



Fullerton College

# INSTITUTIONAL EFFECTIVENESS REPORT

2021-22

# FULLERTON COLLEGE

2021-2022

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2021-2022

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## Executive Summary

Fullerton College served over 26,000 students in the 2021-2022 academic year. With a Hispanic population making up about 56% of all students, the College is considered a Hispanic Serving Institution. The Asian, Filipino, and Pacific Islander population is over 16%, 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 70% of all students were 24 years of age or younger.

Prior to the COVID-19 pandemic, the College was steadily improving course and program completion, as well as supporting more students through the transfer process. The pandemic created significant challenges for students attending the College in terms of their ability to enroll, succeed, and persist. The College saw a 14% decrease in the number of students served in 2021-2022 compared to the previous year, and a cumulative drop of over 19% since the 2018-2019 academic year, the last prior to the start of the pandemic. While the College celebrated its largest graduating classes in 2019-2020 and 2020-2021, there was a 13% decrease in 2021-2022. Fall 2021 transfer numbers were also down about 13% compared to the previous year.

An environmental scan of regional and statewide demographics and economic data indicates that the College will have to manage significant external factors moving forward. Employment in the region rebounded significantly prior to the start of the academic year, creating meaningful incentives for current and potential students to delay their education. While the local population is becoming increasingly diverse, projections indicate that the K-12 population in the local area will decline significantly over the next decade.

But there are a number of highlights in the data, particularly for short-term indicators that tend to predict longer-term success. For example, the proportion of career technical education (CTE) students who completed nine or more CTE units in a given year has continued to increase. The College continues to be a leader in implementing curricular best practices; the proportion of first-time students who are completing their transfer-level English and math courses within the first year continued to increase in 2021-2022.

Overall, the College took on these challenges and opportunities by investing significant time and money to expand and update its facilities, increased human and financial resources for its implementation of the Guided Pathways initiative, and made explicit its commitment to 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.

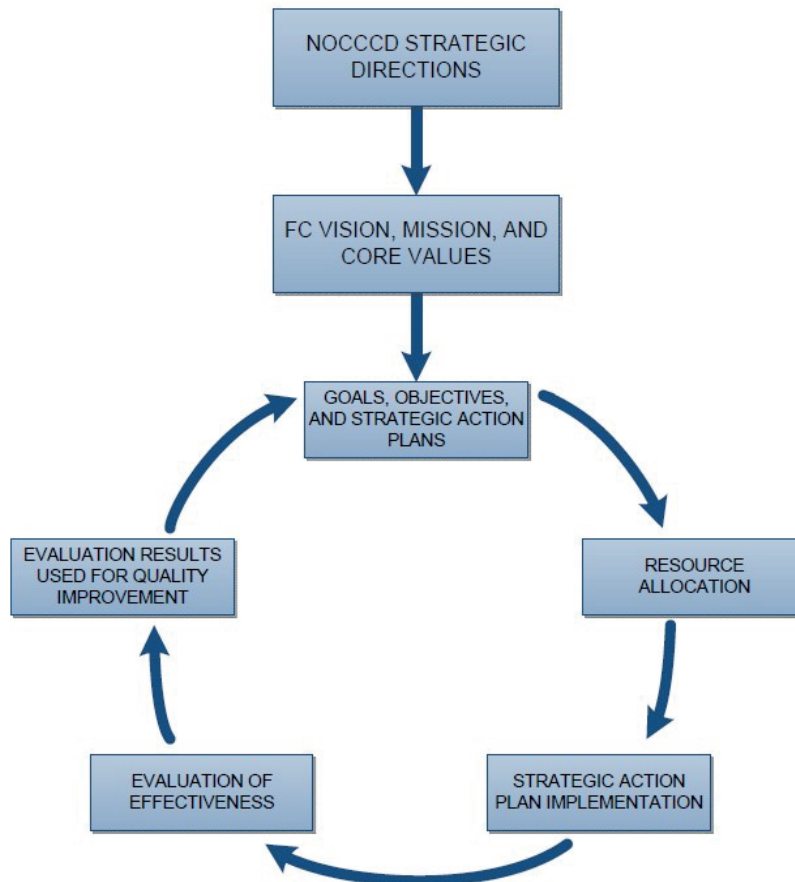
Chapter one presents Fullerton College student and faculty demographics and background characteristics. Trends in the characteristics of enrolled students and employees at Fullerton College are exhibited and discussed. Chapter two focuses on institutional effectiveness measures. These measures include 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.

# 2017-2022 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.

## **2018-2022 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, 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

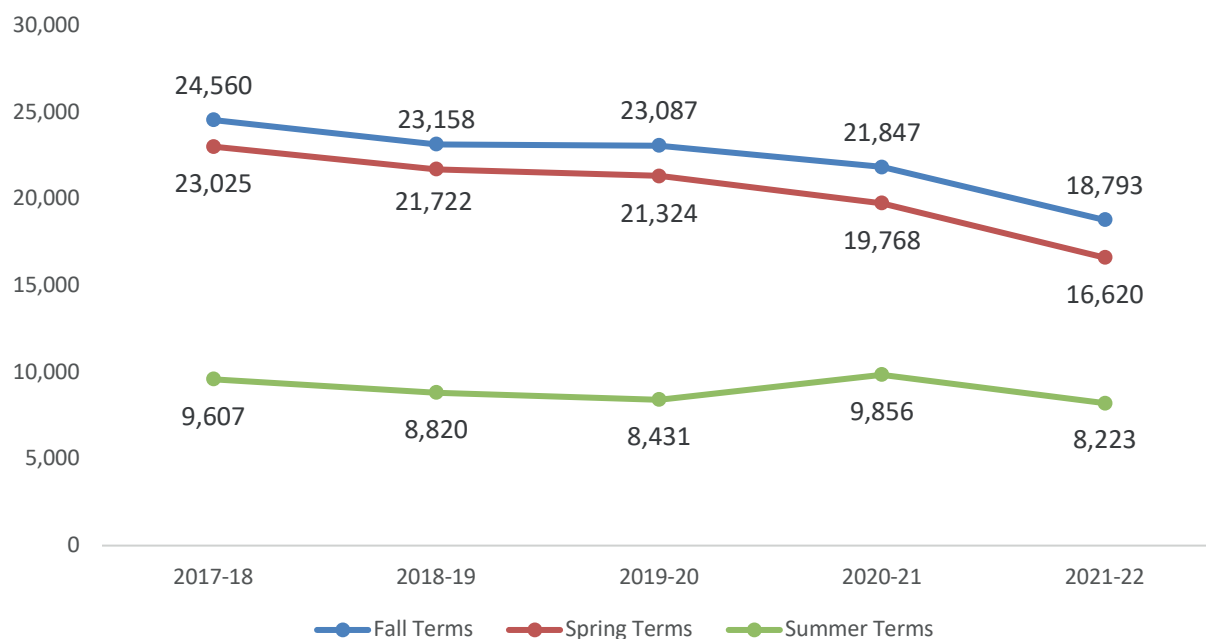
During the 2021-22 academic year, there were 26,171 students enrolled at Fullerton College, representing a 14.2 percent decline from the prior year total of 30,502 (see Table 1). Over the past five years, the total number of students enrolled (unduplicated headcount) has declined by 22.2%.

*Table 1. Student Headcount by Academic Year*

	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Student Headcount</b>	33,647	32,098	31,562	30,502	26,171
<b>Yearly Change</b>	-2.6%	-4.6%	-1.7%	-3.4%	-14.2%

Source: NOCCCD Internal Data

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, however for summer 2021 the College saw a decline of 16.6% from summer 2020 and 14.4% from summer 2017. Headcounts in fall 2021 were down 14.0% from fall 2020, and 23.5% from fall 2017. Spring headcounts in 2022 were down 15.9% from spring 2021, and 27.8% compared to the spring 2018 term. As with the annual headcount, declines had been evident prior to the COVID-19 pandemic but exacerbated in subsequent terms and continues to decline.



**Figure 1. Student Headcount by Term**

Source: NOCCCD Internal Data

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 52.2% of students identifying as female in academic year 2021-2022. The proportion of students who identify as male decreased about 4.0% from academic year 2017-2018. Statewide, female students also represent most of the California Community College (CCC) students, comprising 57.2% of CCC students in academic year 2020-2021 according to the California Community Colleges Chancellor’s Office Data Mart<sup>1</sup>.

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

Table 2. Proportion of Students by Gender

Gender	2017-18	2018-19	2019-20	2020-21	2021-22
Female	51.6%	51.5%	51.3%	53.2%	52.2%
Male	46.7%	45.7%	45.2%	42.2%	42.9%
Non-Binary / Unknown / Not Reported	2.5%	2.8%	3.5%	4.6%	4.9%

