



Fullerton College



INSTITUTIONAL EFFECTIVENESS REPORT

2022-23



FULLERTON COLLEGE

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Executive Summary

Fullerton College served over 26,400 students in the 2022-2023 academic year. With its Latina/o/x population making up about 56% of all students, the College is considered a Hispanic Serving Institution. The Asian, Filipino, and Pacific Islander population is about 13%, qualifying 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.

2022-2023 was the first year where the College saw enrollment growth since the start of the COVID-19 pandemic. Enrollment is still down significantly from pre-pandemic levels. While enrollment is down, overall success at the College remains steady. The College met the majority of its institution set standards, with particularly high marks in persistence after the first term, completion of transfer-level English and math, and the reduction in the number of units completed by degree earners.

That said, disaggregated data indicate that these gains are not equal amongst all subgroups at the College. Statistically significant gaps in achievement have been found for Black/African American students and Latina/o/x students. An environmental scan of the area surrounding the College identifies about 36% of residents self-categorizing as Black/African American or Latina/o/x. Yet both groups experienced gaps in educational attainment and household income compared to White and Asian residents. As such, the College has prioritized addressing these equity gaps in its planning goals and key performance indicators.

Introduction

The *Fullerton College Institutional Effectiveness Report* annually reviews college performance toward the achievement of its stated goals and objectives in support of the North Orange County Community College District strategic directions and the California Community Colleges Chancellor's Office *Vision 2030*.

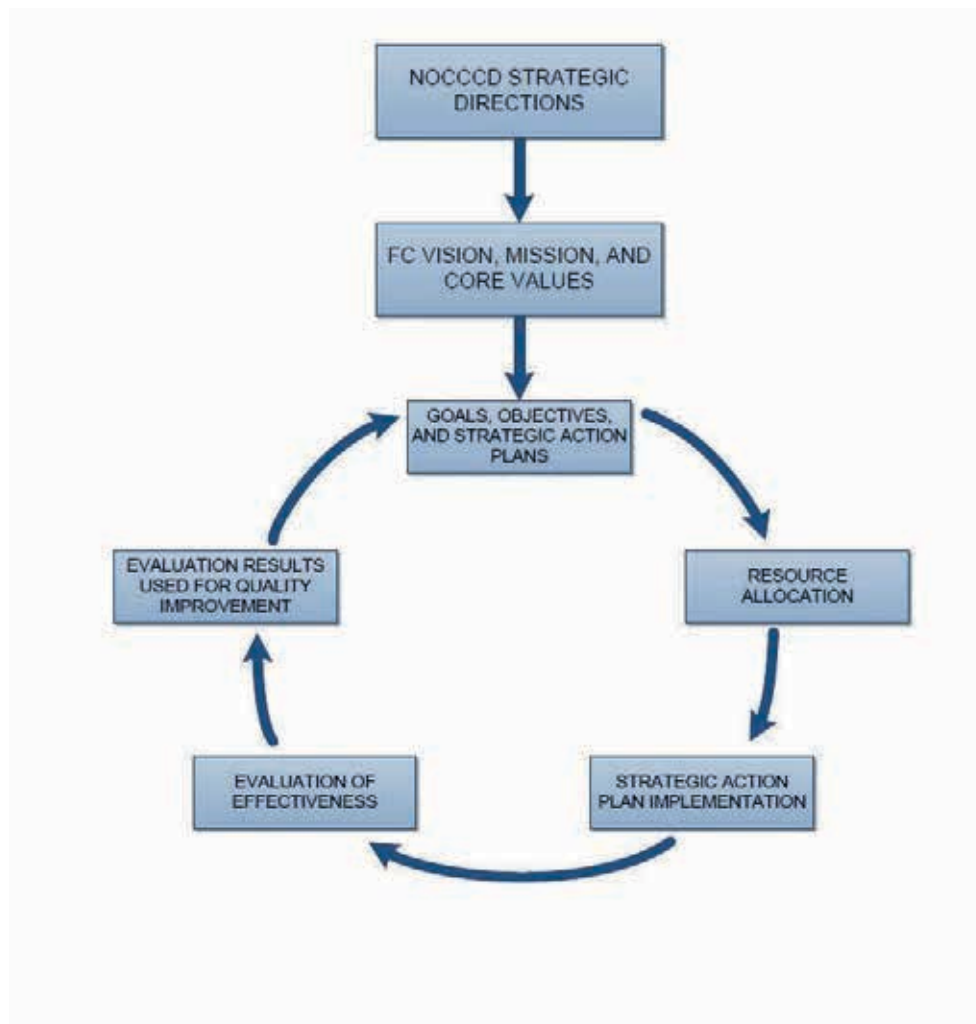
In 2022-2023, the College refreshed its core values, strategic goals and objectives, and institution set standards. The Institutional Integrity Committee and the Office of Institutional Effectiveness led these efforts to help organize the College's planning process after COVID-19 disruptions. These changes, along with planned efforts to update its shared governance resource allocation process, setup the College for a full update of its strategic plan in spring 2025.

The report comprises four sections: 1) planning process and cycles; 2) student enrollment data and demographics for 2022-2023; 3) institution set standards and other achievement data; 4) a regional environmental scan with educational attainment and employment data.

Fullerton College is in the middle of its Accrediting Commission for Community and Junior College's (ACCJC) self-evaluation process. As such, much of the information in this report is also available in the Colleges comprehensive self-study, which is available at fullcoll.edu/accreditation.

Fullerton College's Integrated Planning Cycle

The Fullerton College Integrated Planning Model outlines the components of the college planning process, and the systems that link these components into a cohesive cycle. This cycle includes the development of goals and objectives, resource allocation, plan implementation, and evaluation. The model underscores 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.

2023 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.

Core Value #1: Access

- **Diversity** – We embrace diversity in our community and work to build on the strengths and opportunities it brings. We recognize that diversity is intersectional, with multiple dimensions.
- **Equity** – We commit to equity for all we serve by eliminating injustices and barriers to students' educational and career goals.
- **Inclusivity** – We design our planning and decision-making processes to include all stakeholders
- **Antiracism** - We recognize that institutional barriers, based on perceived racial categories, were erected over centuries, and we commit to identifying and dismantling them.

Core Value #2: Community

- **Belonging** – We promote belonging and connection that fosters the well-being of those on our campus and surrounding areas.
- **Responsibility** – We accept our responsibility for the betterment of the world by identifying opportunities for leading our community to respond to local issues.
- **Respect** – We support an environment of mutual respect.
- **Compassion** - We attend to our students as whole people, identifying their changing needs personally, academically, and professionally. We adapt the institution in response to our shared understanding of who our students are and what they need.

Core Value #3: Learning

- **Growth** We create an environment where personal and professional growth is expected, supported, and rewarded for all members of our community.
- **Intellectual Curiosity** - We encourage each other to ask questions that drive further inquiry, research, and experimentation.
- **Excellence** – We hold ourselves accountable to high standards.

2023-2025 Fullerton College Goals and Objectives

Goal 1. Ensure Equitable Access and Outcomes: Fullerton College will use an inclusive and race-conscious approach to address persistent equity gaps.

Objectives:

1. Eliminate disproportionate impact for Black students in successful enrollment, first-year English and math completion, fall to spring persistence, degree/certificate completion, and transfer attainment.
2. Eliminate disproportionate impact for Latina/o/x students in first-year English and math completion and transfer attainment.
3. Increase usage of basic needs support for housing, food insecurity, transportation, and mental health.
4. Improve the sense of belonging and mattering in shared physical and online spaces for students of color.
5. Deepen engagement in DEIA-focused professional development for full-time and part-time faculty and staff.

Goal 2. Success for Every Student : Fullerton College will support students in achieving their educational and career goals.

Objectives:

1. Improve the completion of transfer-level math and English in students' first year.
2. Increase the number of students earning Associate Degrees, Associate Degrees for Transfer, and/or Certificates
3. Increase the number of students who transfer to a four-year university within one year of leaving the College.
4. Increase the number of students who earn a regional living wage after exiting the College.
5. Increase the number of Career Technical Education graduates who are employed in a job closely related to their field of study
6. Increase efficiency in the completion of an Associate Degree, Associate Degree for Transfer, or Career Technical Education Certificates.
7. Decrease the gap in success and retention rates between online and in-person courses.

Goal #3: Strengthen Connections with Our Community: Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.

Objectives:

1. Increase equitable access to Dual Enrollment courses and Pathway programs offered at local high schools.
2. Increase enrollment for student populations that disproportionately left the College after the start of the COVID-19 pandemic.
3. Increase collaboration around transfer pathways with local four-year universities and Career Technical Education partners.
4. Identify and implement environmental justice projects to serve environmentally disadvantaged students and employees.
5. Create and expand collaborations with local businesses and civic organizations.

Goal #4: Commit to Accountability and Continuous Quality Improvement: Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.

Objectives:

1. Create a clear, comprehensive, and inclusive process for prioritizing human, physical, financial, and technological resources.
2. Align and improve the planning and resource allocation processes to increase participation and transparency from campus stakeholders.
3. Improve technological infrastructure to support flexible course schedules.
4. Improve accessibility for students and employees in the physical and online space.
5. Develop, implement, and assess a campus-specific sustainability plan.

Chapter I: Student Enrollment Data

Fullerton College serves over 26,000 students per academic year. Like many community colleges across the country, it has been managing an enrollment decline that accelerated after the start of the Covid-19 pandemic. Over the past five years, the total number of students enrolled (unduplicated headcount) has declined by 17.5% (Table 1 below). The 2022-23 academic year did see a slight increase in enrollment.

