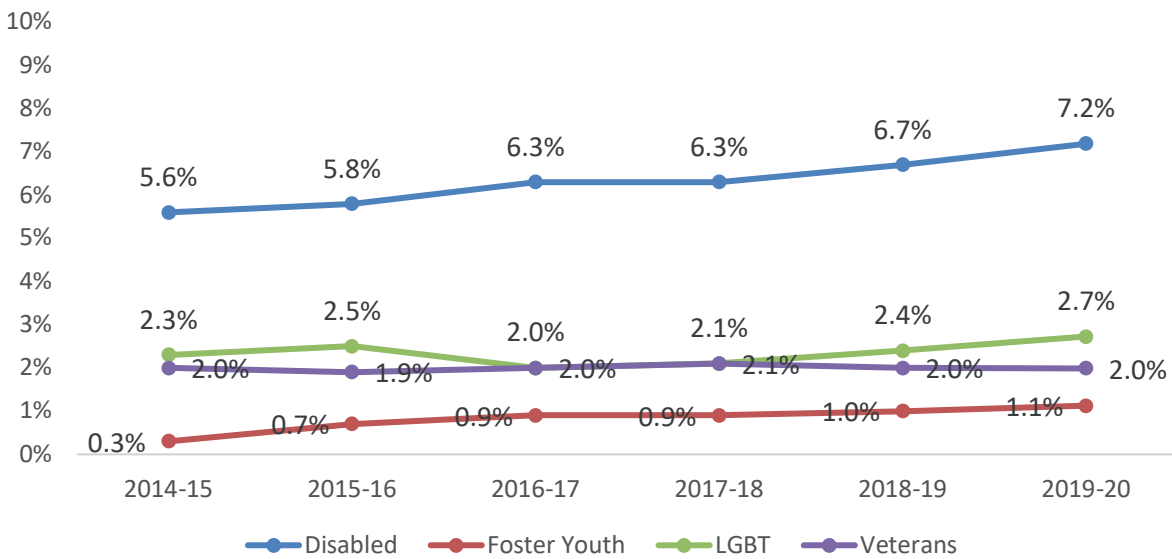


Figure 6. Proportion of Students Identified by Special Populations
 Source: California Community College Chancellor's Office Simplified Metrics Dashboard

Student Academic Expectations and Goals

Data in Table 7 indicates that 72.6% of Fullerton College students identified earning an associate degree and/or transfer to a four-year college or university as their primary academic goal. The proportion of these students decreased 3.6% from fall 2017 to fall 2020. Another 7.2% of fall 2020 students indicated that they are exploring career opportunities and/or seeking a career advancement, while an additional 3.5% of students are enrolled to advance their educational development and experiences. In fall 2020, over 8.0% of students reported that they were undecided on their academic goal.

Table 7. Student Academic Goal

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
	% of Total	% of Total	% of Total	% of Total
<i>Degree, Certificate, and/or Transfer</i>				
Associate Degree and Transfer	56.0%	54.8%	54.0%	52.4%
Associate Degree Only	5.3%	5.7%	5.8%	5.7%
Transfer to University Only	17.6%	17.0%	16.0%	14.5%
Vocational Certificate/Degree	2.3%	2.6%	3.2%	3.1%
<i>Educational Development</i>				
Educational Development	2.5%	2.9%	3.2%	3.5%
High School Completion	0.3%	0.4%	0.5%	0.8%
Non-Credit to Credit	<0.1%	0.1%	<0.1%	0.1%
<i>Career Development</i>				
Career Advancement/Change	4.7%	4.8%	5.1%	4.9%
Career Exploration	1.6%	1.9%	1.9%	2.3%
<i>Different Goals / Unknown</i>				
Student at Four-Year Institution	3.4%	3.1%	3.2%	3.1%
Missing	0.1%	0.1%	<0.1%	1.2%
Undecided	6.1%	6.7%	7.0%	8.4%

Source: NOCCCD Data Mart

Table 8 contains data on the most popular majors among students at the College; a list that has remained consistent over the last four years. In fall 2020, nearly 40% of enrolled students selected a major in one of these ten programs. Business Administration remains the program area with the greatest interest among enrolled students at 7.7% in fall 2020.

Table 8. Top 10 Student Majors for Fall Terms

Fall 2017			Fall 2018			Fall 2019			Fall 2020		
Major	#	%	Major	#	%	Major	#	%	Major	#	%
Business Administration	1,974	8.0%	Business Administration	1,589	8.0%	Business Administration	1,670	7.2%	Business Administration	1,672	7.7%
Pre-Nursing	1,237	5.0%	Pre-Nursing	1,141	4.9%	Pre-Nursing	1,092	4.7%	Pre-Nursing	989	4.5%
Biology	1,182	4.8%	Biology	1,035	4.5%	Psychology AA-T	890	3.9%	Psychology AA-T	958	4.4%
Engineering	1,072	4.4%	Engineering	917	4.0%	Engineering	842	3.9%	Accounting	922	4.2%
Business Management	1,023	4.2%	Business Management	822	3.5%	Business Management	784	3.4%	Computer Science	751	3.4%
Psychology	802	3.3%	Computer Science	796	3.4%	Administration of Justice	738	3.2%	Business Management	737	3.4%
Computer Science	795	3.2%	Psychology AA-T	773	3.3%	Biology	737	3.2%	Engineering	737	3.4%
Administration of Justice	736	3.0%	Child Develop & Educ Studies	696	3.0%	Computer Science	732	3.2%	Art	611	2.8%
Kinesiology AA-T	722	2.9%	Art	692	3.0%	Art	654	3.0%	Kinesiology AA-T	566	2.6%
Art	672	2.7%	Administration of Justice	687	3.0%	Kinesiology AA-T	529	2.3%	Biology AS-T	531	2.4%

Source: NOCCCD Data Mart

Employee Demographics

In fall 2020, Fullerton College employed 1,241 individuals who served in the following employment categories: temporary academic faculty (576), tenured or tenure track faculty (325), classified staff (319), and educational administrators (21) (Table 9). These figures, which are reported through the CCCCO, do not include hourly or student employees. Temporary academic employees accounted for nearly half (46.4%) of all employees, followed by tenured and tenure track faculty (26.2%), classified support faculty (25.7%), and educational administrators (1.7%).

Table 9. Number and Proportion of Employees by Category

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Count	%	Count	%	Count	%	Count	%	Count	%
Academic Temporary	582	46.8%	586	46.6%	592	48.5%	589	47.5%	576	46.4%
Tenured/Tenure Track	348	28.0%	352	28.0%	316	25.9%	332	26.8%	325	26.2%
Classified Support	292	23.5%	298	23.7%	294	24.1%	301	24.3%	319	25.7%
Educational Administrator	22	1.8%	22	1.8%	20	1.6%	19	1.5%	21	1.7%
Total	1,244		1,258		1,222		1,241		1,241	

Source: California Community College Chancellor's Office Data Mart

Source: California Community College Chancellor's Office Data Mart

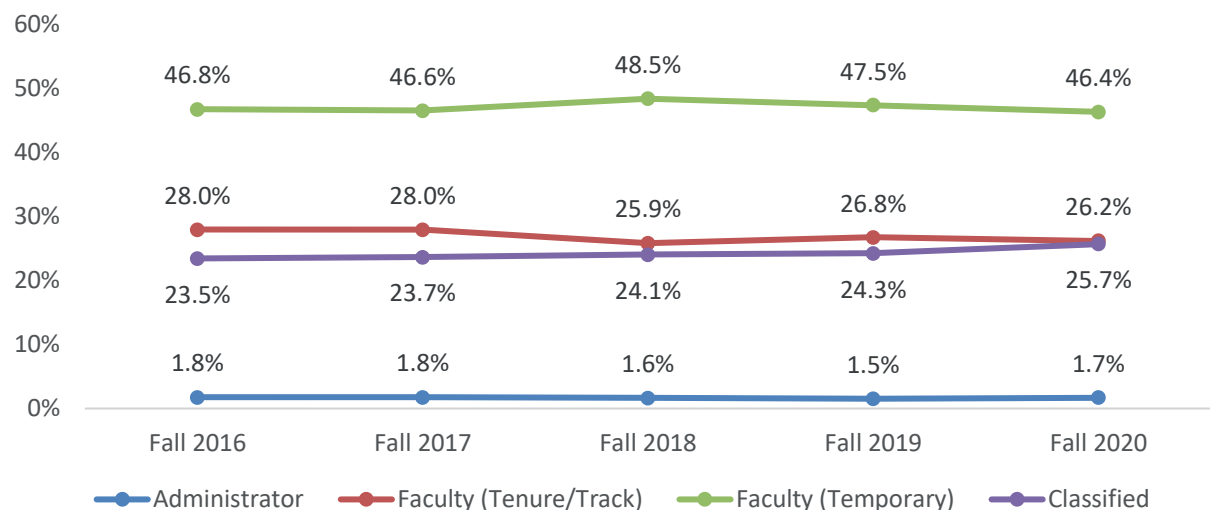


Figure 7. Proportion of Employees by Category

Source: California Community College Chancellor's Office Data Mart

A slight majority of employees at Fullerton College (52.9%) identified as female in fall 2020, although there were differences by employee category (Table 10). Temporary academic employees and classified staff were more likely to identify as female, compared to tenured identify and educational administrators.