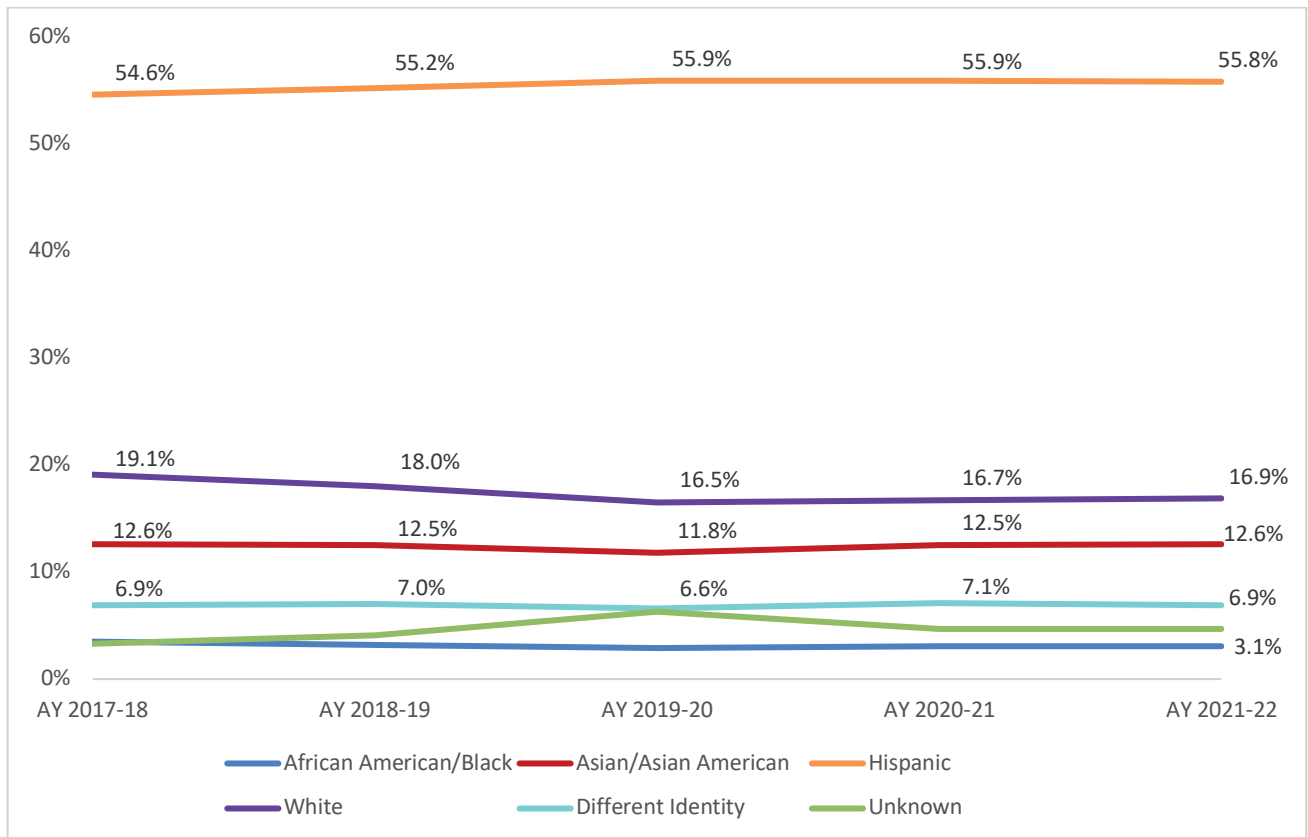
Source: NOCCCD Internal Data

There have been three notable changes in the proportion of students by race and ethnicity at the College. Over the last five academic years, the proportion of students who identify as Hispanic<sup>2</sup>, which is the largest racial and ethnic group among the student body, has increased from 54.6% in academic year 2017-2018 to 55.8% in academic year 2021-2022 (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 19.1% in academic year 2017-2018 to 19.6% in academic year 2021-2022 of students. In addition, Black/African students has seen a slight decline from 3.5% of the student population in academic year 2017-2018 to 3.1% in academic year 2021-2022.

The proportion of Asian/Asian-American students has remained relatively steady over the period, making up about 12.5% of the population in the last five academic year. Further examination of academic year 2021-2022 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 (3.0%), or Multi-Racial or Multi-Ethnic (3.7%).

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<sup>2</sup> 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 Student Success 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 Internal Data

Table 3 provides greater detail as to the racial and ethnic composition of the student body. The table documents the 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	AY 2017-18		AY 2018-19		AY 2019-2020		AY 2020-2021		AY 2021-22	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Am. Indian or Alaskan</b>	80	0.2%	64	0.2%	56	0.2%	47	0.2%	31	0.2%
<b>Asian</b>	4,243	12.6%	4,007	12.5%	3,714	11.8%	3,825	12.5%	3,304	12.6%
<b>African American</b>	1,191	3.5%	1,040	3.2%	931	2.9%	935	3.1%	808	3.1%
<b>Filipino</b>	936	2.8%	907	2.8%	879	2.8%	895	2.9%	775	3.0%
<b>Hispanic</b>	18,367	54.6%	17,733	55.2%	17,655	55.9%	17,053	55.9%	14,602	55.8%
<b>Pacific Islander</b>	100	0.3%	94	0.3%	75	0.2%	72	0.2%	46	0.2%
<b>Two or More</b>	1,206	3.6%	1,171	3.7%	1,063	3.4%	1,148	3.8%	957	3.7%
<b>White Non-Hispanic</b>	6,440	19.1%	5,760	18.0%	5,214	16.5%	5,091	16.7%	4,416	16.9%
<b>Unknown</b>	1,084	3.3%	1,321	4.1%	1,975	6.3%	1,436	4.7%	1,232	4.7%

Source: NOCCCD Internal Data

Figure 3 and Table 4 show that about 70.0% of the students enrolled for academic year 2021-2022 at Fullerton College were 24 or younger. This group (further broken down by students 20 and under and students between the ages of 20 and 24) represented much of the student body for the last five academic years. While students between the ages of 20 and 24 comprised the largest group this past academic year, there has been a decrease in the proportion of these students over the last five years. Specifically, the proportion of these students declined from 40.7% in academic year 2017-2018 to 37.4% for academic year 2021-2022.

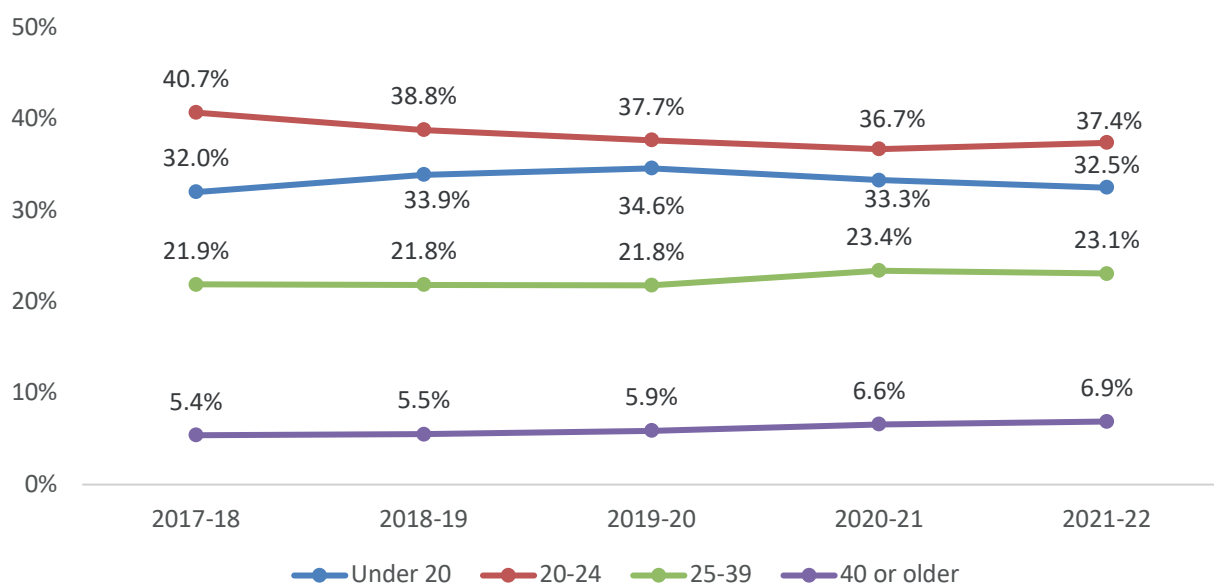


Figure 3. Proportion of Students by Age Group

Source: NOCCCD Internal Data

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	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
<b>Under 20</b>	10,766	32.0%	10,869	33.9%	10,910	34.6%	10,159	33.3%	8,512	32.5%
<b>20-24</b>	13,702	40.7%	12,450	38.8%	11,903	37.7%	11,185	36.7%	9,795	37.4%
<b>25-39</b>	7,374	21.9%	7,003	21.8%	6,868	21.8%	7,148	23.4%	6,043	23.1%
<b>40 or older</b>	1,805	5.4%	1,773	5.5%	1,877	5.9%	2,006	6.6%	1,818	6.9%

Source: NOCCCD Internal Data

Data in Table 5 below shows that the cities of Anaheim, Fullerton, La Habra, Whittier, and Buena Park 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 academic 2018-2019, during which about 70% to 73% of students reported their home address to be in one of the ten cities listed.

*Table 5. Top 10 Cities of Residence*

2018-19			2019-20			2020-21			2021-22		
City	Total	%	City	Total	%	City	Total	%	City	Total	%
<b>Anaheim</b>	7,464	23.3%	<b>Anaheim</b>	7,369	23.3%	<b>Anaheim</b>	6,689	21.9%	<b>Anaheim</b>	5,583	21.3%
<b>Fullerton</b>	5,323	16.6%	<b>Fullerton</b>	5,166	16.4%	<b>Fullerton</b>	4,724	15.5%	<b>Fullerton</b>	4,133	15.8%
<b>La Habra</b>	2,095	6.5%	<b>La Habra</b>	2,162	6.8%	<b>La Habra</b>	1,928	6.3%	<b>La Habra</b>	1,689	6.5%
<b>Whittier</b>	1,800	5.6%	<b>Whittier</b>	1,688	5.3%	<b>Whittier</b>	1,608	5.3%	<b>Whittier</b>	1,388	5.3%
<b>Placentia</b>	1,457	4.5%	<b>Placentia</b>	1,419	4.5%	<b>Buena Park</b>	1,345	4.4%	<b>Buena Park</b>	1,238	4.7%
<b>Buena Park</b>	1,415	4.4%	<b>Buena Park</b>	1,415	4.5%	<b>Placentia</b>	1,341	4.4%	<b>Placentia</b>	1,142	4.4%
<b>Brea</b>	1,233	3.8%	<b>Brea</b>	1,267	4.0%	<b>Yorba Linda</b>	1,150	3.8%	<b>Yorba Linda</b>	1,035	4.0%
<b>Yorba Linda</b>	1,146	3.6%	<b>Yorba Linda</b>	1,159	3.7%	<b>Brea</b>	1,134	3.7%	<b>Brea</b>	977	3.7%
<b>La Mirada</b>	981	3.1%	<b>La Mirada</b>	858	2.7%	<b>La Mirada</b>	825	2.7%	<b>La Mirada</b>	692	2.6%
<b>Garden Grove</b>	650	2.0%	<b>Garden Grove</b>	622	2.0%	<b>Garden Grove</b>	647	2.1%	<b>Garden Grove</b>	564	2.2%
<b>Top 10</b>	23,564	73.4%	<b>Top 10</b>	23,125	73.3%	<b>Top 10</b>	21,391	70.1%	<b>Top 10</b>	18,441	70.5%

Source: NOCCCD Internal Data



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 proportion of students at the College who indicated that their parent(s)/guardian(s) have not attended college declined by approximately 1.4%, since academic year 2019-2020.

Table 6. Highest Parental Educational Attainment

	2018-19		2019-20		2020-21		2021-22	
	Count	%	Count	%	Count	%	Count	%
<b>No High School Diploma</b>	7,371	17.4%	7,506	23.8%	6,895	22.6%	5,915	22.6%
<b>High School Diploma</b>	6,002	28.1%	6,012	19.0%	5,848	19.2%	4,925	18.8%
<b>Total No College</b>	<b>13,373</b>	<b>41.7%</b>	<b>10,498</b>	<b>42.8%</b>	<b>12,743</b>	<b>41.0%</b>	<b>10,840</b>	<b>41.4%</b>
<b>Some College/No Degree</b>	5,841	18.2%	5,753	18.2%	5,700	18.1%	4,805	18.4%
<b>Associate Degree</b>	2,601	8.1%	2,660	8.4%	2,609	8.6%	2,226	8.5%
<b>Bachelor's Degree</b>	5,726	17.8%	5,722	18.1%	5,722	18.1%	4,948	18.9%
<b>Graduate Degree</b>	3,264	10.2%	3,307	10.5%	3,544	11.2%	3,108	11.9%
<b>No Response</b>	1,292	4.0%	602	1.9%	184	0.6%	244	0.9%

Source: NOCCCD Internal Data

In the 2020-2021 year, 68.5% 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. For reference, in 2022, the 150% income threshold was \$20,385 for an individual person and \$41,625 for a family of four<sup>3</sup>.