Table 1. Student Headcount by Academic Year

	2018-19	2019-20	2020-21	2021-22	2022-23
Student Headcount	32,090	31,553	30,500	26,167	26,459
Yearly Change	-4.6%	-1.7%	-3.3%	-14.2%	+1.1%

Source: NOCCCD Internal Data

Figure 1 contains the unduplicated headcount at the College by term: summer, fall, spring. The data indicate that headcount gains in the 2022-2023 academic year referenced above were driven by enrollment in the spring 2023 term. While the fall 2022 headcount was down 1.9 percentage points from fall 2021, spring 2023 headcounts were up 6.3 percentage points from spring 2022. While headcounts are still smaller than pre-pandemic terms, the data suggest the possibility that headcounts have plateaued, and may begin to recover in future terms.

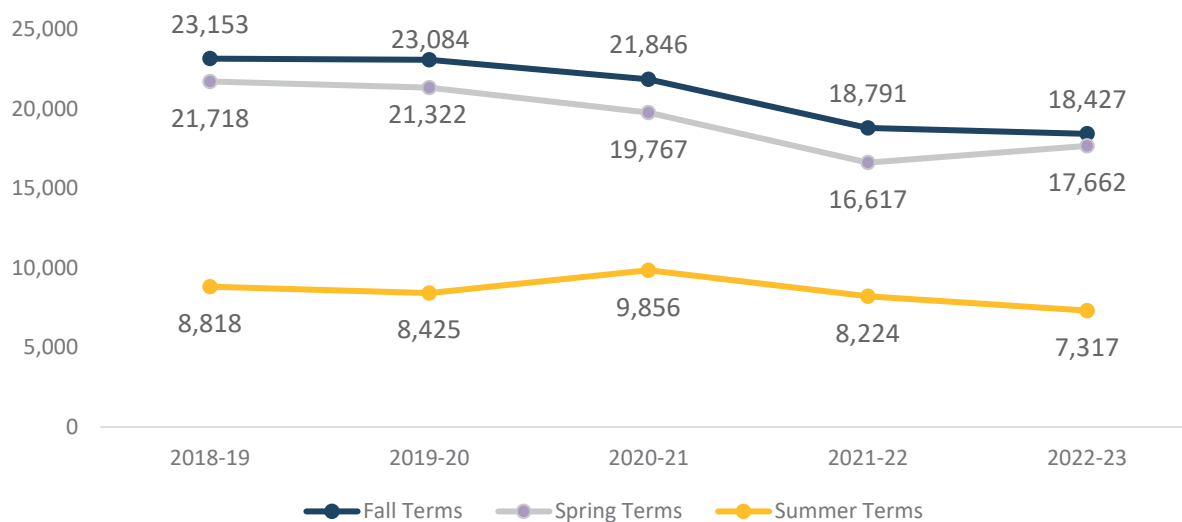


Figure 1. Student Headcount by Term

Source: NOCCCD Internal Data

Course enrollments, or seat counts, represent 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 2). However, the 110,199 course enrollments in 2022-2023 represent a slight increase from the 110,033 enrollments in 2021-2022.

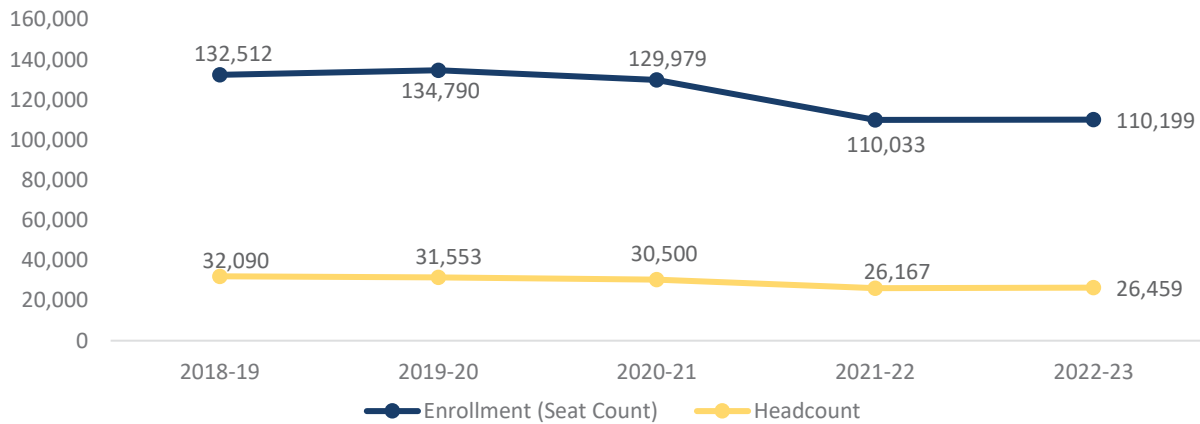


Figure 2. Course Enrollments and Headcount by Academic Year

Source: NOCCCD Data Mart

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 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 allocation¹. As a result, it is important to note that the decrease of resident FTES from 16,761 in AY 2018-19 to 13,268 in AY 2022-23 equates to a decline of more than 3,493 FTES or 20.8% (Figure 3).

¹ Student Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

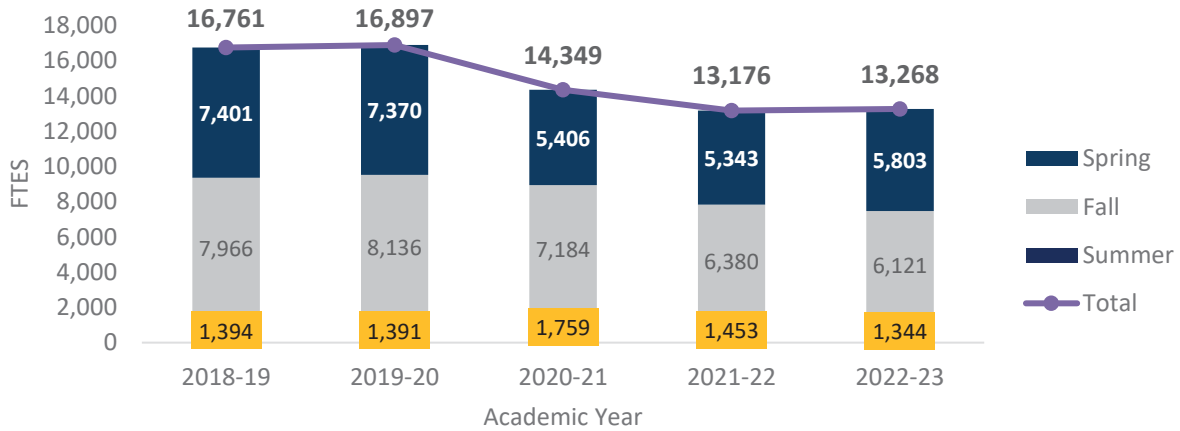


Figure 3. FTES Generation by Academic Year

Source: NOCCCD Data Mart

In fall 2022, more than one-third of Fullerton College students (36.0%) 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 students participating in the program be enrolled on a full-time basis. The percentages in Figure 4 below include only units from Fullerton College. In fall 2022, 33.5% of students attempted between 6 to 11.5 units, while 30.5% 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 enrolled full-time in fall 2022 was actually up from the proportion from fall 2018.

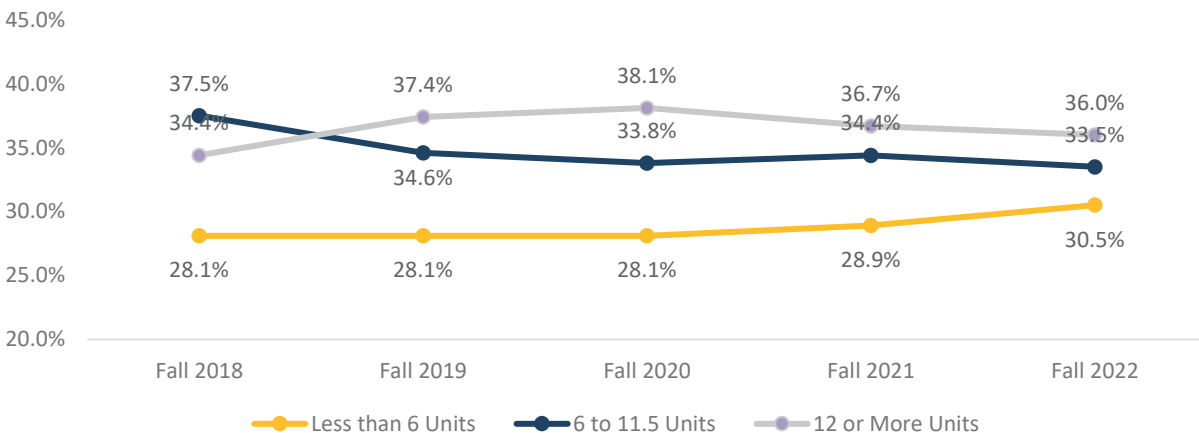


Figure 4. Proportion of Students by Unit Load by Fall Terms

Source: NOCCCD Data Mart

Student Demographic Data

The student population at the College has a higher distribution of female students than male students, with 50.7% of students identifying as female compared to 42.7% of males (Table 2). The College began collecting data on non-binary/transgender students over the last few academic terms, and this group currently represents about 2.3% of the student population.

Table 2. Proportion of Students by Gender

Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Female	51.4%	51.2%	53.0%	51.7%	50.7%
Male	45.6%	45.0%	42.0%	42.6%	42.7%
Non-Binary/ Transgender	**	**	**	**	2.3%
Unknown / Not Reported	3.0%	3.8%	5.0%	5.7%	4.3%

Source: NOCCCD Internal Data

Over the last five academic years, students who identify as Hispanic or Latina/o/x represent the largest racial and ethnic group among the student body (Figure 5). The proportion of students who identify as Hispanic and or Latina/o/x is well above the 25% threshold to be considered a Hispanic Serving Institution, as defined by the United States Department of Education. Similarly, the percentage of Asian of Asian American students at the College is above the 10% threshold to be considered an Asian American and Native American Pacific Islander (AANAPISI) Serving Institution.