Table 10. Percent of Females by Job Category, Fall 2020

	Count	Percent
Academic Temporary	311	54.0%
Classified	176	55.2%
Educational Administrator	7	33.3%
Tenured/Tenure Track	162	49.9%
Total	1,241	52.9%

Source: California Community College Chancellor’s Office DataMart

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.

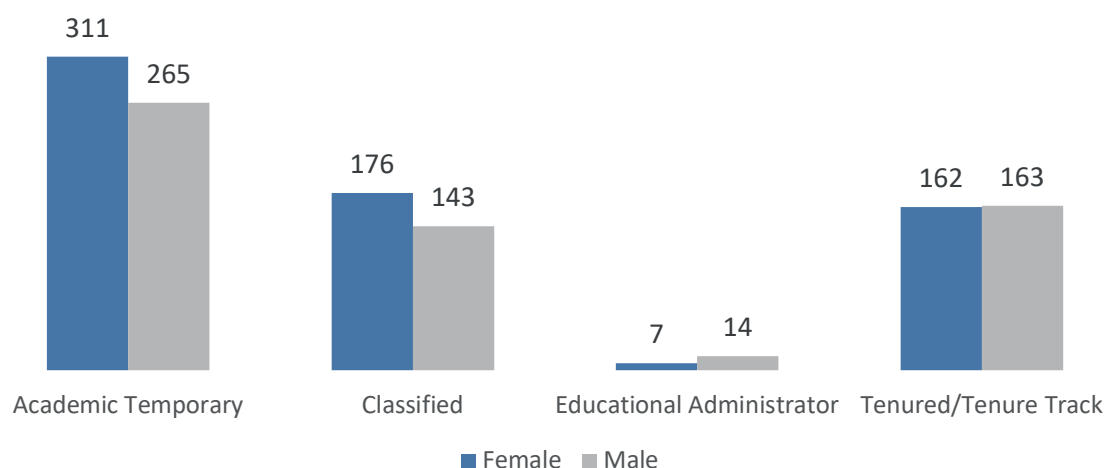


Figure 8. Number of Employees by Category by Gender, Fall 2020

Source: California Community Colleges Chancellor’s Office DataMart

The racial / ethnic breakdown of faculty and staff highlights the diversity of College’s employees (Table 11). However, there are fewer faculty and staff who identify as Hispanic compared to the proportion of the student body who similarly identify (29.6% vs 58.9%, respectively). However, the number of employees who identify as Hispanic has gone up 2.0% points from fall 2019. 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 11. Employees’ Race/Ethnicity by Employee Category, Fall 2020

	Count	Percent
African American / Black		2.8%
American Indian / Alaska Native		0.3%
Asian / Asian American		13.4%
Hispanic		29.6%
Multi-Ethnicity		2.5%
Pacific Islander		0.3%
Unknown		5.5%
White, Non-Hispanic		45.6%
Total Employees	1,241	

Source: California Community College Chancellor’s Office Data Mart

Employee data indicate that there are differences in the racial/ethnic makeup between different employee groups. For example, almost half (47%) of classified staff identify as Hispanic, compared to a third of administrators (33%) (Figure 9). Only 25% of academic temporary and 21% of tenure / tenure track faculty identify as Hispanic. Conversely, among classified employees, 28% identify as White compared to 57% of administrators, 49% of part-time faculty, and 56% of tenure / tenure track faculty.

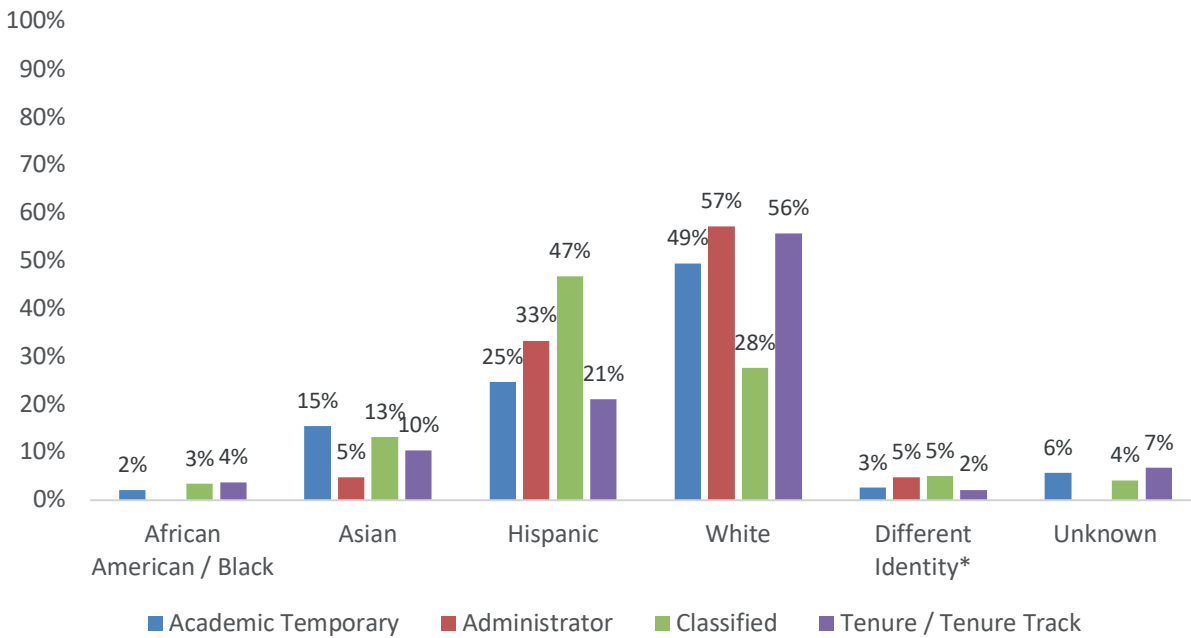


Figure 9. Employees by Category by Race/Ethnicity
 Source: California Community Colleges Chancellor’s Office Data Mart

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. This section 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.

Course enrollments, or seat counts, represents the duplicated number of course sections that students register to take within a given term or academic year. With the influx of State fiscal support and growth funding, course enrollments at Fullerton College rose drastically between 2011-12 and 2014-15. Since then the College has experienced a steady decline that mirrors the decline in unduplicated headcounts (see Figure 10). Specifically, the 129,984 course enrollments in 2020-2021 represents a 12% decline from the 147,573 enrollments in 2016-2017.

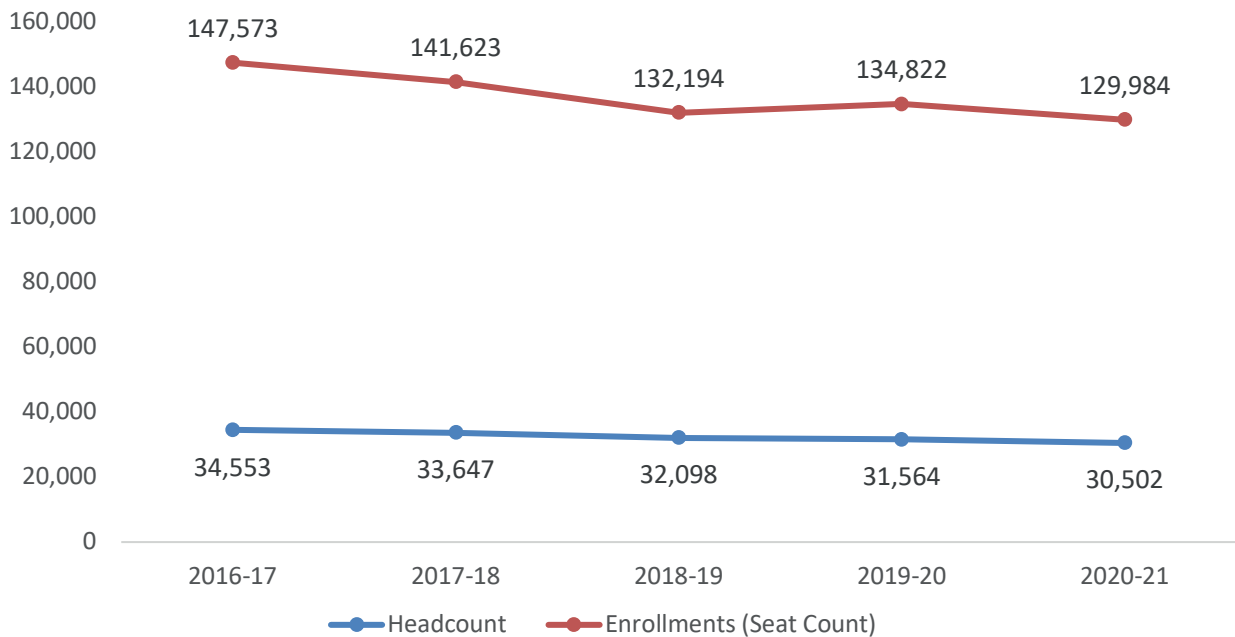


Figure 10. Course Enrollments and Headcounts by Academic Year
Source: NOCCCD Data Mart

It should also be noted that the declining enrollment is not unique to Fullerton College. Data from the CCCCCO indicates that Region 8⁶ colleges experienced a 20% decline in the number of students enrolled in fall 2021 compared to fall 2019.