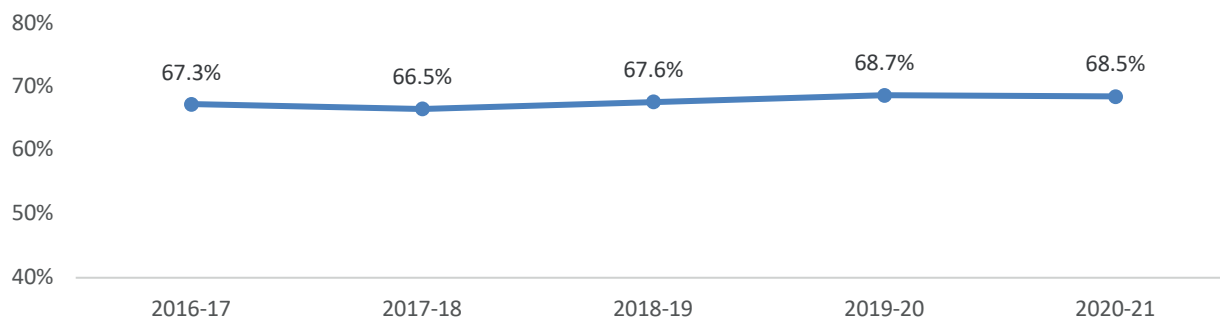


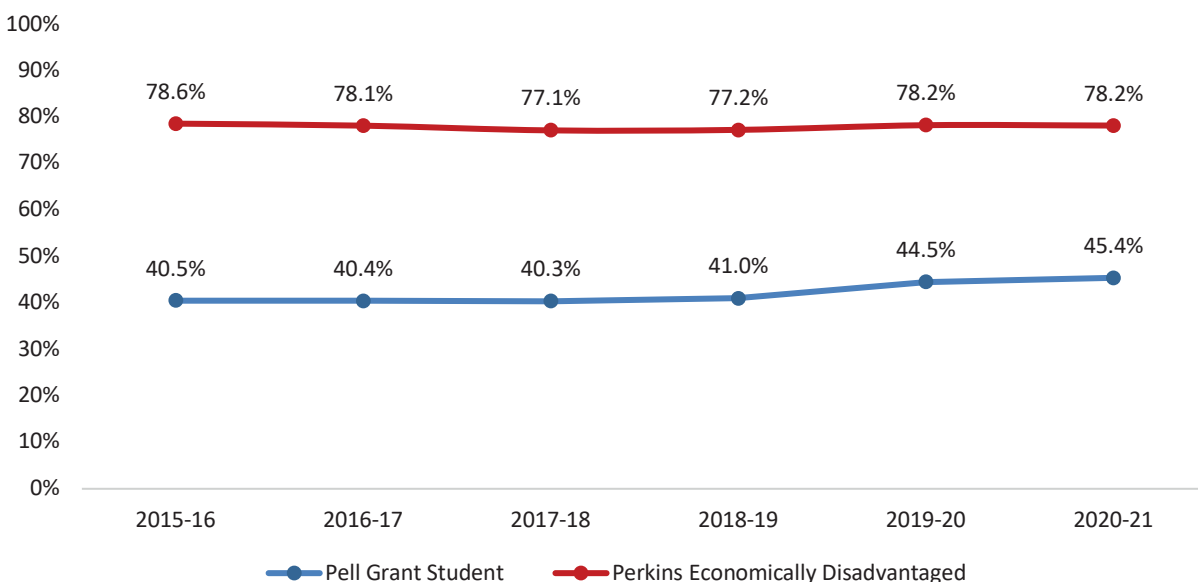
Figure 4. Received a College Promise/Board of Governor's (BOG) Eligibility

Source: California Community College Chancellor's Office Student Success Metrics Dashboard

<sup>3</sup> <https://www.uscis.gov/i-942p>

As part of the new Student Success 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 over 40% of students enrolled each year have received a Pell Grant while enrolled in community college an increase of about 5.0%, since academic year 2015-2016 (see Figure 5). Similarly, nearly three out of four students at the College have been identified as economically disadvantaged.



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

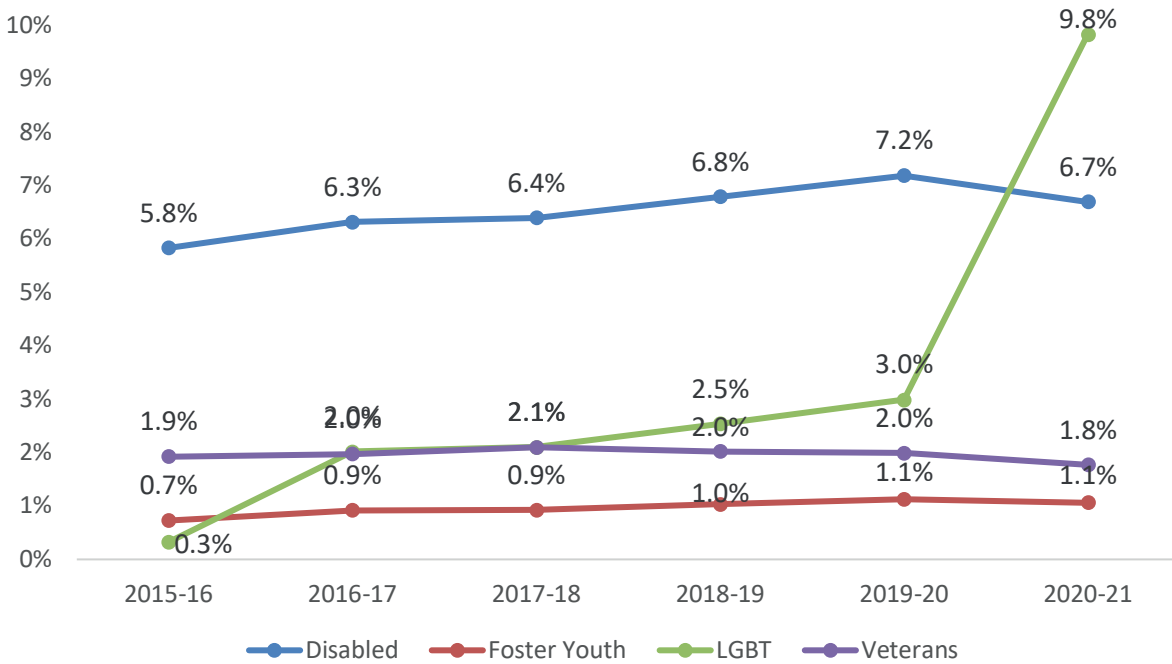
Source: California Community College Chancellor’s Office Student Success Metrics Dashboard

Additionally, the CCCC’s Student Success Metrics dashboards include information about the extent to which students are identified as part of various populations, such as Veterans, LGBT<sup>4</sup>, Foster Youth, and Disabled<sup>5</sup>. The Figure 6 on the next page summarizes the proportion of students (excluding students who are high school students dually enrolled at the College) who have been identified within 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

<sup>4</sup> While the terms LGBTQ+ and LGBTQIA+ has been utilized in campus forums and discussions, the Student Success Metrics data uses the term LGBT (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>) and is so referenced in this context.

<sup>5</sup> While the term DSS (Disability Support Services) is used in campus discussions, the Student Success Metrics data uses the term Disabled and is so referenced in this content.

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 Student Success Metrics Dashboard

### Student Academic Expectations and Goals

Data in Table 7 indicates that 68.3% of Fullerton College students identified earning an associate degree and/or transfer to a four-year college or university as their primary academic goal. Another 7.9% of academic year 2021-2022 students indicated that they are exploring career opportunities and/or seeking a career advancement, while an additional 3.4% of students are goal is to achieve a vocational certificate. For academic year 2021-2022, over 9.0% of students reported that they were undecided on their academic goal.

Table 7. Student Academic Goal

	2018-19	2019-20	2020-21	2021-22
	% of Total	% of Total	% of Total	% of Total
<i>Degree, Certificate, and/or Transfer</i>				
Associate Degree and Transfer	49.4%	48.6%	47.5%	49.6%
Associate Degree Only	4.7%	5.2%	5.9%	6.2%
Transfer to University Only	14.6%	14.2%	13.5%	12.5%
Vocational Certificate/Degree	2.8%	3.2%	3.2%	3.4%
<i>Educational Development</i>				
Educational Development	3.9%	4.1%	4.4%	4.5%
High School Completion	0.9%	1.0%	1.4%	1.5%
Non-Credit to Credit	0.1%	0.1%	0.1%	0.1%
<i>Career Development</i>				
Career Advancement/Change	5.2%	5.4%	5.5%	5.4%
Career Exploration	2.2%	2.1%	2.4%	2.5%
<i>Different Goals / Unknown</i>				
Student at Four-Year Institution	6.3%	6.2%	6.3%	5.2%
Missing	1.8%	1.4%	1.3%	<0.1%
Undecided	8.0%	8.6%	8.5%	9.1%

Source: NOCCCD Internal Data

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 academic year 2021-2022, nearly 40% of enrolled students selected a major in one of these ten programs.

Table 8. Top 10 Student Majors for Academic Year

2018-2019			2019-20			2020-21			2021-22		
Major	#	%	Major	#	%	Major	#	%	Major	#	%
Business Administration	2,618	8.2%	Business Administration	2,351	7.4%	Business Administration	2,386	7.8%	Business Administration	2,009	7.8%
Pre-Nursing	1,399	4.4%	Accounting	1,791	5.7%	Pre-Nursing	1,239	4.1%	Psychology AA-T	1,135	4.3%
Biology	1,260	3.9%	Pre-Nursing	1,339	4.2%	Psychology AA-T	1,239	3.1%	Pre-Nursing	1,020	3.9%
Engineering	1,173	3.7%	Psychology AA-T	1,161	3.7%	Accounting	1,165	3.8%	Computer Science	973	3.7%
Business Management	1,112	3.5%	Engineering	1,086	3.4%	Business Management	1,041	3.4%	Business Management	884	3.4%
Psychology AA-T	1,073	3.3%	Business Management	1,017	3.2%	Engineering	957	3.1%	Engineering	814	3.1%
Computer Science	992	3.1%	Computer Science	923	2.9%	Computer Science	951	3.1%	Art	789	3.0%
Art	887	2.8%	Art	906	2.9%	Art	796	2.6%	Accounting	743	2.8%
Child Develop & Educ Studies	820	2.6%	Biology	852	2.7%	Kinesiology AA-T	703	2.3%	Biology AS-T	659	2.5%
Kinesiology AA-T	819	2.6%	Kinesiology AA-T	715	2.3%	Biology AS-T	696	2.3%	Kinesiology AA-T	531	2.4%

Source: NOCCCD Internal Data

## Employee Demographics

In fall 2021, Fullerton College employed 1,164 individuals who served in the following employment categories: temporary academic faculty (531), tenured or tenure track faculty (305), classified staff (307), 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 (45.6%) of all employees, followed by classified support (26.4%), tenured and tenure track faculty (26.2%), and educational administrators (1.8%).