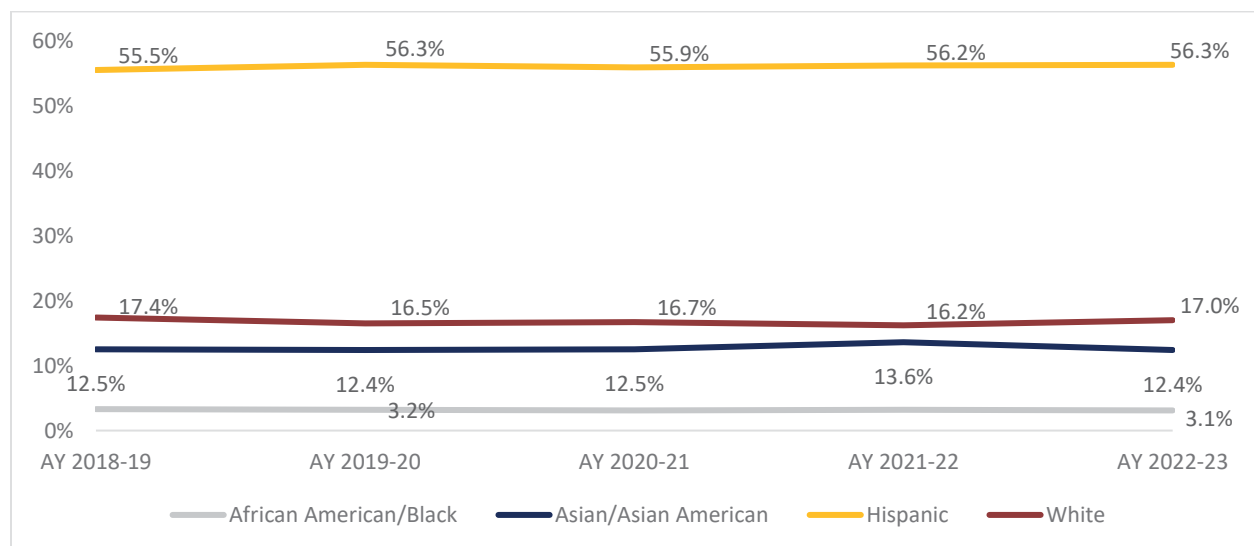


Figure 5. Proportion of Students by Race/Ethnicity

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 2018-19		AY 2019-2020		AY 2020-2021		AY 2021-22		AY 2022-23	
	Count	%	Count	%	Count	%	Count	%	Count	%
Am. Indian or Alaskan	63	0.2%	58	0.2%	53	0.2%	34	0.1%	33	0.1%
Asian	4,025	12.5%	3,907	12.4%	4,105	12.5%	3,561	13.6%	3,293	12.4%
African American	1,044	3.3%	1,010	3.2%	999	3.1%	845	3.2%	824	3.1%
Filipino	666	2.1%	573	1.8%	373	2.9%	218	0.8%	98	0.4%
Hispanic	17,794	55.5%	17,749	56.3%	17,111	55.9%	14,704	56.2%	14,896	56.3%
Pacific Islander	94	0.3%	74	0.2%	69	0.2%	47	0.2%	58	0.2%
Two or More	1,601	5.0%	1,670	5.3%	2,186	3.8%	2,030	7.8%	2,130	8.1%
White Non-Hispanic	5,596	17.4%	5,220	16.5%	4,995	16.7%	4,243	16.2%	4,507	17.0%
Unknown	1,207	3.8%	1,292	4.1%	609	4.7%	485	1.9%	620	2.3%

Source: NOCCCD Internal Data

Figure 6 and Table 4 show that about 70.0% of the students enrolled for academic year 2022-2023 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 in Table 4) represented much of the student body for the last five academic years. As with nationwide trends, the proportion of students under 20 years old has shrunk after the start of the COVID-19 pandemic. In particular, the number of students enrolled in the College’s Dual Enrollment program shrank during this period, helping drive this demographic change.

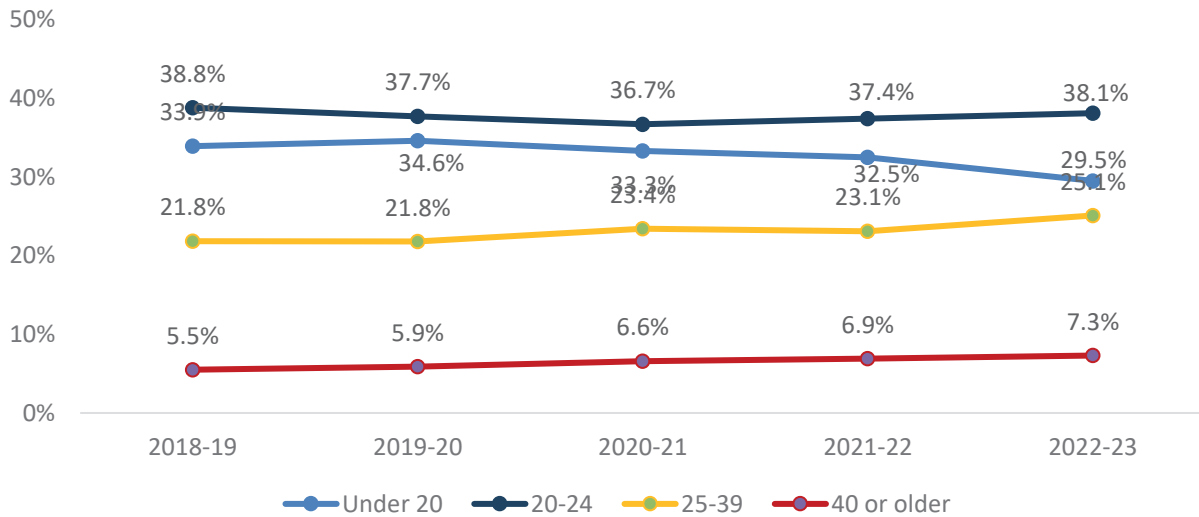


Figure 6. Proportion of Students by Age Group

Source: NOCCCD Internal Data

Table 4. Number and Proportion of Students by Age Group

Age Group	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	9,137	28.5%	9,195	29.1%	8,575	28.1%	7,580	29.0%	7,811	29.5%
20-24	13,626	42.5%	13,094	41.5%	12,289	40.3%	10,454	40.0%	10,069	38.1%
25-39	7,503	23.4%	7,333	23.2%	7,561	24.8%	6,280	24.0%	6,653	25.1%
40 or older	1,823	5.7%	1,930	6.1%	2,073	6.8%	1,852	7.1%	1,924	7.3%

Source: NOCCCD Internal Data

The College' student body is mostly based in cities that are geographically close to the campus. 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 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

2019-20			2020-21			2021-22			2022-23		
City	Total	%	City	Total	%	City	Total	%	City	Total	%
Anaheim	7,369	23.3%	Anaheim	6,689	21.9%	Anaheim	5,583	21.3%	Anaheim	5,973	22.6%
Fullerton	5,166	16.4%	Fullerton	4,724	15.5%	Fullerton	4,133	15.8%	Fullerton	4,319	16.3%
La Habra	2,162	6.8%	La Habra	1,928	6.3%	La Habra	1,689	6.5%	La Habra	1,715	6.5%
Whittier	1,688	5.3%	Whittier	1,608	5.3%	Whittier	1,388	5.3%	Whittier	1,317	5.0%
Placentia	1,419	4.5%	Buena Park	1,345	4.4%	Buena Park	1,238	4.7%	Buena Park	1,179	4.5%
Buena Park	1,415	4.5%	Placentia	1,341	4.4%	Placentia	1,142	4.4%	Placentia	1,178	4.5%
Brea	1,267	4.0%	Yorba Linda	1,150	3.8%	Yorba Linda	1,035	4.0%	Yorba Linda	1,022	3.9%
Yorba Linda	1,159	3.7%	Brea	1,134	3.7%	Brea	977	3.7%	Brea	980	3.7%
La Mirada	858	2.7%	La Mirada	825	2.7%	La Mirada	692	2.6%	La Mirada	651	2.5%
Garden Grove	622	2.0%	Garden Grove	647	2.1%	Garden Grove	564	2.2%	Garden Grove	591	2.2%
Top 10	23,125	73.3%	Top 10	21,391	70.1%	Top 10	18,441	70.5%	Top 10	18,925	71.5%

Source: NOCCCD Internal Data

As a Hispanic Serving Institution, the College population includes a significant number of first-generation college students. In 2022-2023, about 35% of students indicated that their parents did not attend college, and another 17.7% indicated that their parents/guardians did not earn an associate or bachelor’s degree (Table 6).