In addition to the overall declines in enrollment, the number of first-time students at Fullerton College has shifted over time. Drawing upon data from the CCCCCO, 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 increased from 3,305 in fall 2016 to 4,038 in fall 2020 (22.2%) (Figure 11). That said, the total number of first-time students dropped 11.6% from fall 2019 to fall 2020.

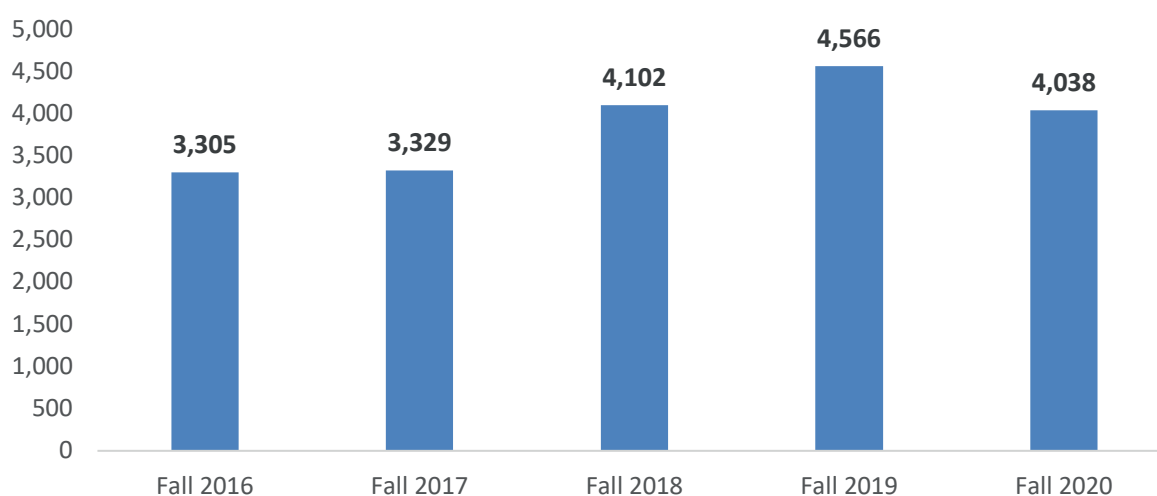


Figure 11. First-time Students at Fullerton College

Source: California Community College Chancellor’s Office Management Information System

Related to the number of students enrolled and the individual course enrollments is the calculation of Full-Time Equivalent Students (FTES). Community colleges are funded through the State primarily based on resident FTES generation. Even though the state has adopted a new funding formula that incorporates performance measures into the equation, a college’s FTES total remains a key component of the state’s funding allocation⁷. As a result, it is important to note that the decrease of resident FTES from 18,375 in AY 2016-17 to 14,349 in AY 2020-21 equates to a decline of more than 4,000 FTES or 21.9% (Figure 12).

⁶ Region 8 Colleges: Long Beach, Cypress, Santiago Canyon, Orange Coast, Irvine, Saddleback, Golden West, Cerritos, Rio Hondo, Citrus, Mt. San Antonio, Santa Ana, Coastline, and Fullerton.

⁷ Student Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

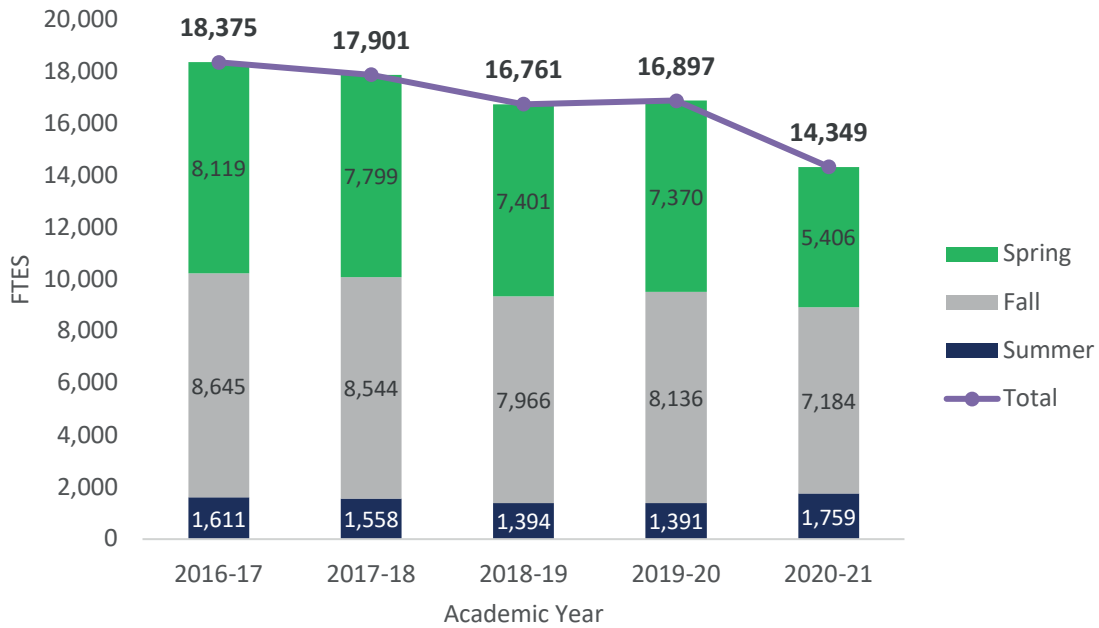


Figure 12. FTES Generation by Academic Year

Source: NOCCCD Data Mart

In fall 2020, more than one-third of Fullerton College students (38.1%) 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 a degree, certificate, and/or transfer outcome. A provision of the North Orange Promise program requires that student participating in the program be enrolled on a full-time basis.

The percentages in Figure 13 below include only units from Fullerton College. In fall 2020, 33.8% 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 increased by 3.1% from fall 2017 to fall 2020. Conversely, there was a decrease of 4.4% in students enrolling in 6 to 11.5 units.

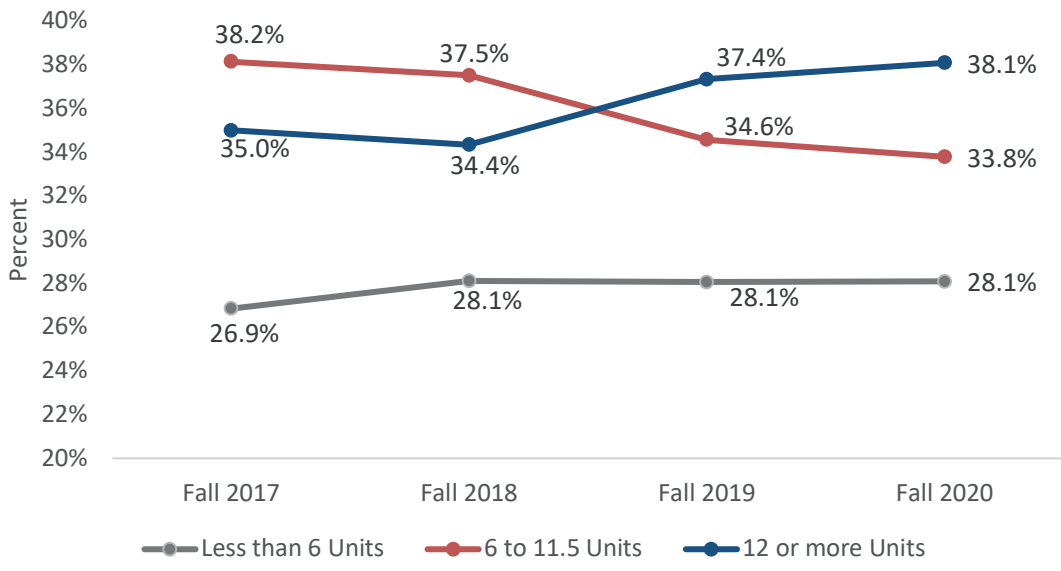


Figure 13. Proportion of Students by Units Enrolled

Source: NOCCCD DataMart

The weekly student contact hours per full-time equivalent faculty (WSCH/FTEF) ratio is a measure of efficiency that represents the number of weekly student contact hours one full-time equivalent faculty unit generates. Figure 14 shows that in previous academic years, the WSCH/FTEF ratio remained fairly consistent, particularly between the 2016-17 and 2019-2020 academic years. However there was decline in this metric for academic year 2020-21 due to declining enrollment.