Table 9. Number and Proportion of Employees by Category

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Academic Temporary</b>	586	46.6%	592	48.5%	589	47.5%	576	46.4%	531	45.6%
<b>Tenured/Tenure Track</b>	352	28.0%	316	25.9%	332	26.8%	325	26.2%	305	26.2%
<b>Classified Support</b>	298	23.7%	294	24.1%	301	24.3%	319	25.7%	307	26.4%
<b>Educational Administrator</b>	22	1.8%	20	1.6%	19	1.5%	21	1.7%	21	1.8%
<b>Total</b>	1,258		1,222		1,241		1,241		1,164	

Source: California Community College Chancellor's Office Data Mart

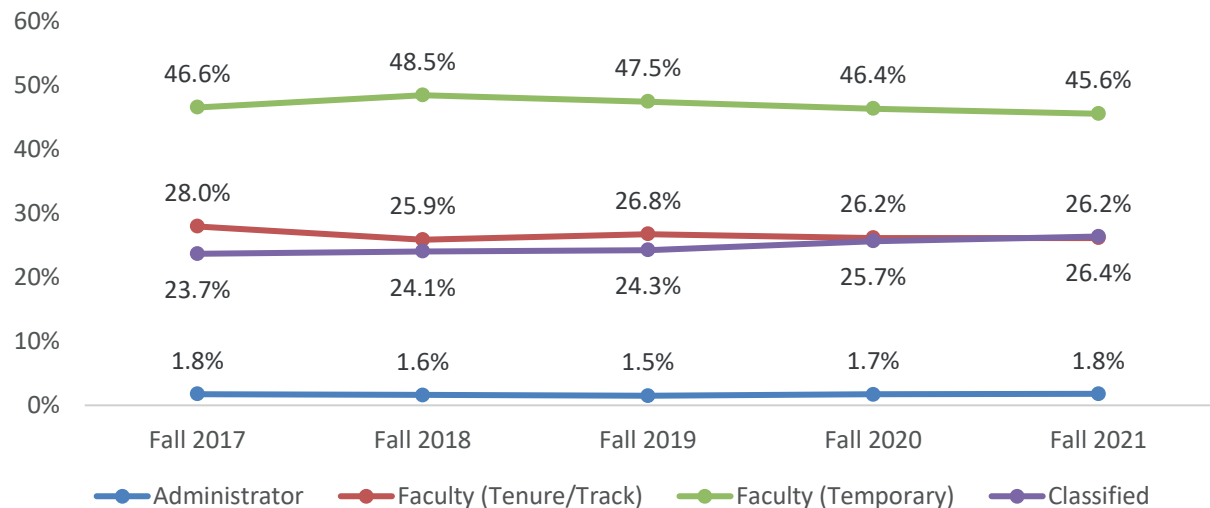


Figure 7. Proportion of Employees by Category

Source: California Community College Chancellor's Office Data Mart

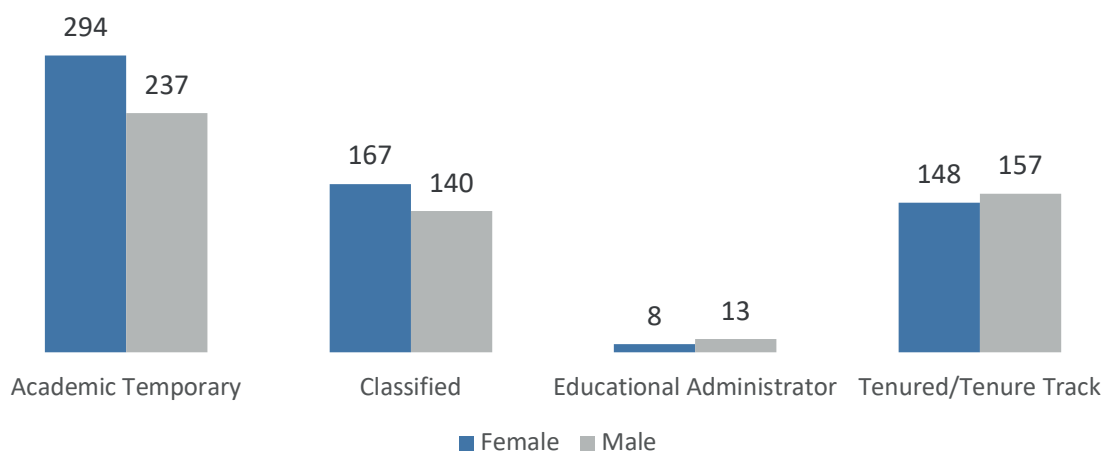
A slight majority of employees at Fullerton College (53.0%) identified as female in fall 2021, although there were differences by employee category (Table 10). Temporary academic employees and classified staff were more likely to identify as female, compared to tenured identify and educational administrators.

*Table 10. Percent of Females by Job Category, Fall 2021*

	Count	Percent
<b>Academic Temporary</b>	294	55.4%
<b>Classified</b>	167	55.4%
<b>Educational Administrator</b>	8	38.1%
<b>Tenured/Tenure Track</b>	148	48.5%
<b>Total</b>	<b>1,164</b>	<b>53.0%</b>

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 2021*

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 (30.2% vs 55.8%, respectively). To continue advancing diversity within the faculty and staff within the District, the Institutional Commitment to Diversity Five Year Report 2016 to 2021<sup>6</sup> was published in November 2021. The

<sup>6</sup> [https://www.nocccd.edu/files/eeo-institutional-commitment-to-diversity-report-2021-web\\_75605.pdf](https://www.nocccd.edu/files/eeo-institutional-commitment-to-diversity-report-2021-web_75605.pdf)



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, Fall 2021

	Count	Percent
<b>African American / Black</b>	38	3.3%
<b>American Indian / Alaska Native</b>	4	0.3%
<b>Asian / Asian American</b>	160	13.7%
<b>Hispanic</b>	351	30.2%
<b>Multi-Ethnicity</b>	30	2.6%
<b>Pacific Islander</b>	4	0.3%
<b>Unknown</b>	60	5.2%
<b>White, Non-Hispanic</b>	517	44.4%
<b>Total Employees</b>	1,164	

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 and administrators (43%) identify as Hispanic (Figure 9). Only 25% of academic temporary and 22% of tenure / tenure track faculty identify as Hispanic. Conversely, among classified employees, 26% identify as White compared to 57% of administrators, 48% of part-time faculty, and 56% of tenure / tenure track faculty.

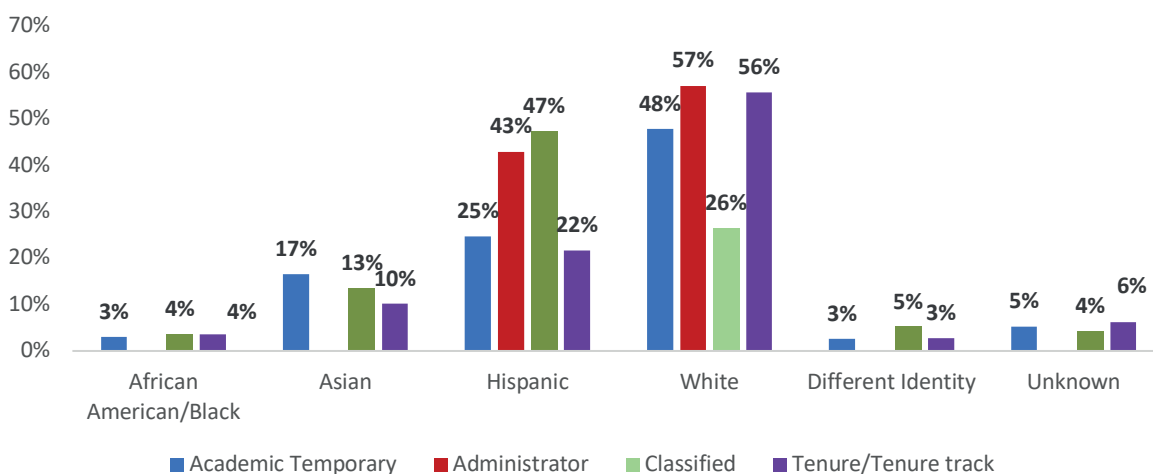


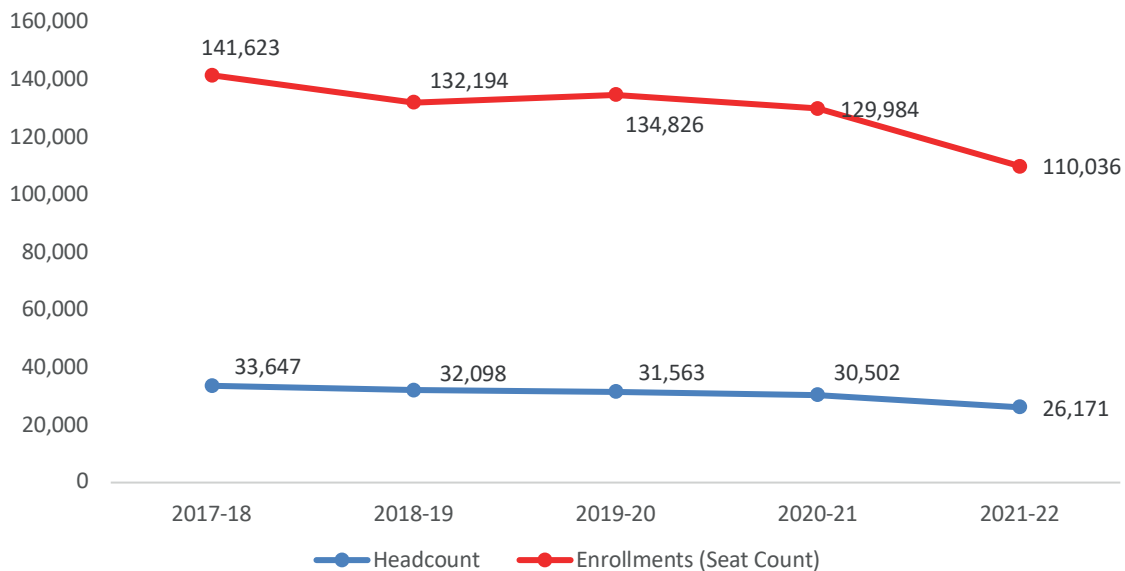
Figure 9. Employees by Category by Race/Ethnicity

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 planning and accountability framework, the *Vision for Success*<sup>7</sup>. 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. The College has experienced a steady decline that mirrors the decline in unduplicated headcount (see Figure 10). Specifically, the 110,036 course enrollments in 2021-2022 represents a 15.3% decline from the 129,984 enrollments in 2020-2021 and a decline of 14.2% in headcount from 2020-21.