Table 6. Highest Parental Educational Attainment

Parent Educational Attainment Level	2019-20		2020-21		2021-22		2022-23	
	Count	%	Count	%	Count	%	Count	%
No High School Diploma	7,506	23.8%	6,895	22.6%	5,915	22.6%	4,158	15.7%
High School Diploma	6,012	19.0%	5,848	19.2%	4,925	18.8%	5,159	19.5%
Total No College	10,498	42.8%	12,743	41.0%	10,840	41.4%	9,317	35.2%
Some College/No Degree	5,753	18.2%	5,700	18.1%	4,805	18.4%	4,681	17.7%
Associate Degree	2,660	8.4%	2,609	8.6%	2,226	8.5%	2,334	8.8%
Bachelor’s Degree	5,722	18.1%	5,722	18.1%	4,948	18.9%	4,840	18.3%
Graduate Degree	3,307	10.5%	3,544	11.2%	3,108	11.9%	3,146	11.9%
No Response	602	1.9%	182	0.6%	244	0.9%	2,141	8.1%

Source: NOCCCD Internal Data

As part of the new Student Success Metrics initiative from the California Community College Chancellor’s Office (CCCCO), information regarding students’ use of financial aid 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 indicates that 68.7% of students were identified as having been eligible for the California Community Colleges' California Promise Grant (previously known as the Board of Governors fee waiver), which allows for students' enrollment fees to be waived (see Figure 7). Under Title V of the California Code of Regulations, the student or student's family must have a total income in the prior year that is equal to or less than 150% of the U.S. Department of Health and Human Services Poverty Guidelines based on family size. For reference, in 2023, the 150% income threshold was \$21,870 for an individual person and \$45,000 for a family of four².

About 40% of students enrolled each year have received a Pell Grant while enrolled at the College; an increase of about 6.0%, since academic year 2016-2017 (see Figure 8). Similarly, nearly 80% of students at the College have been identified as economically disadvantaged.

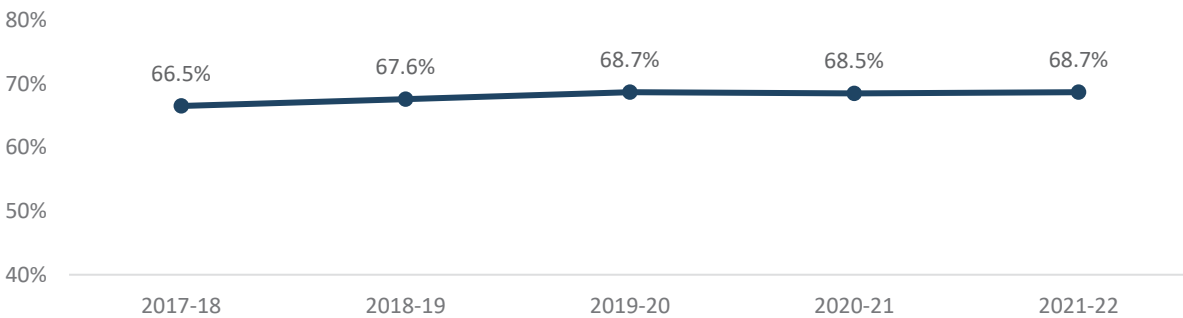


Figure 7. Received a College Promise/Board of Governor's (BOG) Eligibility

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

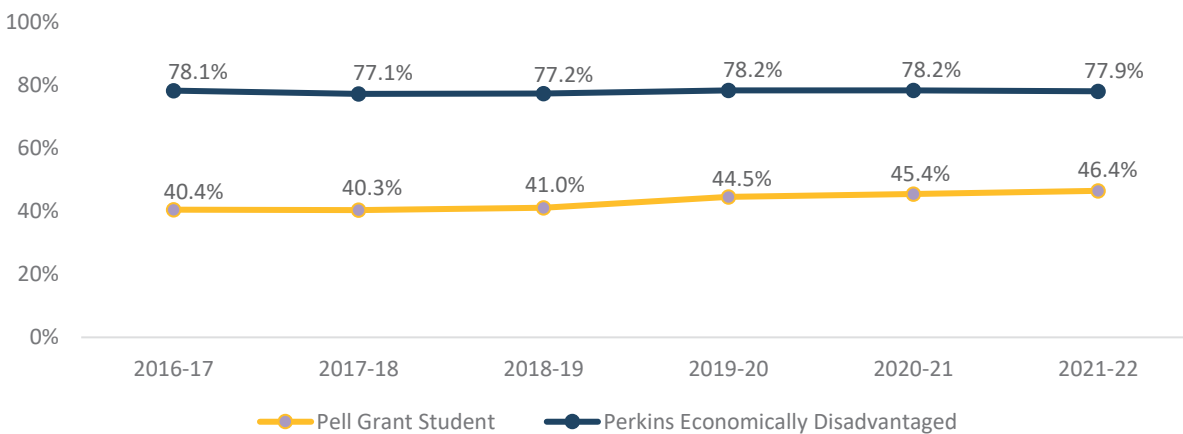


Figure 8. Proportion of Pell Grant and Perkins Economically Disadvantaged Students

² <https://www.uscis.gov/i-942p>

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, LGBT³, Foster Youth, and Disabled⁴. Figure 9 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 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.

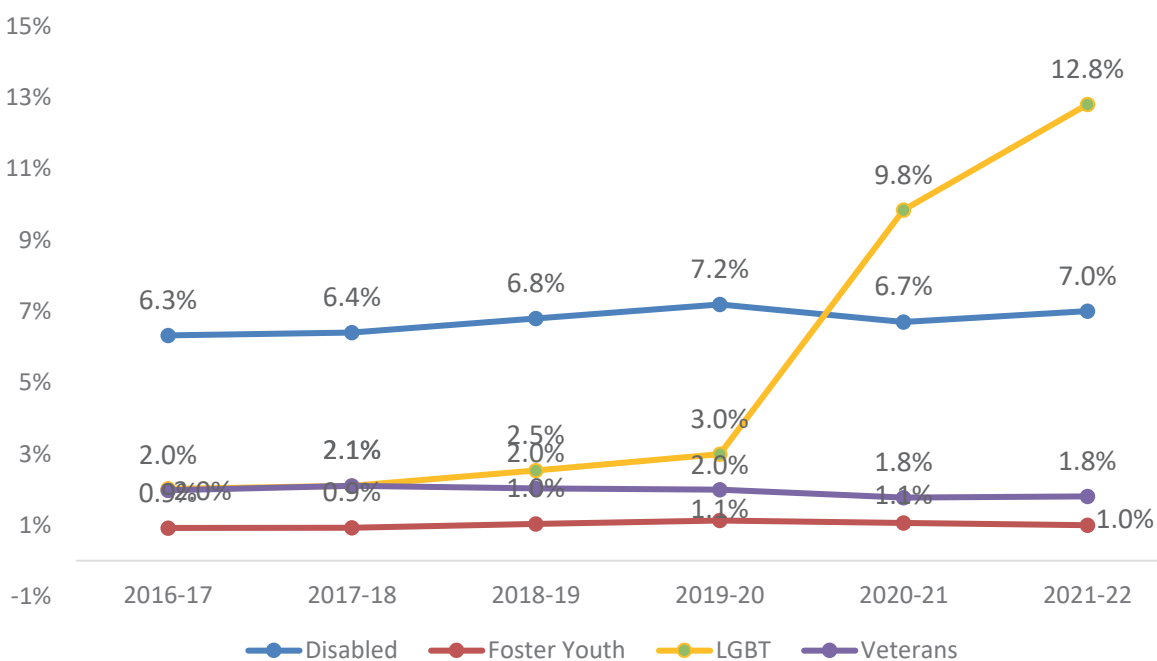


Figure 9. Proportion of Students Identified by Special Populations

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

³ 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.

⁴ 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.

Student Academic Expectations and Goals

Data in Table 7 indicates over 60.0% 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 8.5% of academic year 2022-2023 students indicated that they are exploring career opportunities and/or seeking a career advancement, while an additional 3.5% of students goal is to achieve a vocational certificate. For academic year 2022-2023, about 10% of students reported that they were undecided on their academic goal.

Table 7. Student Academic Goal

	2019-20	2020-21	2021-22	2022-23
	% of Total	% of Total	% of Total	% of Total
<i>Degree, Certificate, and/or Transfer</i>				
Associate Degree and Transfer	48.6%	47.5%	49.6%	45.3%
Associate Degree Only	5.2%	5.9%	6.2%	6.2%
Transfer to University Only	14.2%	13.5%	12.5%	10.5%
Vocational Certificate/Degree	3.2%	3.2%	3.4%	3.5%
<i>Educational Development</i>				
Educational Development	4.1%	4.4%	4.5%	5.1%
High School Completion	1.0%	1.4%	1.5%	1.7%
Non-Credit to Credit	0.1%	0.1%	0.1%	0.1%
<i>Career Development</i>				
Career Advancement/Change	5.4%	5.5%	5.4%	5.7%
Career Exploration	2.1%	2.4%	2.5%	2.8%
<i>Different Goals / Unknown</i>				
Student at Four-Year Institution	6.2%	6.3%	5.2%	6.0%
Missing	1.4%	1.3%	<0.1%	3.6%
Undecided	8.6%	8.5%	9.1%	9.6%

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 2022-2023, nearly 40% of enrolled students selected a major in one of these ten programs, with Business Administration and Business Management accounting for 11.5% of majors selected.