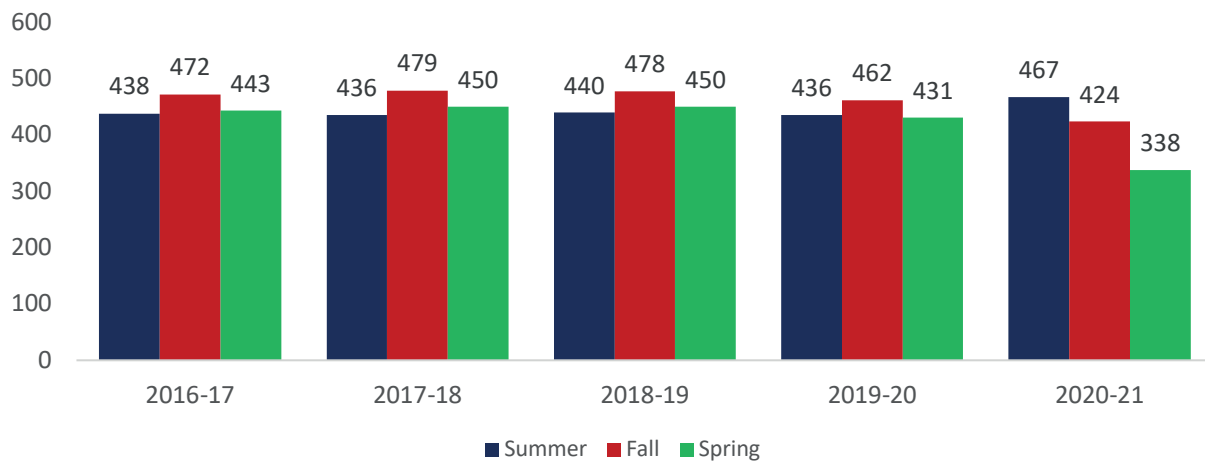


Figure 14. Weekly Student Contact Hours by Academic Year and Semester

Source: NOCCCD Data Mart

In addition to measures of enrollment, the College continually reviews course outcome measures. Course completion rates, which identify the percent of enrollments that result in a non-withdrawal grade, remained fairly stable until spring 2020 (Figures 15 and 16). In the spring 2020 term, the completion rate decreased to 75.1% from 83.5% in spring 2019. Similarly, in the fall 2020 semester, the course completion rate was 79.9%, a decrease of 3.8% points from fall 2019.

Similar to the drops in completion rates, the success rate, the percentage of enrollments that end in an A, B, C, or Passing grade, decreased during the start of the pandemic. Specifically, the College’s success rates decreased in spring 2020 and fall 2020 by 1.1% and 2.0% points, respectively. However, there was a bump in spring 2021 course completion and success rates.

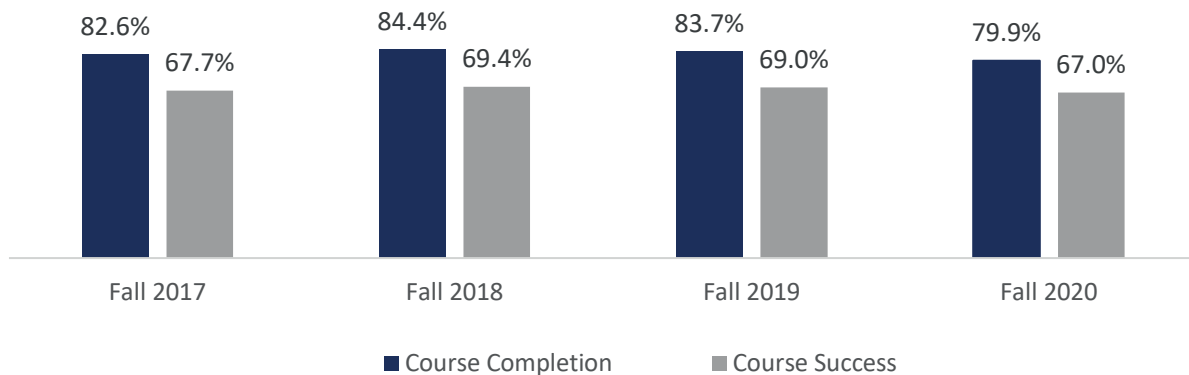


Figure 15. Course Completion and Success Rates for Fall Terms
Source: NOCCCD Data Mart

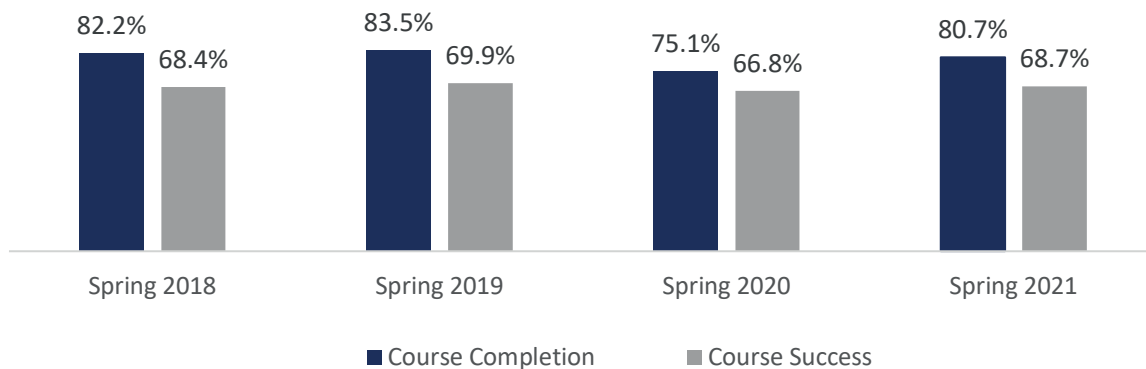


Figure 16. Course Completion and Success Rates for Spring Terms
Source: NOCCCD Data Mart

As part of its efforts to meet the needs of all its students, Fullerton College continues to assess how outcomes compare across students with different identities. For example, in examining fall 2020 success rates by gender, there is a difference of about four percentage points in course success between students who identify as female and those who identify as male (Table 12).

Table 12. Course Completion and Success by Gender, Fall 2020.

Gender	Completion	Success
Female	80.9%	68.4%
Male	78.6%	64.8%
Unknown / Not Reported	81.0%	72.6%
Total	79.9%	67.0%

Source: NOCCCD Data Mart

Examining course completion and course success measures by race / ethnicity reveals that notable differences continue to persist between and among students. For example, in fall 2020 the success rate for Asian/Asian American students was 78.9%, and 73.1% for White students (Table 13). Meanwhile, the success rate for Hispanic students was 63.7%, and 50.8% for African American/Black students.

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 our underserved populations. These equity gaps and corresponding activities are detailed in the Fullerton College Student Equity Plan and are reviewed and assessed by the Student Equity and Achievement Committee (SEAC) regularly.

Table 13. Course Completion and Success by Race/Ethnicity, Fall 2020 and Spring 2021

	Fall 2020		Spring 2021	
	Completion	Success	Completion	Success
African American / Black	76.7%	50.8%	70.8%	50.2%
American Indian	80.0%	74.4%	78.0%	71.0%
Asian / Asian American	86.0%	78.9%	85.1%	78.3%
Filipino	81.7%	71.2%	81.2%	72.4%
Hispanic	78.2%	63.7%	79.6%	66.0%
Multi-Ethnicity	80.5%	69.2%	80.7%	70.0%
Native Hawaiian / Pacific Isl.	72.7%	53.9%	75.4%	55.3%
White	82.3%	73.1%	82.7%	73.1%
Unknown	81.9%	69.2%	83.6%	72.1%
Total	79.9 %	67.0%	80.7%	68.7%

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 in course sequences, placement processes, and embedded support courses, 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% (Figure 17). 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%.