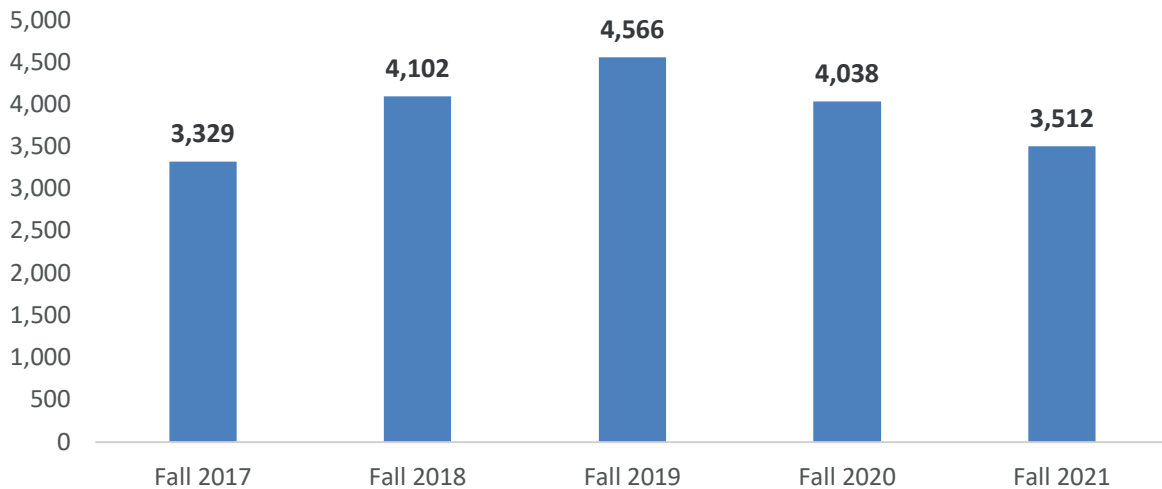


*Figure 10.* Course Enrollments and Headcount by Academic Year

Source: NOCCCD Data Mart

<sup>7</sup> <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.pdf>

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 CCCCO, 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 3,329 in fall 2017 to 3,512 in fall 2021 (5.5%) (Figure 11). That said, the total number of first-time students dropped 13.0% from fall 2020 to fall 2021, which follows the same pattern of decline in overall headcount decline.

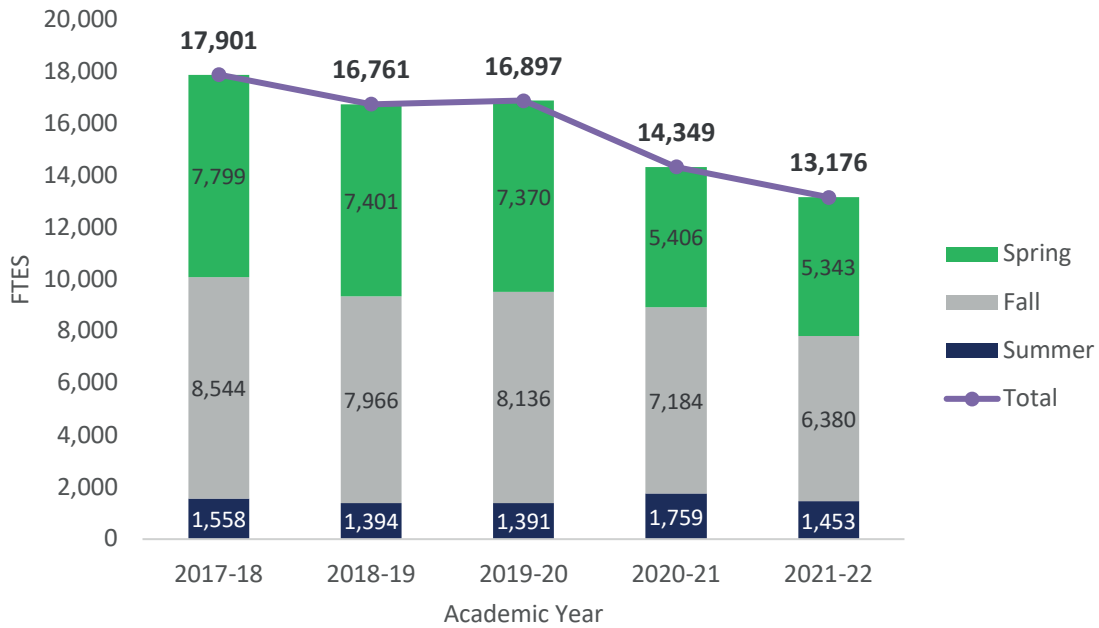


*Figure 11.* First-time Students at Fullerton College

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 allocation<sup>8</sup>. As a result, it is important to note that the decrease of resident FTES from 14,349 in AY 2020-21 to 13,176 in AY 2021-22 equates to a decline of more than 1,173 FTES or 8.2% (Figure 12).

<sup>8</sup> 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 2021, more than one-third of Fullerton College students (36.7%) were enrolled in 12 or more units, which is a decline of 1.4%. 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 2021, 34.4% of students attempted between 6 to 11.5 units, while 28.9% of students enrolled in fewer than 6 units at the College. When examining the trend over the last five fall terms, the proportion of students who have enrolled full-time increased by 1.7% from fall 2017 to fall 2021. Conversely, there was a decrease in students enrolling in 6 to 11.5 units since fall 2017 and an increase of 2.0% in student enrolling in less than 6 units.

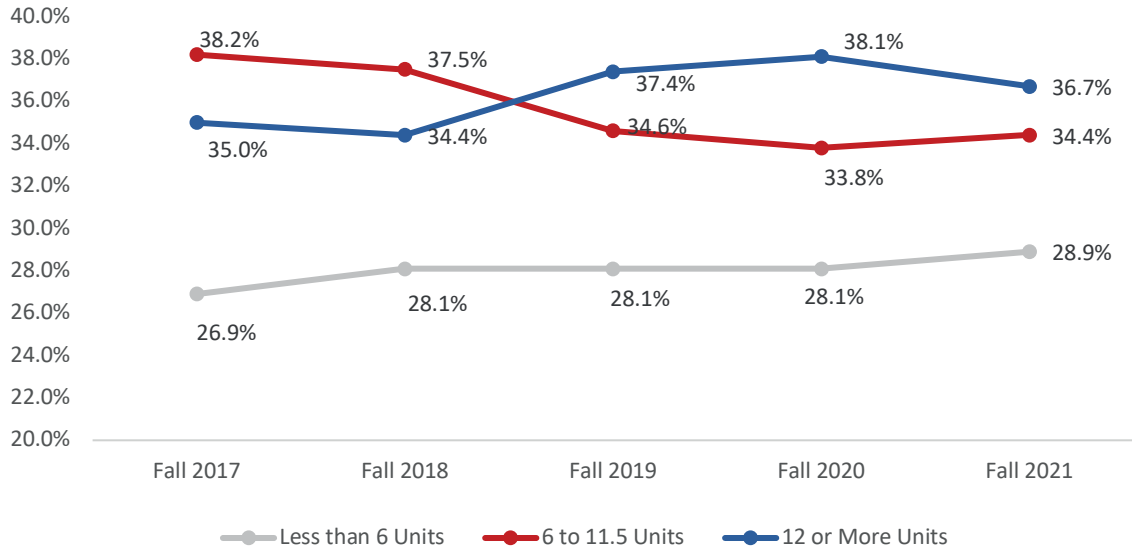


Figure 13. Proportion of Students by Units Enrolled

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 2017-18 and 2019-2020 academic years. However, there was decline in this metric for academic year 2020-21 and 2021-22 due to declining enrollment with only a slight increase in spring 22.

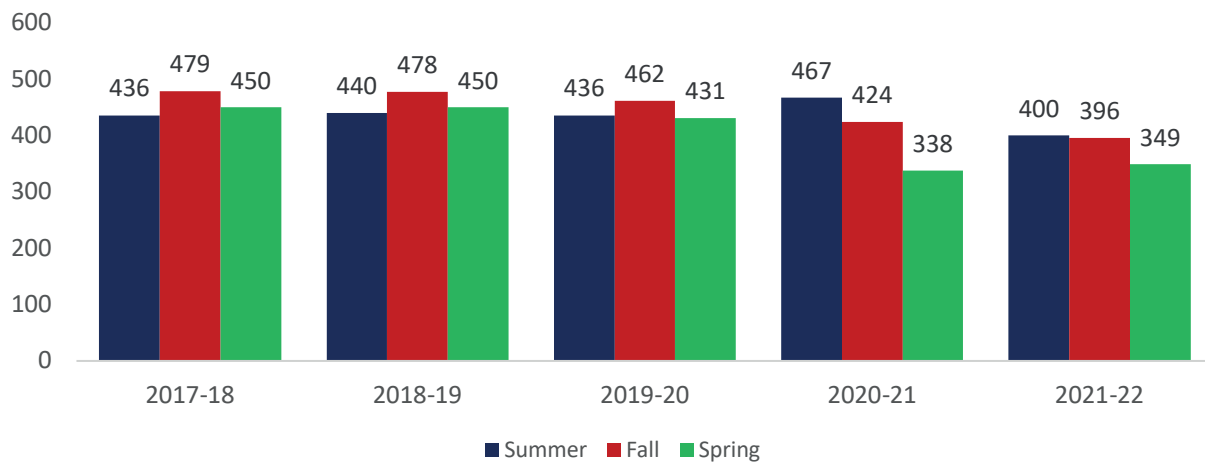
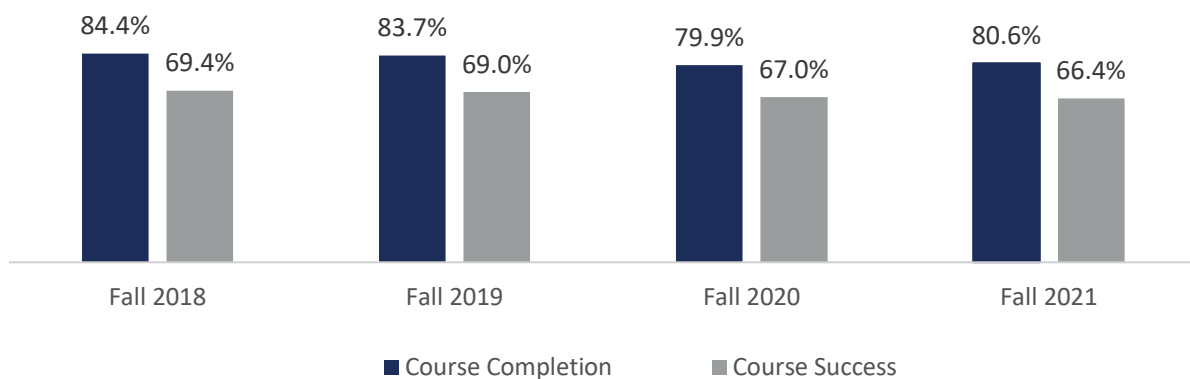


Figure 14. Weekly Student Contact Hours by Academic Year and Semester

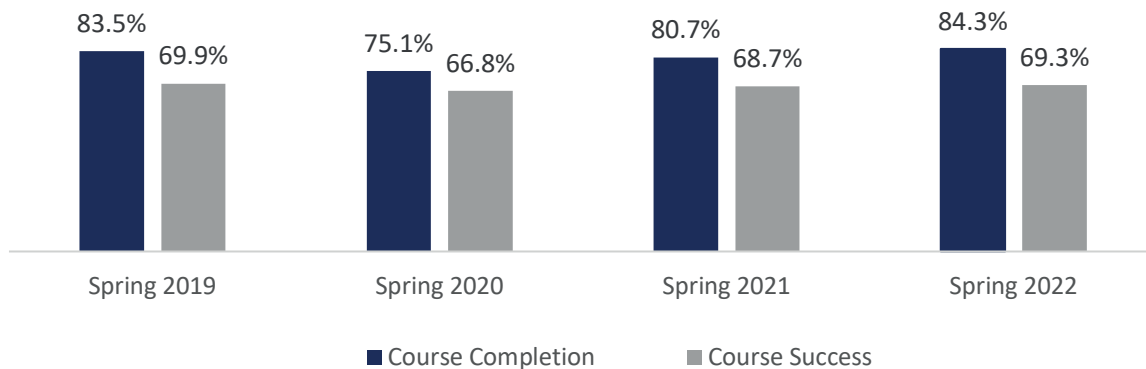
Source: NOCCCD Internal Data

In addition to measures of enrollment, the College continually reviews course outcome measures. In particular, the College regularly reviews course completion and success rates. Completion rates identify the percent of enrollments that result in a non-withdrawal grade, while success rates identify the percentage of enrollments that end in an A, B, C, or Passing grade.