Table 8. Top 10 Student Majors by Academic Year

2019-20			2020-21			2021-22			2022-23		
Major	#	%	Major	#	%	Major	#	%	Major	#	%
Business Admin.	2,351	7.4%	Business Admin.	2,386	7.8%	Business Admin.	2,009	7.8%	Business Admin.	2,038	7.7%
Accounting	1,791	5.7%	Pre-Nursing	1,239	4.1%	Psychology AA-T	1,135	4.3%	Psychology AA-T	1,126	4.3%
Pre-Nursing	1,339	4.2%	Psychology AA-T	1,239	3.1%	Pre-Nursing	1,020	3.9%	Computer Science	1,095	4.1%
Psychology AA-T	1,161	3.7%	Accounting	1,165	3.8%	Computer Science	973	3.7%	Pre-Nursing	1,006	3.8%
Engineering	1,086	3.4%	Business Management	1,041	3.4%	Business Management	884	3.4%	Business Management	936	3.5%
Business Management	1,017	3.2%	Engineering	957	3.1%	Engineering	814	3.1%	Art	798	3.0%
Computer Science	923	2.9%	Computer Science	951	3.1%	Art	789	3.0%	Engineering	761	2.9%
Art	906	2.9%	Art	796	2.6%	Accounting	743	2.8%	Biology AS-T	654	2.5%
Biology	852	2.7%	Kinesiology AA-T	703	2.3%	Biology AS-T	659	2.5%	Accounting	613	2.3%
Kinesiology AA-T	715	2.3%	Biology AS-T	696	2.3%	Kinesiology	531	2.4%	Kinesiology	577	2.2%

Source: NOCCCD Internal Data

Chapter II: Institution Set Standards

Starting in 2017, the College began assessing its performance against institution set standards in earnest. The Fullerton College President’s Advisory Council appointed a workgroup to determine institution-set standards of performance. The workgroup, using the average of the five most recent academic years, established the 90th percentile cutoff of the average as the standard, except for State licensing examination scores. In 2021-2022, the College set a “stretch goal” standard that aligned with the recommendations of the workgroup. The standard was set at 102% of the previous five-year average.

When the Institutional Integrity Committee (IIC) and the Office of Institutional Effectiveness (OIE) began developing the College’s new strategic plan, it reviewed and recommended updates to the way the institution set standards were measured. IIC proposed and got approval to change the metrics as well as the calculations used to identify institution set standards. The changes reflect a need to increase awareness of the standards, align the current standards with the strategic plan, and to center efforts to address equity gaps.

In terms of methodology, OIE recommended that IIC move away from standards that are continually updating (rolling averages), to standards that are set for multiple years. OIE suggested that IIC review progress and adjust standards and goals based on how the College is performing. The current methodology bases institution set standard levels as of the data available in the 2021-2022 academic year.

The new process also modifies the way the stretch standard is calculated. For rate-based metrics (ex: course success rates), IIC proposed that the stretch goals be set at the rate for the highest performing racial subgroup. In doing so, the stretch goals will be based on a vision where there is racial parity in our outcomes and aligns the standards to the College’s 2022-2025 Student Equity and Achievement Plan.

For counting metrics, IIC changed the stretch goals so that they are based on the improvement targets set forth by the Vision for Success.

Course Success and Retention Rates

The College regularly reviews course success and retention rates. Success rates identify the percentage of enrollments that end in an A, B, C, or Passing grade, while course retention rates refer to the percentage of enrollments that did not end in an Withdrawal. During the COVID-19 pandemic, the College increased access to the “Excused Withdrawal” (EW) grade. Traditionally

this grade was excluded from the calculation of both rates but given its wide use during the 2019-2020 through 2021-2022 academic years, the College has included it in its calculations.

Both rates were slightly lower in 2022-2023 compared to the 2018-2019 academic year (Figure 10). Figure 11 includes the success rates broken out by modality. While the popularity of online courses has increased over the last few years, students still have higher success rates overall in courses offered in person.

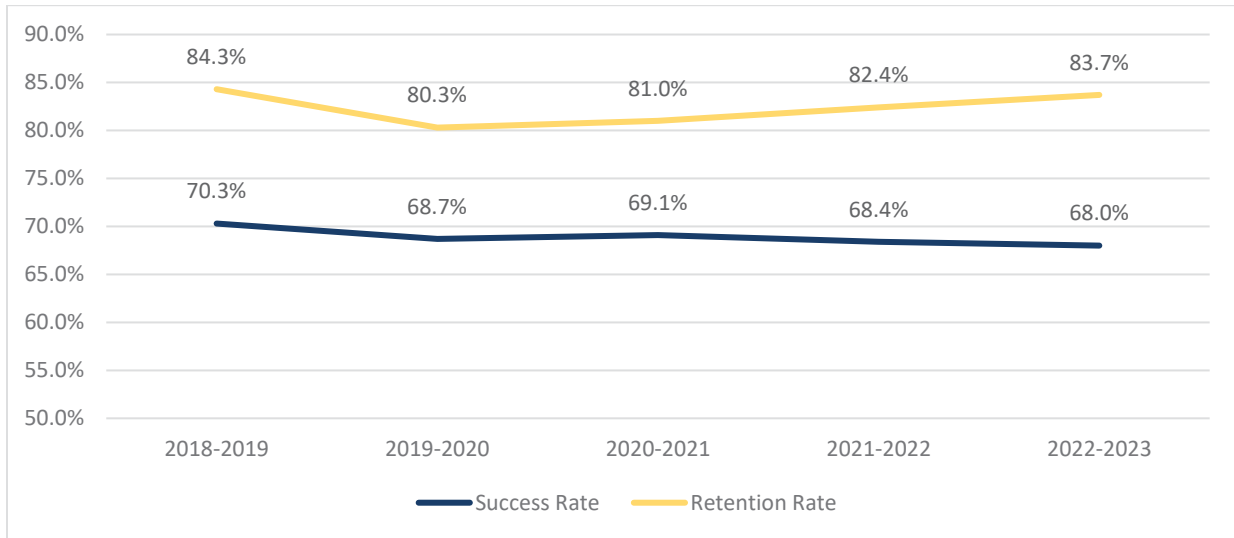


Figure 10. Course Success and Retention Rates Last 5 Academic Years

Source: NOCCCD Internal Data

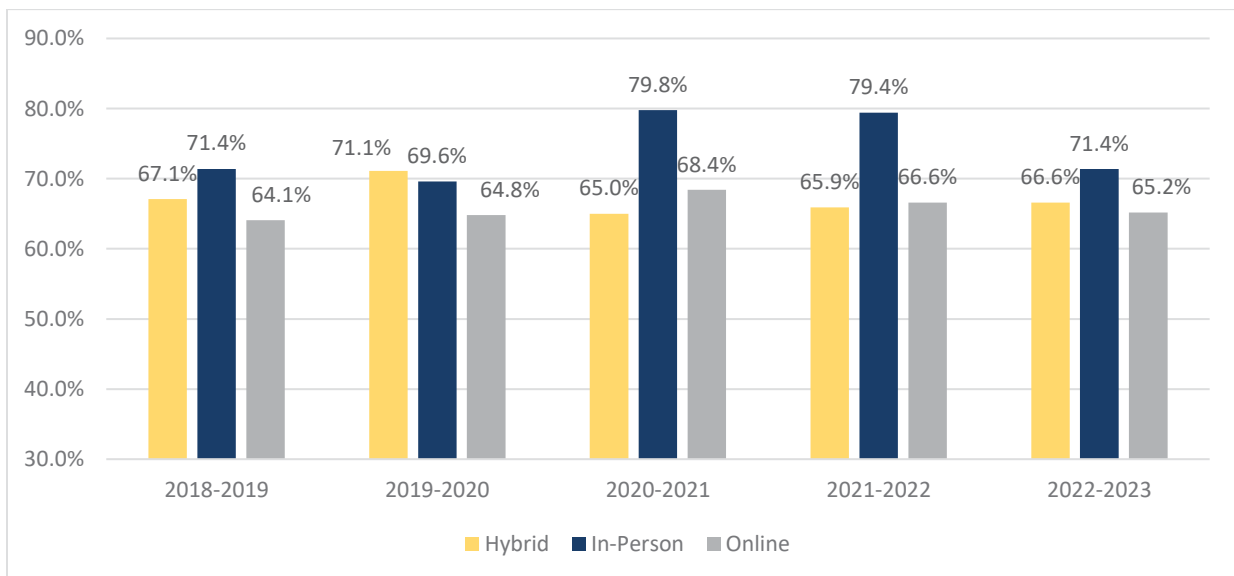


Figure 11. Course Success Rates by Modality Last 5 Academic Years

Source: NOCCCD Internal Data

In 2022-2023, three ethnic subgroups had success rates that were below the College’s institution set standard level; American Indian/Native Alaskan, Pacific Islander, and African American students (Figure 12). While the College enrolls very few of the two former ethnic subgroups (less than 50 each year), it regularly enrolls almost 900 African American students. As such, their performances on these standards are of particular concern to the College.

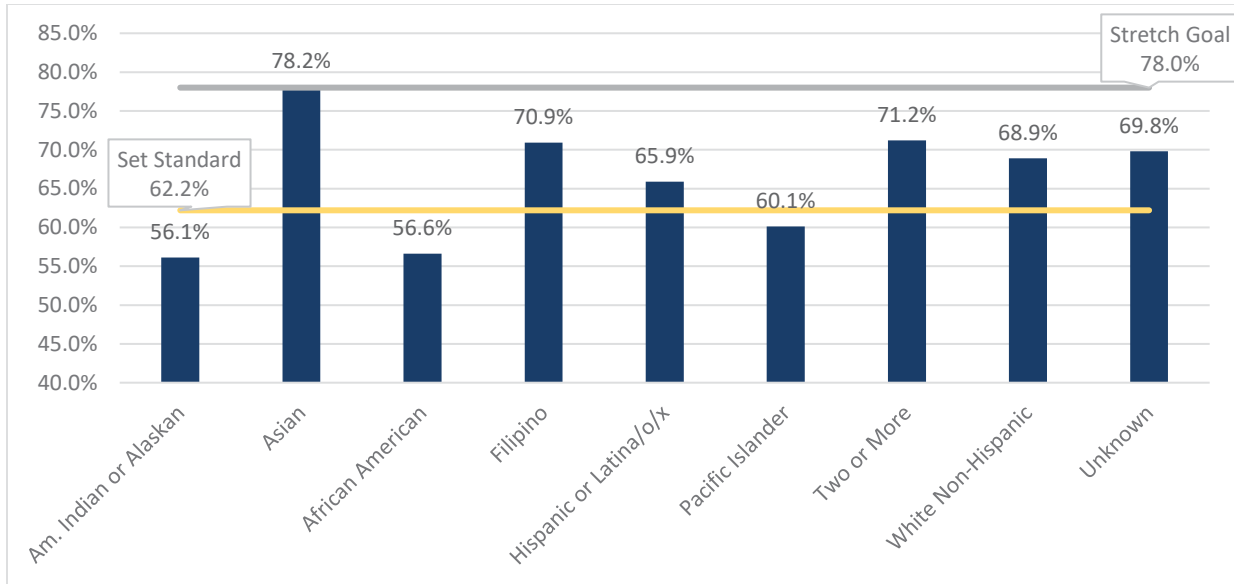


Figure 12. 2022-2023 Success Rate Set Standards and Stretch Goals by Ethnicity

Source: NOCCCD Internal Data

These groups performed better on the course retention metric, as all subgroups met the College’s institution set standard of 74% (Figure 13). That said, gaps are evident, as the African American rate is about 7 percentage points below the stretch goal for the College.