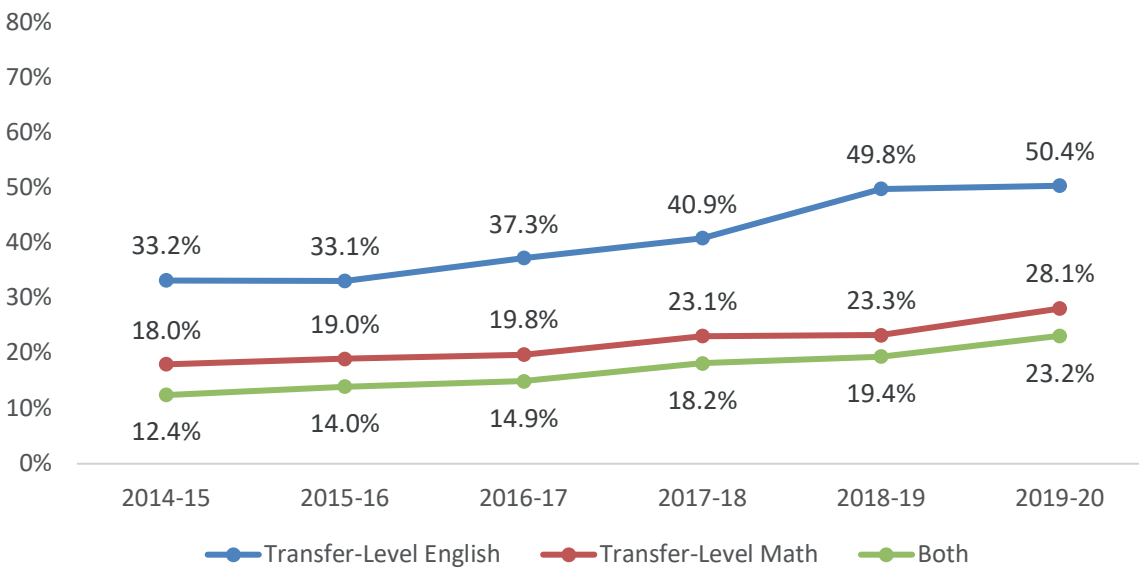


Figure 17. English and Math Transfer-Level Completion by Academic Year
 Source: California Community College Chancellor’s Office Simplified Metrics Dashboard

In reviewing the proportion of degree- and/or transfer-seeking students who completed both transfer-level English and math in their first year (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 students (Figure 18).

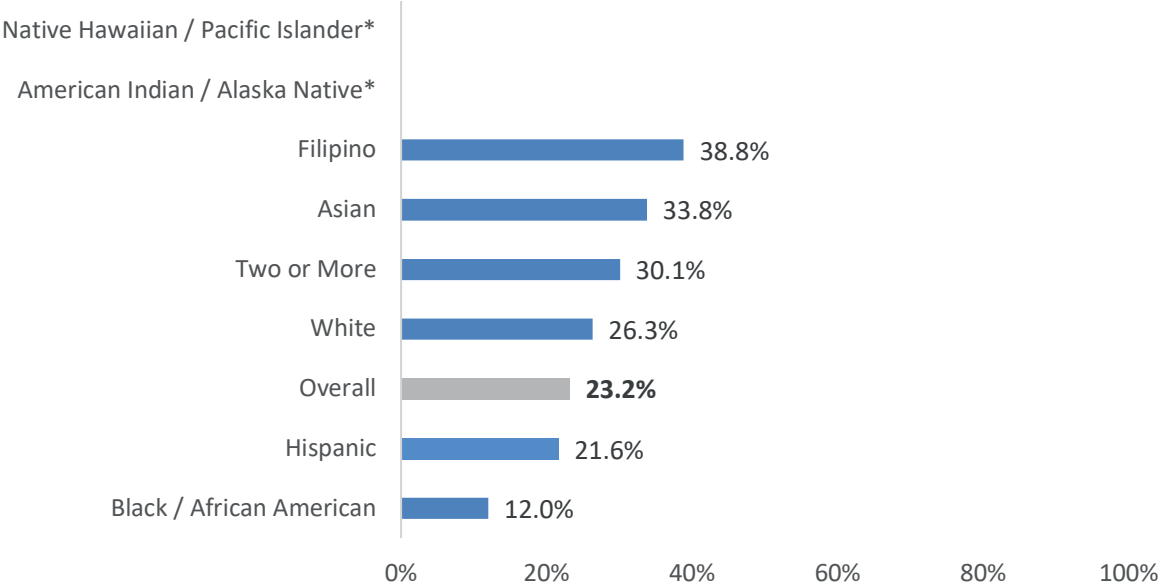


Figure 18. English and Math Transfer-Level Completion by Race / Ethnicity, 2019-20

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

*Hidden (Less than 10 students)

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

In addition to the transfer-level completion among degree/transfer seeking students, another metric tracked by the State’s Simplified Student Metric initiative is the rate at which short-term career education students earn 9 or more Career Technical Education (CTE) units within an academic year. The proportion of short-term career education students who have earned 9+ units in one academic year has increased about two percentage points, from 19.6% in 2014-15 to 21.5% in the last reported year of 2019-20 (Figure 19). 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.

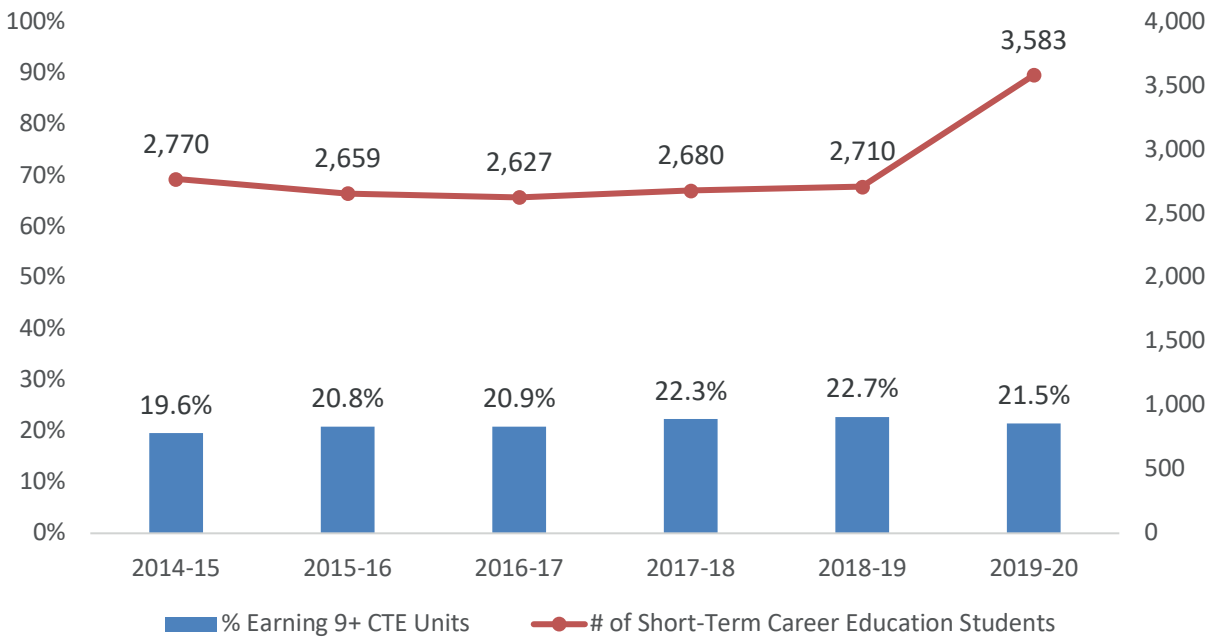


Figure 19. Short-Term Career and Technical Education (CTE) Students and Proportion Earning 9+ CTE Units by Academic Year

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

The College has experienced a significant growth in the number of students who are earning degrees and certificates. Figure 20 on the next page reports the total number of associate degrees awarded by academic year. In the 2017-18 academic year, a total of 2,539 degrees were awarded. By 2020-2021 that number grew to 3,460; an increase of approximately 36.3%. In 2020-2021, the total number of degrees dropped compared to the previous year, but the totals were still higher than in previous years.

In looking at the last four academic years the number of students obtaining Associate of Arts for Transfer (AA-T) and the Associate of Science for Transfer (AS-T) degrees has increased, by 47.6% and 27.9%, respectively. 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.