Both rates remained fairly stable until a decline at the start of the COVID-19 pandemic (spring 2020). Slight increases in these rates were identified in fall 2021 and spring 2022 compared to the previous year, nearing pre-pandemic numbers (Figures 15 and 16, below).



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



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



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 2021 and spring 2022 success rates by gender, there is a hardly difference 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 2021 and Spring 2022.*

	Fall 2021		Spring 2022	
	Completion	Success	Completion	Success
<b>Female</b>	80.5%	66.4%	84.2%	69.3%
<b>Male</b>	80.9%	66.4%	84.4%	69.2%
<b>Unknown/Non-Stated/ Non-Binary</b>	78.4%	66.1%	83.9%	70.9%
<b>Total</b>	80.6 %	66.4%	84.3%	69.3%

Source: NOCCCD Internal Data

Examining course completion and course success measures by race / ethnicity reveals that notable differences continue to persist between and among students. For example, in spring 2022 the success rate for Asian/Asian American students was 77.6%, and 74.4% for White students (Table 13). Meanwhile, the success rate for Hispanic students was 66.1%, and 58% 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 2019-2022 Fullerton College Student Equity Plan and are reviewed and assessed by the Student Equity and Achievement Committee (SEAC) regularly<sup>9</sup>. In addition, the College is preparing to implement changes for the 2022-2025 cycle.

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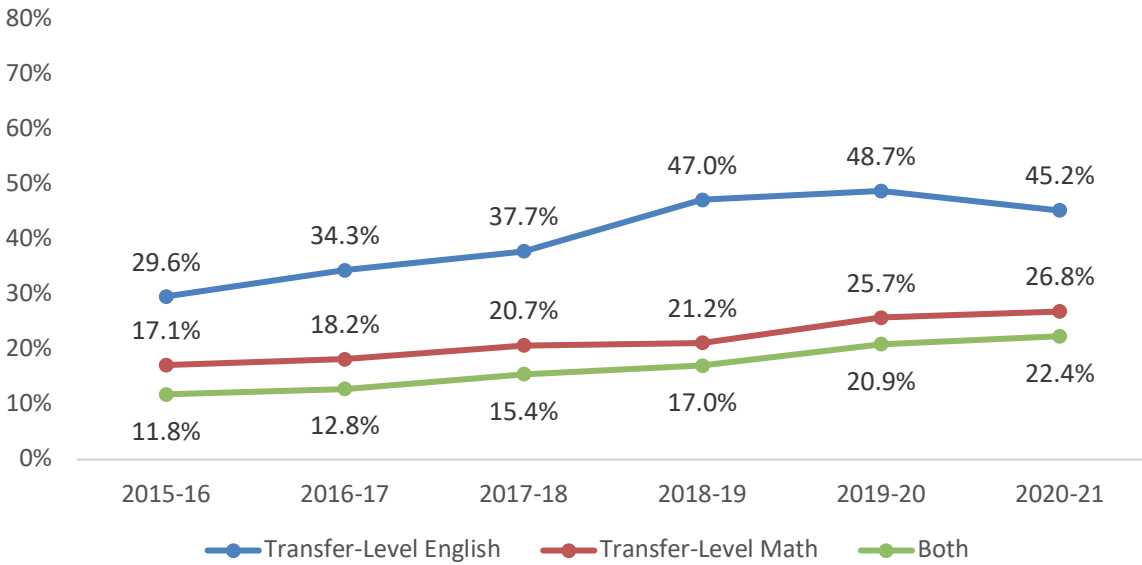
<sup>9</sup> <https://equity.fullcoll.edu/plan/>

Table 13. Course Completion and Success by Race/Ethnicity, Fall 2021 and Spring 2022.

	Fall 2021		Spring 2022	
	Completion	Success	Completion	Success
<b>African American / Black</b>	74.0%	52.8%	78.2%	58.0%
<b>American Indian</b>	75.3%	60.5%	87.5%	71.4%
<b>Asian / Asian American</b>	84.4%	76.0%	87.8%	77.6%
<b>Filipino</b>	82.5%	71.2%	84.7%	72.9%
<b>Hispanic</b>	79.5%	63.4%	83.0%	66.1%
<b>Multi-Ethnicity</b>	81.9%	70.0%	86.0%	73.5%
<b>Native Hawaiian / Pacific Isl.</b>	72.7%	51.5%	75.3%	57.3%
<b>White</b>	82.1%	71.9%	86.1%	74.4%
<b>Unknown</b>	81.9%	68.3%	87.6%	74.2%
<b>Total</b>	80.6 %	66.4%	84.3%	69.3%

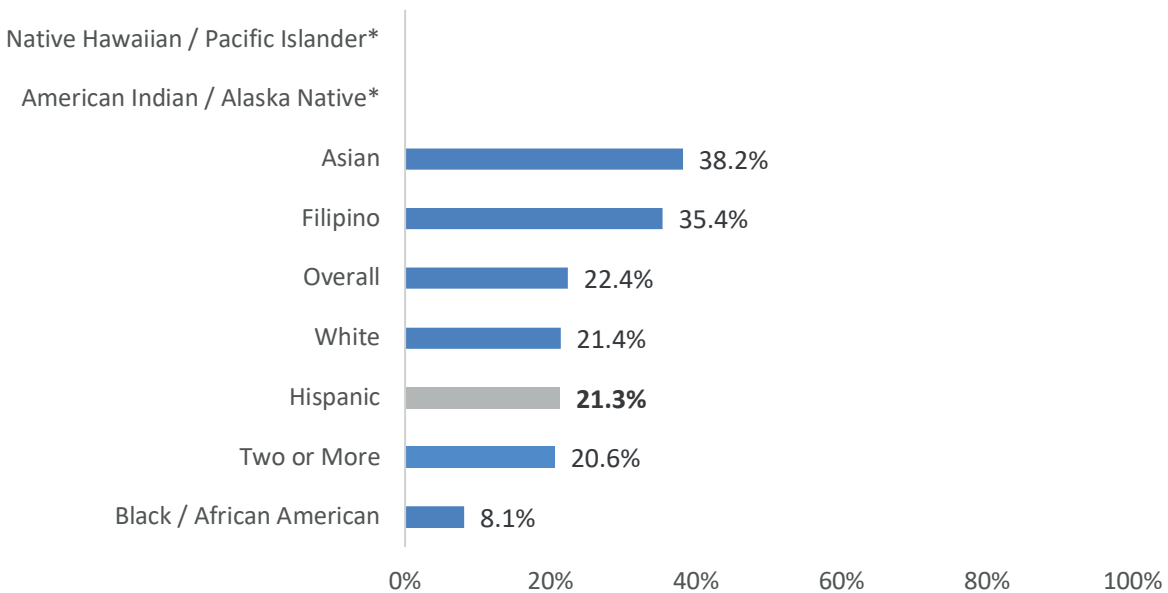
Source: NOCCCD Internal Data

One of the key metrics from the Student Success 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 2015-16 and 2020-21 academic years, there has been notable increases, as the proportion of first-time students who completed transfer-level English in the first year increased from 29.6% to 45.2% and the proportion for transfer-level math increased from 17.1% to 26.8%.



**Figure 17. English and Math Transfer-Level Completion by Academic Year**  
 Source: California Community College Chancellor’s Office Student Success 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 (2020-21), there are noticeable differences by racial / ethnic identities. For example, more than one-third of students who identified as Asian (38.2%) and Filipino (35.4%) completed both transfer-level subjects in their first year, compared to 20.6% of students who identified as Two or More or 8.1% of Black / African American students (Figure 18).



**Figure 18. English and Math Transfer-Level Completion by Race / Ethnicity, 2020-21**  
 Source: California Community College Chancellor’s Office Student Success 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 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 two and half percentage points, from 22.9% in 2019-20 to 25.4% in the last reported year of 2020-21 (Figure 19).