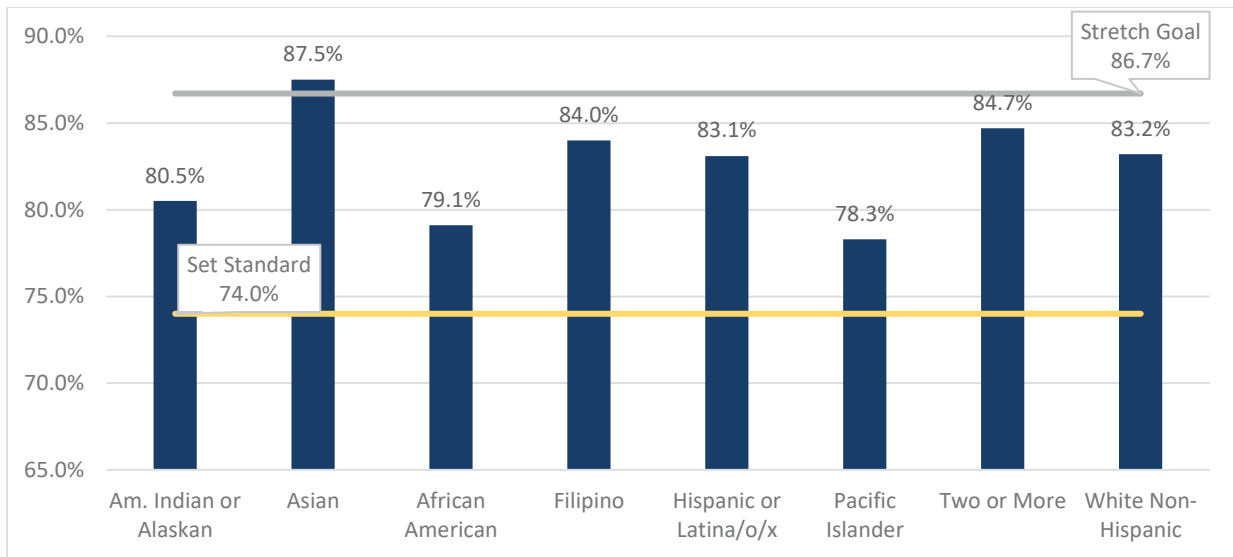


Figure 13. 2022-2023 Retention Rate Set Standards and Stretch Goals by Ethnicity

Source: NOCCCD Internal Data

Successful Enrollment After Completing Application

Included in the statewide Student Success Metrics is data representing how well the College converts applicants to registered students. Specifically, this metric identifies the percentage of first-time applicants who enrolled at the College. Over the last five years, this rate has decreased, as the College’s performance is below the institution set standard (Figure 14). In particular, the College has struggled to convert African American and White student applications into enrollments (Figure 15).

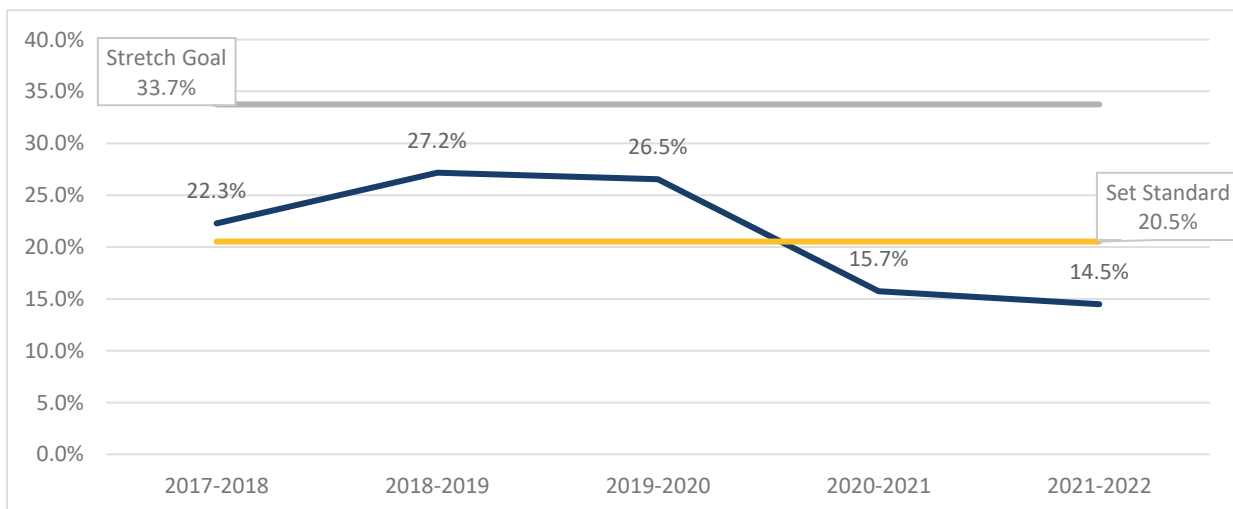


Figure 14. Successful Enrollment After Completing Application

Source: CCCCO Student Success Metrics

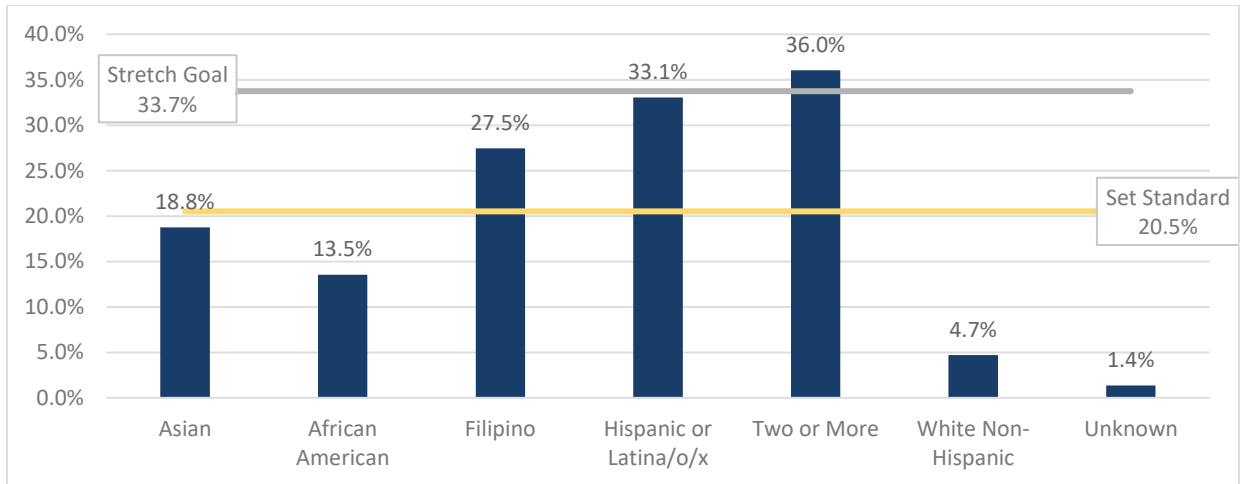


Figure 15. 2021-2022 Successful Enrollment After Completing Application Rates by Ethnicity
 Source: CCCCO Student Success Metrics

Completion of Math + English in First Year

One of the key metrics from the Student Success Metrics 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 has seen more rapid changes to the rate at which first-time students complete transfer-level Math and English within the first year (Figure 16)

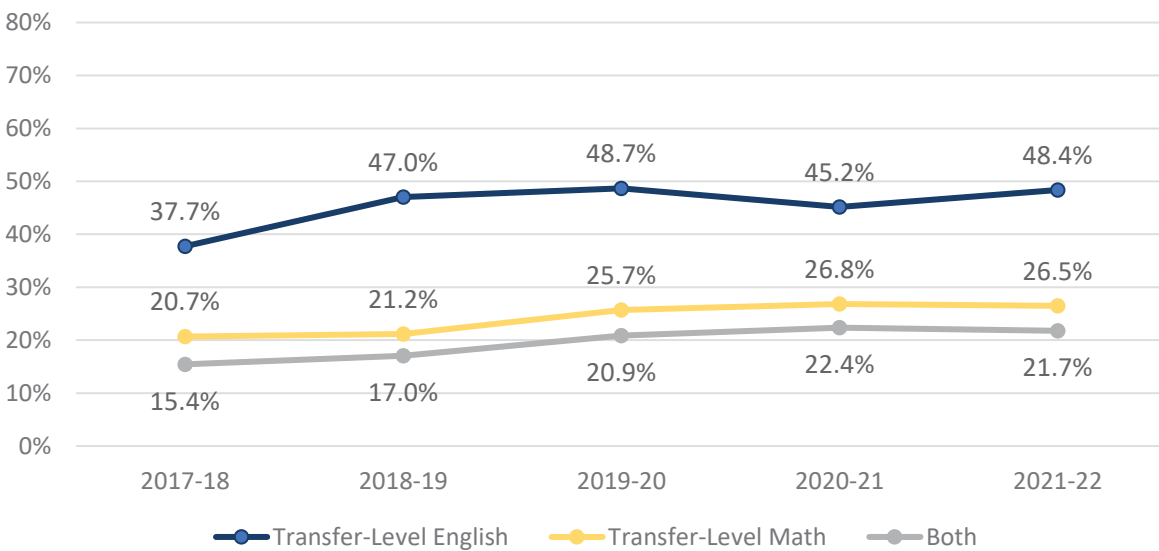


Figure 16. English and Math Transfer-Level Completion by Academic Year
 Source: CCCCO Student Success Metrics

While the College has seen improvements in this metric, and met its institution set standard, gaps are evident when the data is disaggregated by race/ethnicity. Degree and certificate seeking Hispanic or Latina/o/x students complete these two courses in their first year at rates significantly lower than their Asian peers (Figure 17).