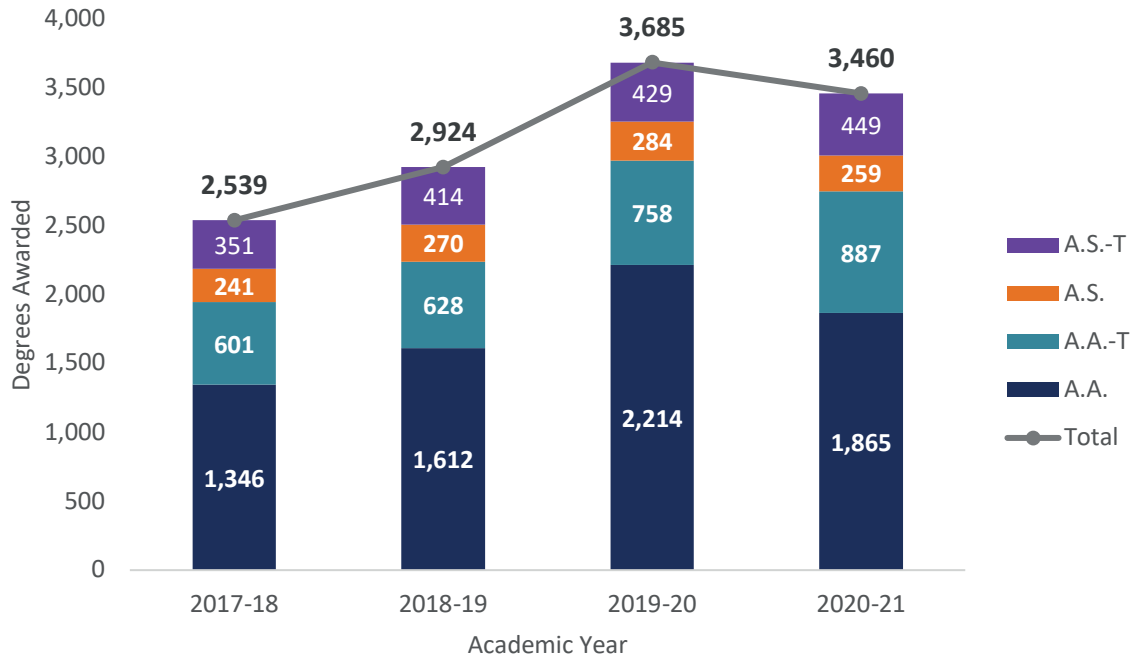


Figure 20. Number of Associate Degrees Awarded by Type of Degree

Source: NOCCCD Data Mart

In 2019-20, the College began offering 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, these two certificates are officially approved by the state. As such, the number of approved certificates increased significantly in the subsequent academic years (Figure 21).

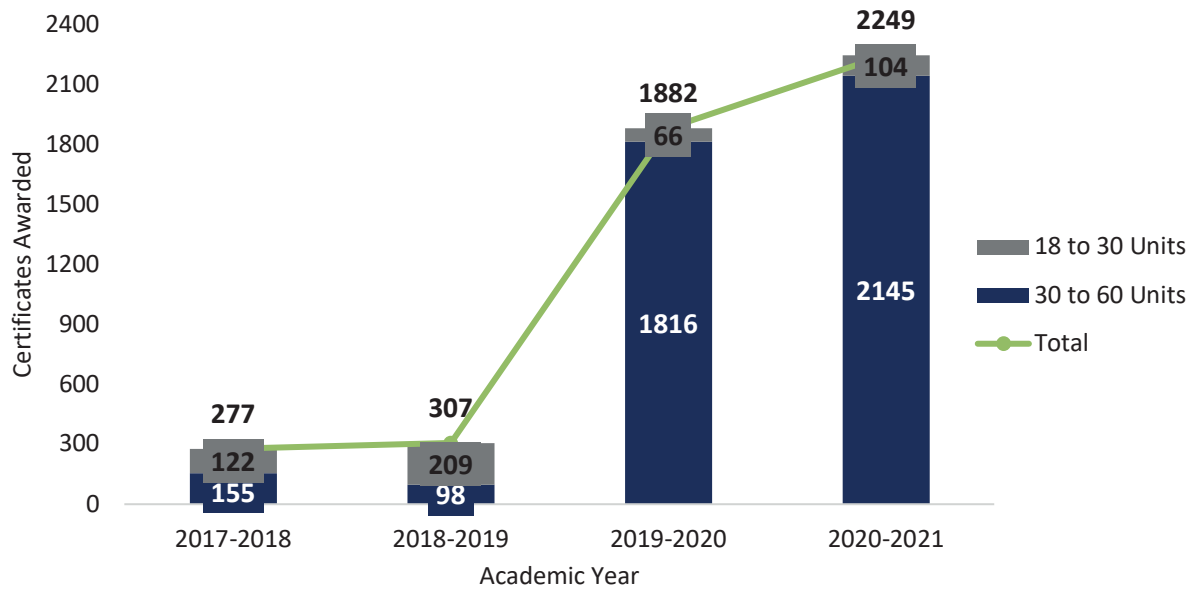


Figure 21. State Approved Degrees and Certificates Awarded by Unit Requirement
 Source: NOCCCD Data Mart

Table 14 brings together both the degree and certificate awards, revealing that there has been a 133.0% increase in the total number of degrees and certificates awarded since the 2017-18 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 2,124 students in the 2017-18 academic year to a high of 2,722 students in the most recent academic year; an increase of 28.2%. The College’s commencement celebrations the past few spring terms have included a record-setting number of participants as the number of awards, and the number of students earning those awards, continues to increase.

Table 14. Degrees and Certificates by Award Type by Academic Year

Degree/Certificate	2017-2018	2018-2019	2019-2020	2020-2021
Associate of Arts (A.A.) degree	1,346	1,612	2,214	1,865
Associate in Arts for Transfer (A.A.-T) degree	601	628	758	887
Associate of Science (A.S.) degree	241	270	284	259
Associate in Science for Transfer (A.S.-T) degree	351	414	429	449
Associate Degree Total	2,539	2,924	3,685	3,460
Certificate requiring 18 to 30 units	122	209	66	104
Certificate requiring 30 to 60 units	155	98	1,816	2,145
Certificate Total	277	307	1,882	2,249
Overall Total	2,443	3,231	5,567	5,709

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. The number of students transferring to the California State University system increased from, 1,430 in 2019-20 to 1,619 in 2020-21; an increase of 13.2% (Figure 22). The College did have a slight decrease in the number of students transferring to the University of California system, dropping from 268 students in 2019-20 to 249 in 2020-21. However, that total is still higher than the 220 who transferred in 2016-2017. While there are various external influences such as UC/CSU admissions policies that impact how many Fullerton College students transfer, the recent successes in transitioning students to four-year institutions is to be recognized and celebrated.

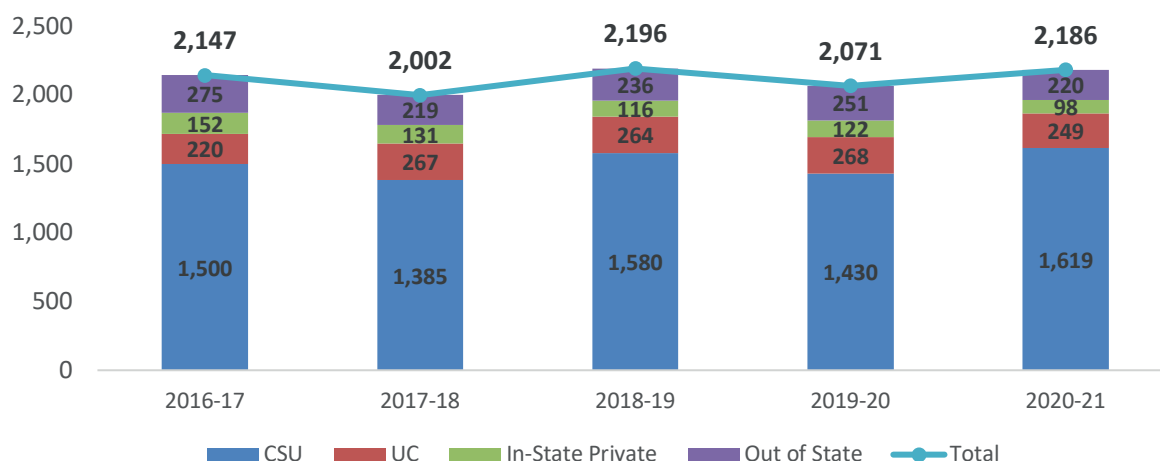


Figure 22. Transfer Destinations by Institution Type

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

Chapter III: Institutional Planning Efforts

Fullerton College engaged in several planning efforts and advanced a number of changes during the 2020-2021 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.

A key document for planning across the campus was revised and updated. The **Fullerton College 2020-2021 Integrated Planning Manual**⁸ describes the integrated institutional planning processes at the College and how constituent groups participate in such processes. The document outlines the College's participatory governance structures to further the transparency, inclusion, and collaboration in the decision-making processes. In particular, the College clarified language around processes for hiring committees, reassigned time, and the overall committee structure.

The **Program Review Committee**, updated the template for the instructional program review process in order to align the plan with college goals, as well as to provide space for programs to identify their plans to address any student equity gaps they have identified.

The **Task Force on Transition to Student Equity and Achievement Committee** SEAC (Student Equity and Achievement Committee) was originally convened in the 2019-2020 academic year in order 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. In their December 2020 meeting, the taskforce gave seven recommendations that were moved forward to Faculty Senate and PAC. SEAC is a dual-reporting committee that reports to both PAC and Faculty Senate. Of particular note, the taskforce recommended the committee move away from an annual proposal process as a way to distribute the SEA allocation.

The **Faculty Senate Antiracism Taskforce** was formed to identify ways in which the College should improve various processes so that they center Diversity, Equity, Inclusion, and Antiracism (DEIA) ideals. Their recommendations including ideas around hiring and tenure, budget and integrated planning, professional learning, and curriculum and pedagogy.