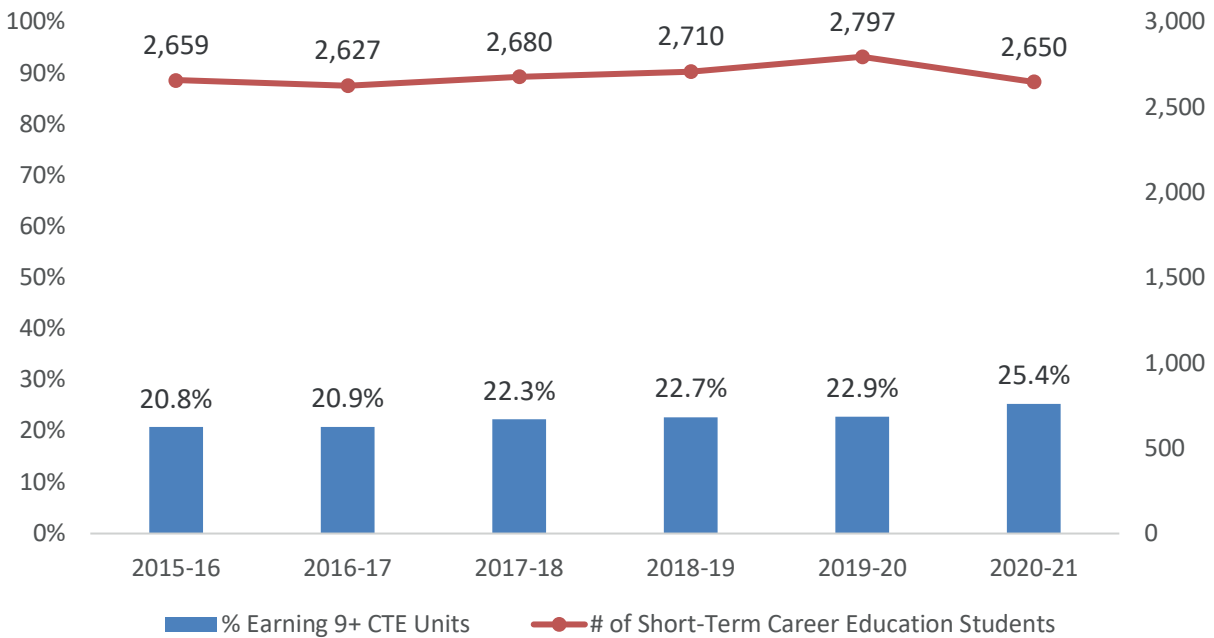
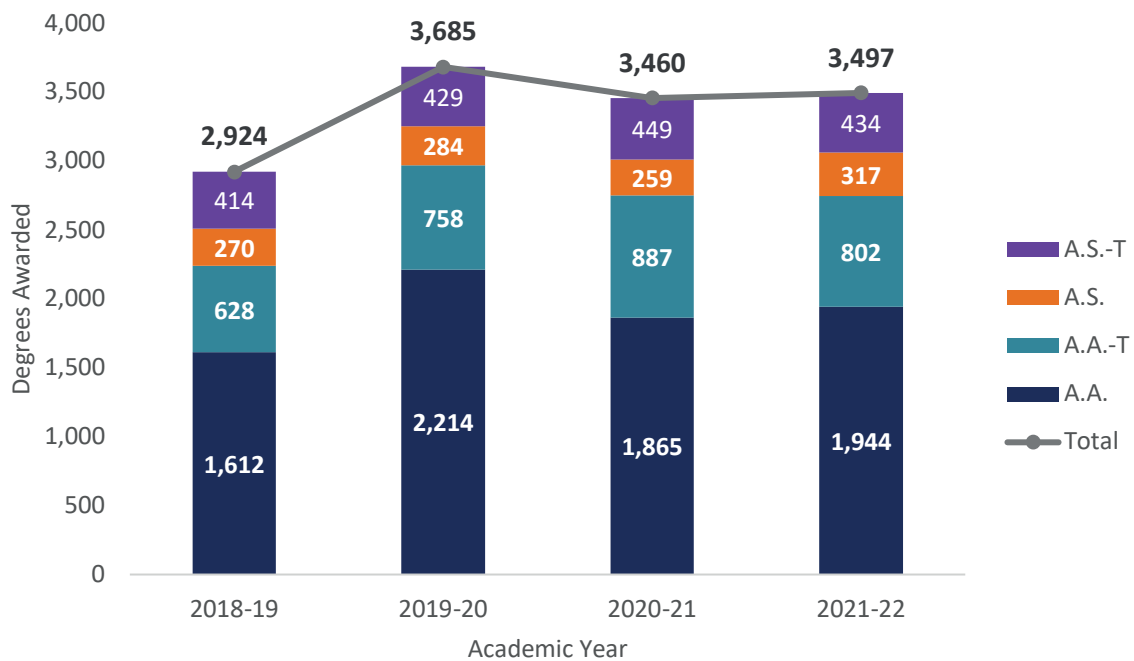


Figure 19. Short-Term Career and Technical Education (CTE) Students and Proportion Earning 9+ CTE Units by Academic Year

Source: California Community College Chancellor’s Office Student Success 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 2018-19 academic year, a total of 2,924 degrees were awarded. By 2021-22 that number grew to 3,497; an increase of approximately 19.6%. In 2021-22, the total number of degrees slightly increased compared to the previous year, but the totals were lower from 2019-20.

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 27.7% and 4.8%, 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 last three academic years (Figure 21).

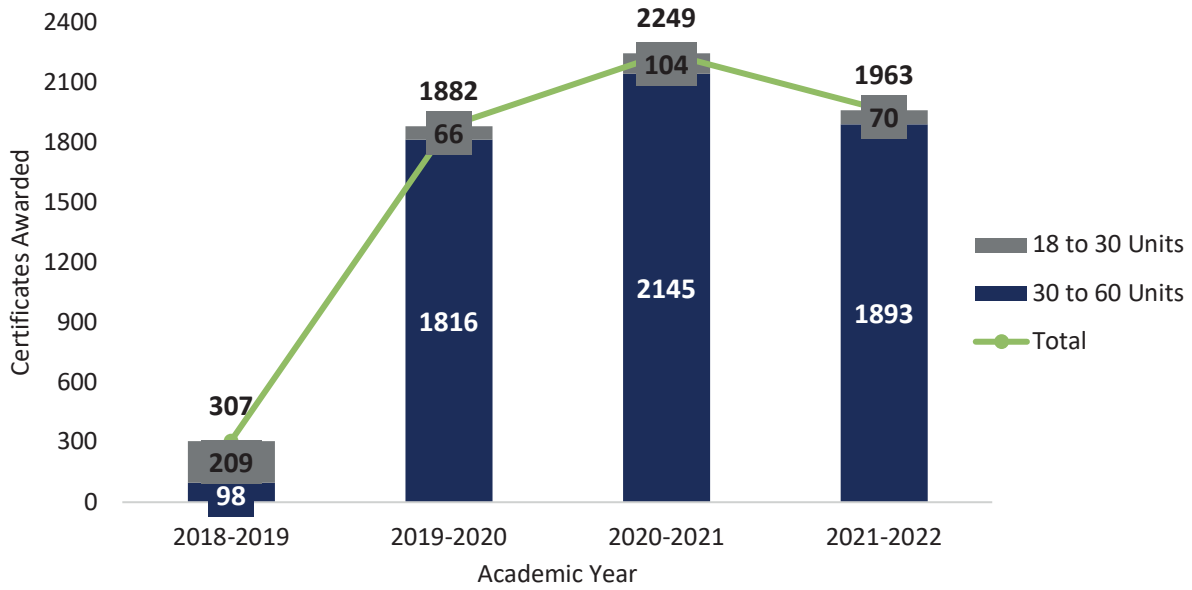


Figure 21. State Approved Degrees and Certificates Awarded by Unit Requirement  
Source: NOCCCD Data Mart

Table 14 brings together both the degree and certificate awards, revealing that there has been a 69.0% increase in the total number of degrees and certificates awarded since the 2018-19 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 2,259 students in the 2018-19 academic year to 2,595 students in the most recent academic year; an increase of 14.9%.

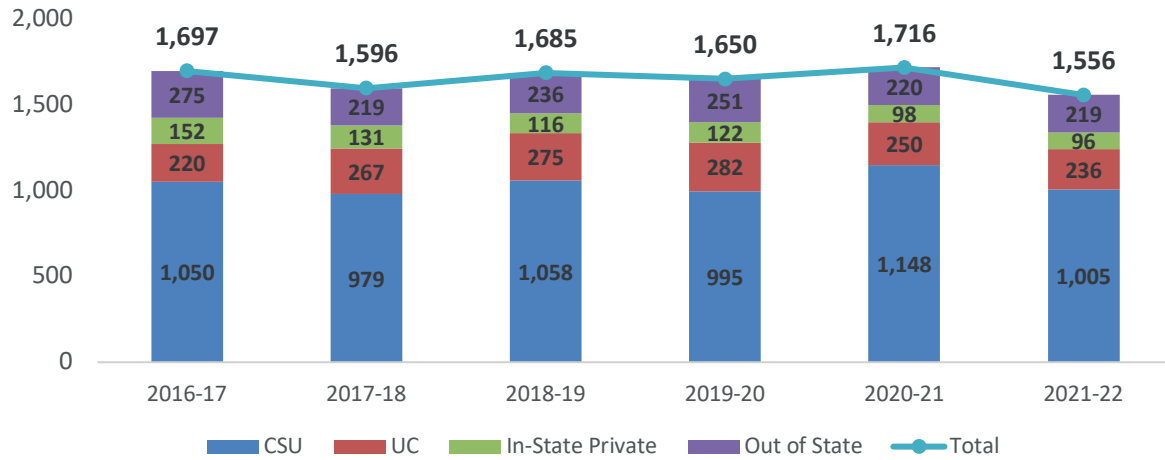
Table 14. Degrees and Certificates by Award Type by Academic Year

Degree/Certificate	2018-2019	2019-2020	2020-2021	2021-2022
Associate of Arts (A.A.) degree	1,612	2,214	1,865	1,944
Associate in Arts for Transfer (A.A.-T) degree	628	758	887	802
Associate of Science (A.S.) degree	270	284	259	317
Associate in Science for Transfer (A.S.-T) degree	414	429	449	434
<b>Associate Degree Total</b>	<b>2,924</b>	<b>3,685</b>	<b>3,460</b>	<b>3,497</b>
Certificate requiring 18 to 30 units	209	66	104	70
Certificate requiring 30 to 60 units	98	1,816	2,145	1,893
<b>Certificate Total</b>	<b>307</b>	<b>1,882</b>	<b>2,249</b>	<b>1,963</b>
<b>Overall Total</b>	<b>3,231</b>	<b>5,567</b>	<b>5,709</b>	<b>5,460</b>

Source: NOCCCD Internal Data



That said, the number of students transferring to the California State University system (Fall Term) decreased from, 1,148 in 2020-21 to 1,005 in 2021-22; a decrease of 12.5% (Figure 22). The College also had a slight decrease in the number of students transferring to the University of California system, dropping from 250 students in 2020-21 to 236 in 2021-22. However, that total is still higher than the 220 who transferred in 2016-2017.



**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 2021-2022 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**<sup>10</sup> 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.

Fall 2021 saw the implementation of the **Program Review and Planning Committee's** updated template for the instructional program review process. The format introduced questions to prompt educational programs to review and reflect on disaggregated student data and any equity gaps identified. Programs were required to provide a plan to address these gaps over the next four years. To support this effort, the Office of Institutional Effectiveness developed a dynamic Tableau dashboard that provided key enrollment and outcomes data for all programs on campus.

Also in the fall term, the **Institutional Integrity Committee** recommended that the campus review and update its Vision, Mission and Core Values to reflect the College's commitment to anti-racism. The recommendation was approved by **Faculty Senate, Classified Senate, Associated Students**, as well as the **President's Advisory Council**. These updates would also kick-start the College's efforts to update its strategic plan including its goals, objectives and institution set standards in the 2022-2023 academic year.

In the spring 2022 term, the **Student Equity and Achievement Committee** began reviewing policy recommendations from the CCCCO and local student outcomes data in an effort to begin planning for the 2022-2025 Student Equity Plan. The CCCCO shared in multiple webinars the importance of "braiding" or integrating student equity plans with larger college planning efforts, rather than siloing the work. The CCCCO also recommended that Colleges take a race-

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<sup>10</sup> <https://ie.fullcoll.edu/planning-documents/>

conscious approach to addressing gaps, as statewide data indicated disproportionate impact was most evident when data was disaggregated by race/ethnicity. Local outcomes data confirmed these recommendations, as Black/African American students at the College performed at lower rates across key metrics than other student groups. The group decided to make addressing these gaps a priority, and scheduled planning meetings across the summer 2022 term.