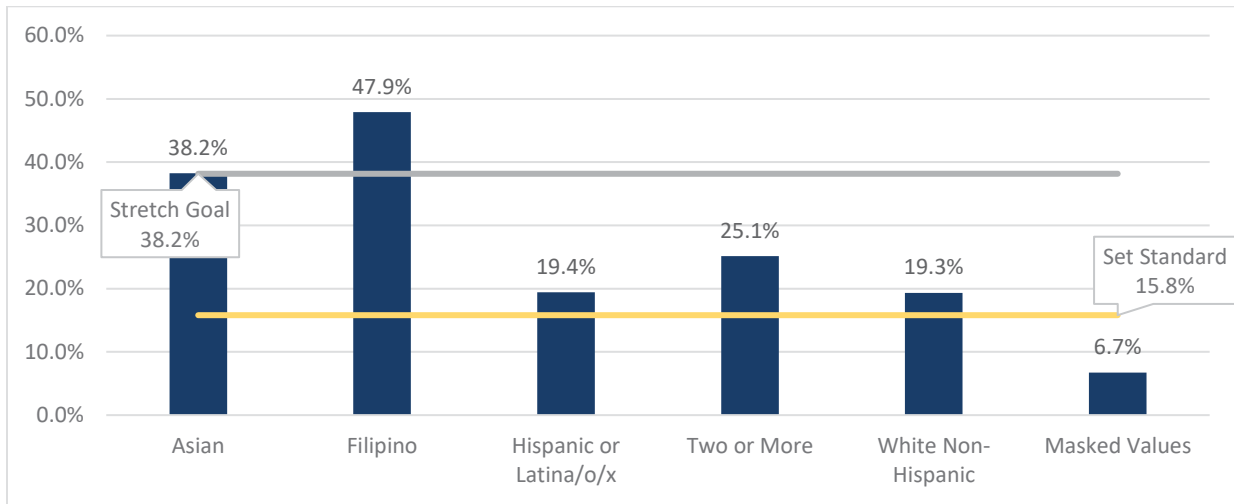


Figure 17. 2021-2022 English and Math Transfer-Level Completion by Race/Ethnicity

Source: CCCC Student Success Metrics

Persistence from First Term of Enrollment to Subsequent Term

While the College measures persistence between terms in a number of methods, it chose the Student Success Metrics definition for its institution set standards. This metric includes only first-time students and includes students who first enrollment was in a non-fall term. Similar to the successful enrollment metric, the College has seen its performance dip during the COVID-19 pandemic (Figure 18). While the data provided by the state is not complete for 2021-2022, preliminary numbers indicate that the College will end up right below or right at the institution set standard of 65.5%.

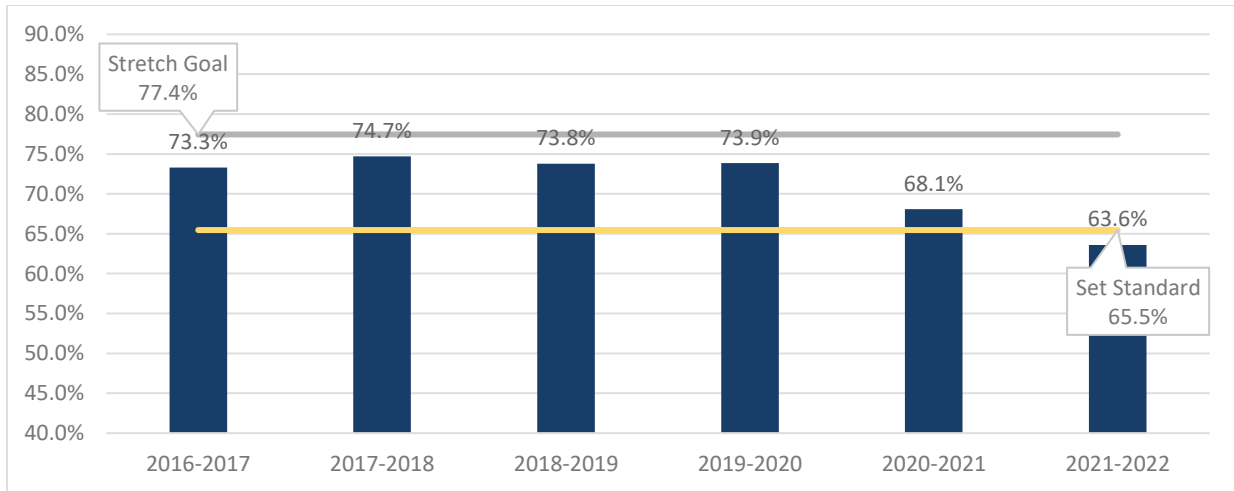


Figure 18. Persistence from First Term of Enrollment to Subsequent Term

Source: CCCCO Student Success Metrics

Disaggregated data indicate that African American students have significant gaps in performance for this metric (Figure 19). Their 46.8% persistence rate is almost 20% below the institution set standard. African American data from this metric was used to inform the College’s most recent Collegewide Strategic Plan and its 2022-2025 Student Equity and Achievement Plan.

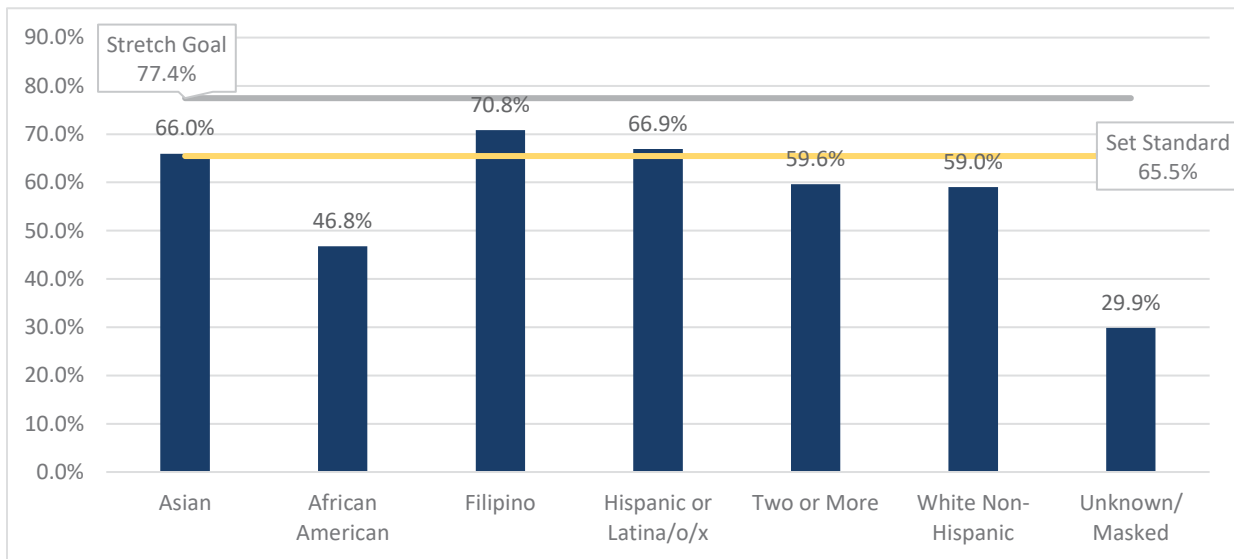


Figure 19. 2021-2022 Persistence from First Term of Enrollment to Subsequent Term by Race/Ethnicity

Source: CCCCO Student Success Metrics

Average Number of Units Completed

As part of its Guided Pathways efforts, the College has been attempting to decrease the length of time which students complete their educational goals. One metric the College uses to evaluate its efforts is the average number of units completed by students who earn an associate degree. The College has set its stretch goal for this metric to be 79 units. Over the last few years, the College has seen reductions in this number, with the most recent data indicating that associate degree earners leave the College with 81 units on average (Figure 11). That said, disaggregated data indicates that African American degree completers are leaving the college with the largest average number of units (87) (Figure 20).