The College's **Guided Pathways Leadership** group, on top of its regular duties to implement the

⁸ <https://ie.fullcoll.edu/planning-documents/>

guided pathways framework, introduced a number of new efforts to reimagine various planning processes during the 2020-2021 academic year:

Data Coaching (Fall 2020): There are three main objectives for the data coaching program at Fullerton College. First, the program will extend the capacity of the Institutional Effectiveness Office to deliver data and information to the decision makers at the College and advancing the Guided Pathways initiative forward (support program mapping, etc.). Second, the program will build data literacy across the student teams and expand staff development and training across the college on interpretation and use of data and information. Finally, the program will enable systematic feedback about the information needs and gaps in data sources that exist across the college and Guided Pathways workgroups. The Office of Institutional Effectiveness will work with data coaches to close any existing gaps in data sources and to develop the necessary solutions. Trainings occurred throughout the Spring 2021 term, and the success of this program set the stage for the implementation of the Instructional Success Teams in the 2021-2022 academic year.

Survey Inquiry Group (Spring and Summer 2021): The Fullerton College Survey Inquiry Group (SIG) was proposed in the spring of 2021 as the most appropriate mechanism for ensuring that data about the College and the student experience found its way into the ongoing campus conversations about equity and student success. The SIG was endorsed by the Pathways Steering Committee, Faculty Senate, and the President's Advisory Council. During the summer of 2021, over forty participants, including fulltime faculty, adjunct faculty, classified professionals, managers, students, and members of the Office of Institutional Effectiveness, took six weeks to look at the results of some of the most important surveys the campus has conducted over the last three years. The SIG agreed to provide the College a summary and recommendations report for the 2021-2022 academic year.

Onboarding and First Year Experience: Guided Pathways Leadership organized a pair of work groups focused on increasing the College's capacity to effectively onboard students. The first taskforce was charged with recommending changes to the application process and to a student's MyPath experience that will allow students to participate in a diagnostic that will help them identify potential educational pathways and career options. A second taskforce was tasked with designing the First Year Experience for new students. The experience will include increasing a student's understanding of their career/college options, ensuring that students are enrolled in the program of study that best fits their academic goals, and helps students complete a full

academic plan.

During the 2020-21 academic year, the College distributed \$4,714,750 **from the Higher Education Emergency Relief Fund II (HEERF II) as part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act**. As of April 11, 2021, the College distributed \$4,714,750 in HEERF II funds to 9,433 students. The distributions to students continued beyond the 2020-2021 academic year. Beginning July 21, 2021, HEERF III began distributing funds over the Summer 2021 term. 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).

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 2017, the population of Orange County has decreased by 1.1%, with a 0.8% decline 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 decreased by 1.2% since 2017 (Table 15). Over the last year, from 2020 to 2021, the population from the six feeder cities decreased by -1.1%. This is important to note as population declines may have an impact on the College’s future enrollment.

Table 15. Population of Orange County and Neighboring Cities

City	2017	2018	2019	2020	2021	Change 2020-2021
Orange County	3,188,779	3,195,455	3,195,197	3,180,491	3,153,764	-0.8%
Anaheim	356,502	358,703	356,669	357,059	353,468	-1.0%
Brea	44,776	44,539	44,879	45,498	45,137	-0.8%
Fullerton	143,499	143,313	141,931	142,070	139,431	-1.9%
La Habra	62,451	62,558	63,319	63,471	62,808	-1.0%
Placentia	52,772	52,602	51,750	51,569	51,173	-0.8%
Yorba Linda	68,781	68,804	68,458	68,426	67,846	-0.8%
Feeder Totals	<i>728,781</i>	<i>730,519</i>	<i>727,006</i>	<i>728,093</i>	<i>719,863</i>	<i>-1.1%</i>

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2021; U. S. Bureau of the Census

While the population has been slightly decreasing in the immediate area surrounding the College, future projections suggest that the population numbers will actually increase. The county is expected to grow by 11.9% by the year 2040, with growth projections identified for the cities of Anaheim, Fullerton, and Placentia; three crucial cities for the College’s enrollment (Table 16). Even though there was a decrease in population from 2020 to 2021 for the cities of Anaheim, Fullerton, and Placentia, the long-term projections show that the population will increase going forward with Anaheim projected to grow 15.0% by 2040.

Table 16. Population Changes in Fullerton College Community through 2040

City	2020	2025	2030	2035	2040	Projected Change to 2040
Anaheim	357,059	367,879	381,028	389,313	410,755	15.0%
Brea	45,498	48,911	49,247	50,625	50,576	11.2%
Fullerton	142,070	151,939	155,724	158,334	160,458	12.9%
La Habra	63,471	66,131	67,440	68,327	68,475	7.9%
Placentia	51,569	54,706	57,053	58,499	58,442	13.3%
Yorba Linda	68,426	69,867	70,217	70,391	70,469	3.0%
Total	728,093	759,433	780,709	795,489	819,175	12.5%
Orange County	3,180,491		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 (58.9% in fall 2020). 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%) (Table 17).

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 (13.9%). 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 (15.9%). The differences between neighboring cities have been noted in Table 17.

Table 17. Fullerton College Community Population Percentage by Ethnicity: Census 2021

	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Unknown	Two or More Races
Fullerton College	2.6%	13.9%	58.9%	0.2%	15.9%	5.2%	3.4%
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	1.8%	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, 2020 Population Estimates, July 1, 2021

Educational Information

In addition to the overall population among residents of Orange County and the surrounding cities, the number of public-school students in the area is another key indicator the College tracks. As shown in Table 18, there has been an overall decrease in public school enrollment from three of the four feeder high school districts between 2017-18 and 2020-21. When comparing the 2017-18 enrollment figures for the four feeder districts to the 2020-21 enrollments, there was a 3.8% decline in public, high school enrollments. It is important to note that these schools are within the College’s boundaries and ultimately provide a majority of the College’s student body. Fullerton College has recognized the decline in enrollment and has increased its marketing and outreach to the feeder high schools.

Table 18. Public School Enrollment in the State of California, Orange County, and the Fullerton College Feeder High School Districts, 2017-2018 to 2020-2021

School District	2017-2018	2018-2019	2019-2020	2020-2021	Change 2019-20 to 2020-21
California	6,220,413	6,186,278	6,163,001	6,002,523	-2.6%
Orange County	485,835	478,823	473,612	456,572	-3.6%
High School Enrollments					
Anaheim	30,729	30,292	29,832	29,183	-2.2%
Brea-Olinda	1,829	1,794	1,813	1,845	1.8%
Fullerton	13,901	13,695	13,630	13,473	-1.2%
Placentia	8,460	8,537	8,461	8,319	-1.7%
Yorba Linda					
4 Feeder Districts	54,919	54,318	53,736	52,820	-1.7%

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

While the recent declines are of particular concern, future projections suggest that there will be even greater declines in public school enrollment in the across the state of California, including Orange County. Projections for public school enrollment over the next few years suggest a 10% decline within Orange County over the ten-year period ending in 2031 (Table 19).

Table 19. Public School Enrollment Projections for Orange County and California to 2030-2031

	2018-2019	2020-2021	2025-2026	2030-2031	Change 2021-2031
Orange County	478,823	456,572	423,818	409,839	-10.2%
California	6,186,278	6,002,523	5,702,466	5,460,305	-9.0%

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 2021

Given 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 (95.1%), Katella (90.4%), La Habra (77.7%), Sonora (70.6%), and Fullerton (65.2%) identify as Hispanic (Table 20).

Additionally, a substantial proportion of students from Troy High School (45.8%), Sunny Hills (45.8%), Brea-Olinda (24.0%), and Valencia (24.3%) 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 20. Public School Enrollment in Fullerton College Top 10 Feeder High Schools, By Race/Ethnicity year 2020-2021

High School	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Not Reported	Two or More Races
Anaheim	0.8%	1.5%	95.1%	0.0%	2.2%	0.1%	0.3%
Brea-Olinda	1.9%	24.0%	38.7%	0.1%	32.9%	0.0%	2.4%
Fullerton	1.6%	6.8%	65.2%	0.3%	18.7%	0.1%	7.4%
Katella	1.6%	3.8%	90.4%	0.0%	3.9%	0.0%	0.3%
La Habra	1.9%	2.3%	77.7%	<0.1%	15.5%	0.1%	2.4%
Loara	1.4%	11.8%	80.1%	0.1%	5.7%	0.1%	0.8%
Sonora	1.7%	8.7%	70.6%	0.2%	16.4%	0.0%	2.2%
Sunny Hills	1.4%	45.8%	34.1%	0.1%	14.0%	0.1%	4.4%
Troy	0.9%	52.5%	28.0%	0.2%	13.5%	0.2%	4.5%
Valencia	1.3%	24.3%	60.7%	0.1%	12.1%	0.0%	1.6%

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

Economic and Workforce Trends

During the beginning of the pandemic, the civilian labor force and the number of employed individuals decreased by 6.1% and the unemployment rate increased by 10.6% points from June 2019 to June 2020 (Table 21). Fortunately, 2021 saw a rebound in these numbers as the unemployment rate for Orange County had fallen from 13.6% to 6.5% and the civilian labor force and the number of employed individuals increased by 3.6% from June 2020 to June 2021. That said, the June 2021 numbers still lag behind the data from June 2017.