To address persistent equity gaps and the decline in College enrollment, a number of special task forces were convened by interim President Dr. Gilbert J. Contreras and Faculty Senate leadership:

- The **DEIA Taskforce** was convened to collect and analyze previous proposals and recommendations, synthesize findings, and recommend responsible parties to guide the projects into action. The group's findings confirmed the recommendations from the CCCCO mentioned earlier; a siloing of DEIA efforts contributed to a lack of progress in addressing issues. The taskforce analysis indicated that "braiding" efforts into the main planning processes of the College, as well as the College identifying key individuals to support the work, key steps to move the work forward.
- The **Enrollment and Re-Engagement Workgroup** came together to identify effective programs and policies that could be implemented and funded to increase enrollment of prospective students and the term-to-term persistence of current students. The workgroup provided President's Advisory Council broad recommendations that could be used to develop a long-term action plan.

Finally, 2021-2022 saw the **Accreditation Steering Committee** commence its work to re-affirm the College' accreditation. The College's self-study needs to be completed by fall 2023, as the Accrediting Commission for Community and Junior Colleges (ACCJC) will review and visit in the spring 2024 term.

## 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 2018, the population of Orange County has decreased by 0.6%, with a 0.2% 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 1.0% since 2018 (Table 15). Over the last year, from 2021 to 2022, the population from the six feeder cities decreased by -0.6%. 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	2018	2019	2020	2021	2022	Change 2021-2022
<b>Orange County</b>	3,195,455	3,195,197	3,180,491	3,169,542	3,162,245	-0.2%
<b>Anaheim</b>	358,703	356,669	357,059	344,604	341,245	-1.0%
<b>Brea</b>	44,539	44,879	45,498	47,097	46,872	-0.5%
<b>Fullerton</b>	143,313	141,931	142,070	141,974	142,732	0.5%
<b>La Habra</b>	62,558	63,319	63,471	62,317	61,792	-0.8%
<b>Placentia</b>	52,602	51,750	51,569	51,522	51,204	-0.6%
<b>Yorba Linda</b>	68,804	68,458	68,426	67,760	67,233	-0.8%
<b>Feeder Totals</b>	<i>730,519</i>	<i>727,006</i>	<i>728,093</i>	<i>715,274</i>	<i>711,078</i>	<i>-0.6%</i>

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2022; 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, Brea, and Fullerton; three crucial cities for the College’s enrollment (Table 16). Even though there was a decrease in population from 2021 to 2022 for the cities of Anaheim and Brea, 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%
<b>Total</b>	<b>728,093</b>	<b>759,433</b>	<b>780,709</b>	<b>795,489</b>	<b>819,175</b>	<b>12.5%</b>
<b>Orange County</b>	<b>3,180,491</b>		<b>3,433,510</b>		<b>3,558,071</b>	

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

As previously discussed, Fullerton College is a Hispanic Serving Institution, with a majority of students identifying as Hispanic (55.8% in fall 2021). In looking at the proportion of city and county residents and their respective racial/ethnic identities, approximately one-third (34.1%) of Orange County residents identify as Hispanic, although the percentage is noticeably higher for the cities of Anaheim (54.0%) and La Habra (60.6%) (Table 17).

There are similar differences between the proportion of individuals from Orange County and the surrounding communities who identify as Asian / Pacific Islander (23.2% for Orange County) as compared to the College (15.8%). Similarly, there are differences between the proportions of Orange County residents who identify as White (38.5%) as compared to the proportion of students at Fullerton College (16.9%). The differences between neighboring cities have been noted in Table 17.

Table 17. Fullerton College Community Population Percentage by Ethnicity: Census 2022

	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Unknown	Two or More Races
<b>Fullerton College</b>	2.6%	15.8%	55.8%	0.2%	16.9%	4.7%	3.7%
<b>Orange County</b>	2.2%	23.2%	34.1%	1.1%	38.5%	--	3.8%
<b>Anaheim</b>	2.7%	17.7%	54.0%	0.7%	23.2%		2.3%
<b>Brea</b>	1.2%	25.5%	29.8%	0.4%	39.6%		3.5%
<b>Fullerton</b>	2.3%	24.3%	38.3%	0.5%	32.2%		2.4%
<b>La Habra</b>	2.2%	12.2%	60.6%	0.9%	23.9%		0.2%
<b>Placentia</b>	2.6%	16.9%	39.1%	1.0%	38.2%		2.2%
<b>Yorba Linda</b>	1.2%	22.2%	18.1%	0.2%	54.4%		3.9%

Source: U.S. Census Bureau, 2020 Population Estimates, July 1, 2022

## 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 2018-19 and 2021-22. When comparing the 2018-19 enrollment figures for the four feeder districts to the 2021-22 enrollments, there was a 4.6% 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.

Table 18. Public School Enrollment in the State of California, Orange County, and the Fullerton College Feeder High School Districts, 2018-2019 to 2021-2022

School District	2018-2019	2019-2020	2020-2021	2021-2022	Change 2020-21 to 2021-22
<b>California</b>	6,186,278	6,163,001	6,002,523	5,892,240	-1.8%
<b>Orange County</b>	478,823	473,612	456,572	448,729	-1.7%
<b>Anaheim</b>	30,292	29,832	29,183	28,404	-2.7%
<b>Brea-Olinda</b>	1,794	1,813	1,845	1,810	1.9%
<b>Fullerton</b>	13,695	13,630	13,473	13,431	-0.3%
<b>Placentia Yorba Linda</b>	8,537	8,461	8,319	8,162	-1.9%
<b>4 Feeder Districts</b>	54,318	53,736	52,820	51,807	-1.9%

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
<b>Orange County</b>	478,823	456,572	423,818	409,839	-10.2%
<b>California</b>	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 (94.1%), Katella (91.1%), La Habra (80.0%), Sonora (72.5%), and Fullerton (65.3%) identify as Hispanic (Table 20).

Additionally, a substantial proportion of students from Troy High School (52.2%), Sunny Hills (46.5%), Brea-Olinda (26.0%), and Valencia (23.6%) 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 2021-2022*

High School	African American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	White	Not Reported	Two or More Races
Anaheim	0.7%	1.9%	94.1%	0.1%	2.6%	0.1%	0.5%
Brea-Olinda	1.7%	26.0%	39.3%	0.1%	29.8%	0.0%	3.1%
El Dorado	1.4%	16.5%	36.3%	0.2%	42.1%	0.0%	3.6%
Fullerton	1.3%	6.4%	65.3%	0.2%	18.9%	0.2%	7.8%
Katella	1.6%	3.6%	91.1%	0.0%	3.0%	0.2%	0.5%
La Habra	1.3%	2.5%	81.0%	0.0%	13.3%	0.0%	1.9%
Sonora	1.3%	9.2%	72.5%	0.2%	14.6%	0.1%	2.2%
Sunny Hills	1.5%	46.5%	33.1%	0.1%	13.2%	0.4%	5.2%
Troy	1.1%	52.2%	28.5%	0.2%	12.2%	0.8%	4.9%
Valencia	1.4%	23.6%	61.9%	0.1%	11.1%	0.0%	1.8%

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

## Economic and Workforce Trends

Employment plays a major role in community college enrollment. For example, the College saw its largest gains in enrollment following the nationwide recession in 2008. During the COVID-19 pandemic, employment in the region was heavily impacted. By December 2020, the unemployment rate in Orange County was 7.7% (Table 21). By the end of 2021, employment rebounded significantly, as the rate dropped four percentage points to 3.7%. The December 2022 unemployment rate was below pre-pandemic levels. This massive return of the labor force coincided with significant declines in the College’s enrollment.

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

Measures	December 2018	December 2019	December 2020	December 2021	December 2022	Percent Change 2018 to 2022
Civilian Labor Force	1,620,300	1,618,100	1,536,700	1,574,300	1,604,900	-1.0%
Employed	1,573,600	1,576,300	1,417,800	1,516,200	1,564,200	-0.6%
Unemployed	46,600	41,800	118,900	58,100	40,700	-12.7%
Unemployment Percent	2.9%	2.6%	7.7%	3.7%	2.5%	

Source: California Employment Development Department



In the cities surrounding the College, unemployment rates were all below 3.0% by December 2022 (Table 22).

*Table 22. Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, December 2022*

Measures	Orange County	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
<b>Civilian Labor Force</b>	1,604,900	171,700	23,600	70,200	30,900	25,700	35,000
<b>Employed</b>	1,564,200	161,100	23,000	68,400	30,100	25,000	34,200
<b>Unemployed</b>	40,700	4,500	600	1,800	800	700	800
<b>Unemployment Percent</b>	2.5%	2.6%	2.5%	2.6%	2.6%	2.6%	2.2%

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, 2022*

Industry	December 2022	Yearly Change
<b>Professional &amp; Business Services</b>	338,300	+4.2%
<b>Trade, Transportation &amp; Utilities</b>	262,900	+1.7%
<b>Goods Producing</b>	267,400	+7.1%
<b>Leisure &amp; Hospitality</b>	228,900	+10.8%
<b>Educational &amp; Health Services</b>	257,600	+6.6%
<b>Health Care &amp; Social Assistance</b>	219,900	+5.7%
<b>Accommodation &amp; Food Services</b>	175,200	+9.5%
<b>Government</b>	159,00	-0.9%
<b>Total</b>	1,909,200	+5.5%

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, 2016-2028*

Occupation	2018	2028	Percent Change
<b>Phlebotomists</b>	1,250	1,610	+28.8%
<b>Occupational Therapy Assistants</b>	500	760	+52.0%
<b>Physical Therapist Assistants</b>	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
<b>Heavy and Tractor-Trailer Truck Drivers</b>	10,151	10,283	1%	\$23.94
<b>Nursing Assistants</b>	8,829	9,019	2%	\$18.29
<b>Medical Assistants</b>	8,281	8,480	2%	\$18.03
<b>Hairdressers, Hairstylists, and Cosmetologists</b>	8,295	8,365	1%	\$14.40
<b>Licensed Practical and Licensed Vocational Nurses</b>	6,709	6,886	3%	\$30.39
<b>Massage Therapists</b>	5,046	5,211	3%	\$16.56
<b>Heating, Air Conditioning, and Refrigeration Mechanics</b>	4,521	4,593	2%	\$31.40
<b>Manicurists and Pedicurists</b>	4,288	4,398	3%	\$12.82
<b>Medical Dosimetrists, Records and Health Technologists</b>	3,317	3,396	2%	\$22.83
<b>Phlebotomists</b>	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

## **Acknowledgements**

The 2021-2022 Fullerton College Office of Institutional Effectiveness Team: Daniel Javier Berumen, Emma Hangué, Michael Gieck, Megan Harris, and Victor Manchik



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