Table 21. Civilian Labor Force, Employment, and Unemployment for Orange County

Measures	June 2017	June 2018	June 2019	June 2020	June 2021	Percent Change 2017 to 2021
Civilian Labor Force	1,613,800	1,603,400	1,606,300	1,594,600	1,567,200	-2.9%
Employed	1,554,200	1,551,100	1,558,900	1,377,000	1,465,700	-5.7%
Unemployed	59,600	53,500	47,500	217,600	101,600	70.5%
Unemployment Percent	3.7%	3.6%	3.0%	13.6%	6.5%	75.7%

Source: California Employment Development Department

By December 2021, the Orange County unemployment rate dropped further; ending the year at 3.7%. In the cities surrounding the College, unemployment rates were all below 4.5% by December 2021 (Table 22).

Table 22. Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, December 2021

Measures	Orange County	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
Civilian Labor Force	1,591,600	168,900	22,700	69,000	29,900	25,200	34,300
Employed	1,532,100	161,700	21,800	66,200	28,600	24,300	33,200
Unemployed	59,500	7,200	900	2,800	1,300	900	1,000
Unemployment Percent	3.7%	4.3%	3.8%	4.1%	4.3%	3.6%	3.0%

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. These industries saw substantial growth throughout 2021, as the economy rebounded from declines in 2020 due to the COVID-19 pandemic. (Table 23).

Table 23. Employment and Growth by Industry in Orange County, 2021

Industry	December 2021	Yearly Change
Professional & Business Services	326,700	+6.4%
Trade, Transportation & Utilities	256,700	+1.2%
Goods Producing	255,100	+1.8%
Leisure & Hospitality	213,800	+42.8%
Educational & Health Services	231,900	+2.1%
Health Care & Social Assistance	202,600	+1.6%
Accommodation & Food Services	213,800	+75.8%
Government	159,200	+2.8%
Total	1,859,800	+11.6%

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 helps the College track changing employment trends in the County and to consider how educational opportunities at the College will prepare students for employment. Table 24 contains the fastest growing occupations in the county which require an associate’s degree or vocational certificate.

Table 24. Fastest Growing Orange County Occupations Requiring an Associate Degree or Post-Secondary Vocational Training, 2016-2026

Occupation	2018	2028	Percent Change
Phlebotomists	1,250	1,610	+28.8%
Occupational Therapy Assistants	500	760	+52.0%
Physical Therapist Assistants	610	810	+32.8%

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 25. Top 10 Employed Industry and Growth Projections for 2022 for Orange County by Entry Level for Career Technical Certificate

Occupation	2021 Jobs	Projections for 2022	Change (%)	Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	10,151	10,283	1%	\$23.94
Nursing Assistants	8,829	9,019	2%	\$18.29
Medical Assistants	8,281	8,480	2%	\$18.03
Hairdressers, Hairstylists, and Cosmetologists	8,295	8,365	1%	\$14.40
Licensed Practical and Licensed Vocational Nurses	6,709	6,886	3%	\$30.39
Massage Therapists	5,046	5,211	3%	\$16.56
Heating, Air Conditioning, and Refrigeration Mechanics	4,521	4,593	2%	\$31.40
Manicurists and Pedicurists	4,288	4,398	3%	\$12.82
Medical Dosimetrists, Records and Health Technologists	3,317	3,396	2%	\$22.83
Phlebotomists	1,600	1,683	2%	\$22.94

Source: EMSI-Economic Modeling

Table 26. Top 10 Employed Industry and Growth Projections for 2022 for Orange County by Entry Level for Associate’s Degrees

Occupation	2021 Jobs	Projections for 2022	Change (%)	Median Hourly Earnings
Paralegals and Legal Assistants	3,904	3,977	2%	\$25.63
Web Developers and Digital Interface Designers	2,856	2,896	1%	\$32.53
Dental Hygienists	1,854	1,879	1%	\$54.55
Radiologic Technologists and Technicians	1,342	1,377	3%	\$42.94
Respiratory Therapist	1,308	1,339	2%	\$37.53
Life, Physical and Social Science Technicians	1,112	1,131	2%	\$25.86
Veterinary Technologists and Technicians	776	792	2%	\$25.44
Diagnostic Medical Sonographers	712	739	4%	\$48.41
Physical Therapist Assistants	579	605	4%	\$37.97
Occupational Therapy Assistants	217	230	6%	\$36.00

Source: EMSI-Economic Modeling

Table 27. Top 10 Employed Industry and Growth Projections for 2022 for Orange County by Entry Level for Bachelor’s Degrees

Occupation	2021 Jobs	Projections for 2022	Change (%)	Median Hourly Earnings
General and Operations Managers	26,126	26,151	0%	\$54.88
Registered Nurses	23,776	24,224	2%	\$52.28
Project Management Specialist and Business Operation Specialist, All Others	22,974	23,096	1%	\$36.34
Software Developers and Software Quality Assurance Analysts and Testers	20,594	21,076	2%	\$55.1
Accountants and Auditors	19,173	19,928	1%	\$34.80
Personal Service Managers, All Other; Entertainment and Recreation Managers	13,291	13,392	1%	\$46.79
Management Analyst	12,319	12,488	1%	\$44.74
Financial Manager	11,457	11,599	1%	\$66.33
Market Research Analyst and Marketing Specialist	10,770	10,911	1%	\$31.01
Elementary School Teachers, Except Special Education	10,294	10,336	0%	\$44.82

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 preferences.

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 Accrediting Commission for Community and Junior Colleges (ACCJC) requires 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. The College submitted its required Midterm Report in October 2021 and is currently in the planning phase of its next ACCJC accreditation comprehensive review which is scheduled to take place in fall 2024.

Budget

The CCCCCO has attempted to implement a new funding model for community colleges, the Student Centered Funding Formula, which includes performance metrics in its calculations for apportionment of funds. The district has currently been in what is termed as “hold harmless”, which has allowed the district to continue receiving the same level of funding it received in 2017-2018. This policy has helped the College maintain levels of funding through recent enrollment declines. In addition, the district and the College have benefited from federal and state financial support intended to help community colleges face COVID-19 related budgetary issues. That said planning of enrollment growth must be carefully monitored and given forethought, particularly as “hold harmless” provisions are currently set to expire after fiscal year 2023-2024.

Facilities Planning

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.

In February 2020, Fullerton College broke ground on the new Humanities Instructional Building which was completed in late 2021 and open for instruction for the spring 2022 term. In addition to the new Humanities Instructional Building, other much-needed upgrades to the infrastructure of the College have been completed, including new Electric Vehicle Charging Stations, Sewer Line Replacement, and a Central Plant Expansion. Fullerton College has multiple projects in the planning phase, including the renovation of the 300 and 500 buildings.

Distance Learning

Distance education has become an important component of educational offerings at Fullerton College, especially during the COVID-19 pandemic. 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. Given its popularity, the College is focused on providing students with multiple modalities for learning that fit in with their busy schedules and changing needs.

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 College 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:

Cadena Cultural Center: The Cadena Cultural Center provides a network (“Cadena”) of various departments, student organization, and staff to provide services that enhance the community’s awareness of culture and diversity and promote a sense of belonging among our students and staff. The center houses the College’s Grads to Be program which supports undocumented students and students with missed status families.

California College Promise Program – The North Orange Promise provides first-time college students (first time enrolling in credit courses after high school) free tuition 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. In fall 2020, the Promise program supported 2,536 students 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 a vital resource during the COVID-19 pandemic, as the College began offering a drive-thru food distribution for students in April 2020 and continued thru December 9, 2021. Additionally, Fullerton College continues to partner with Pathway of Hope and with their

partner Second Harvest Food Bank to streamline the service for Fullerton College students to get much needed support.

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 College maintains a robust dual enrollment program, which enrolled over 1,900 students in 2020-2021.

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. The program also manages the Foster Youth Success Initiative (FYSI) which supports students exiting the foster care system.

Puente Project - The Puente Program is an academic preparation program that for more than 25 years has improved the college-going rate of tens of thousands of California's educationally disadvantaged students. Its mission is to increase the number of community college students who: enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations.

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

Veterans Resource Center: The Veterans Resource Center serves veterans, military personnel, and family members and dependents of those who have served in the U.S. military. The center provides academic advising and counseling, in-house tutoring, access to computer labs and laptop loaners, as well as access to scholarships.

Acknowledgements

Fullerton College Office of Institutional Effectiveness: Daniel Javier Berumen, Michael Gieck, Emma Hangué, Megan Harris, and Victor Manchik



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