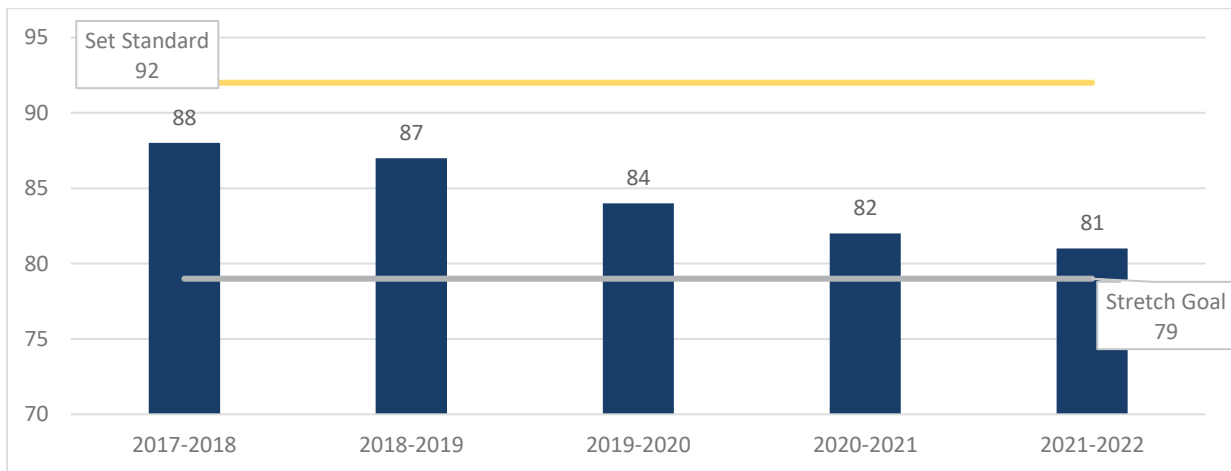


Figure 20. Average Number of Units Completed by Degree Earners

Source: CCCC Student Success Metrics

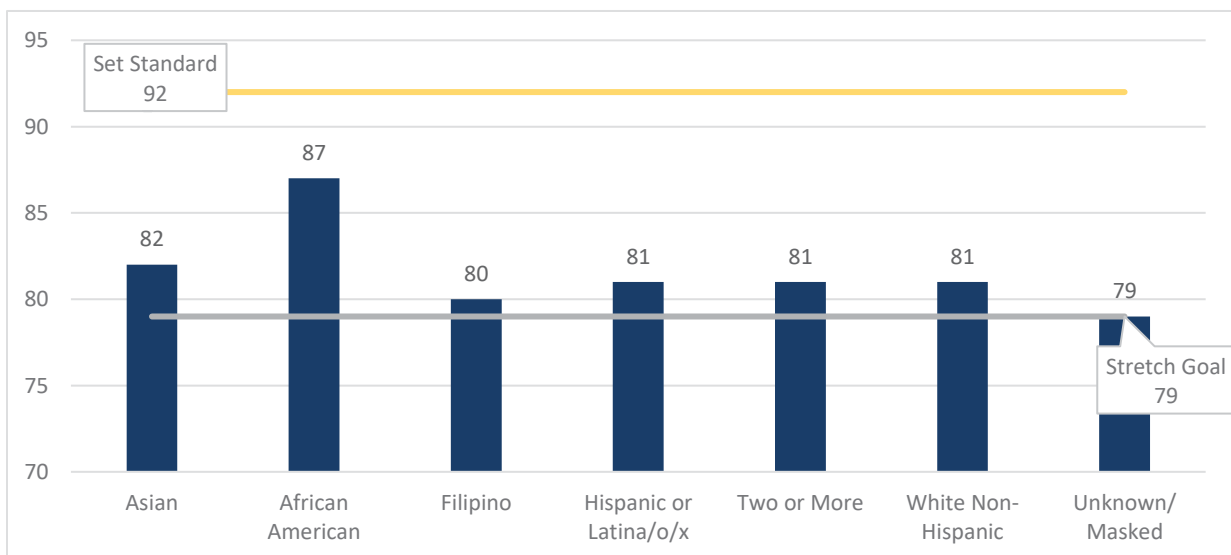


Figure 21. 2021-2022 Degree Earner's Average Number of Units Completed by Race/Ethnicity

Source: CCCC Student Success Metrics

Completion Metrics

The College regularly graduates over 2,000 students each academic year. Between 2018-2022, the number of students who earned an associate degree increased each year (Figure 21). The data in the graphs below display the number of individual students who earn a degree.

Duplicated counts of degrees awarded are generally much larger; as over the last five years it has averaged about 3,300 degrees conferred. The opportunity for more students to earn degrees, and for other students to earn *multiple* degrees, has been driven by the College's efforts to offer "Interdisciplinary Degrees" that cover areas of social science, arts, and science, among others.

As a lagging indicator, this metric did not begin to reflect the College's COVID-19 enrollment challenges until 2022-2023, when the counts dropped by about 200 students. The stretch goals for this metric are based on the Vision for Success goal of increasing degree and certificate completion by 20% compared to 2017 outcomes.

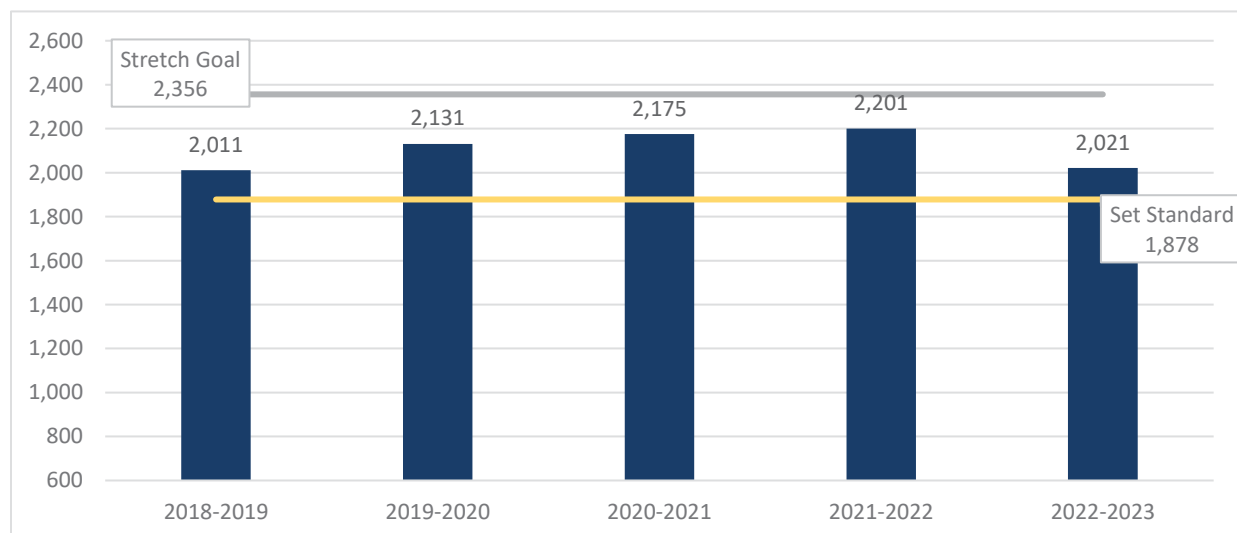


Figure 22. Associate Degree Earners by Academic Year

Source: CCCCO Student Success Metrics

Similarly, the number of students earning certificates at the College has increased significantly over the last few years as 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. Both certificates are approved and recognized by the California Community College's Chancellor's Office. The unduplicated number of students earning certificates peaked in 2020-2021, as 2,177 students received a certificate that year (Figure 22).

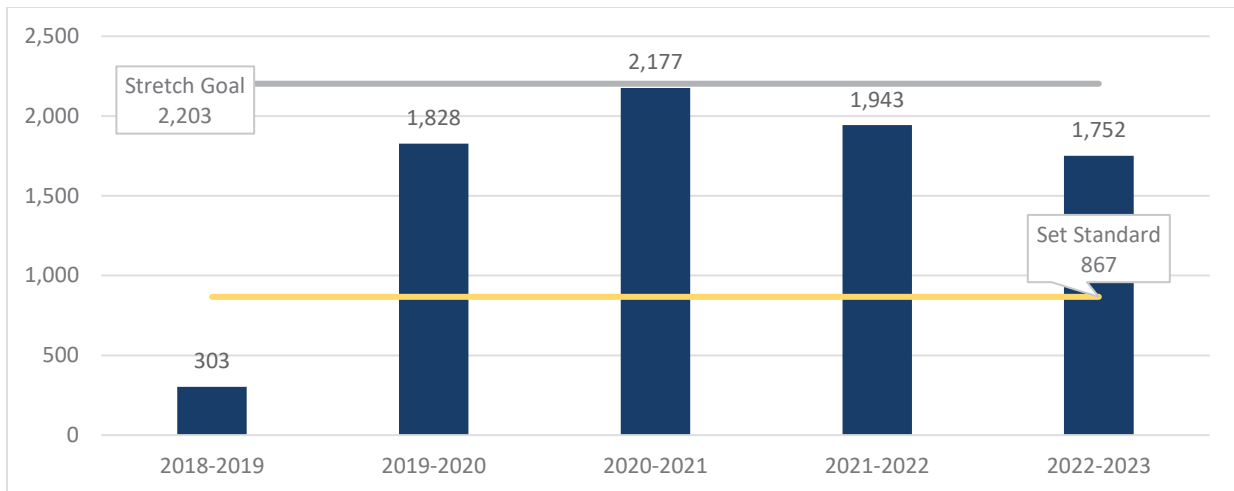


Figure 23. Certificate Earners by Academic Year

Source: NOCCCD Internal Data

As part of its 2022-2025 Student Equity and Achievement Plan, the College tracks the rate at which students attained the “Vision Goal Definition of Completion”, which is part of the Student Success Metrics. The metric identifies the number of first-time students who earn a degree or certificate within a three-year period. The use of a rate in this metric, allows the College to easily identify equity gaps. For its most recent cohort, the 2019-2020 cohort, 22.4% of Filipinos and 18.6% of Asian students completed within three-years (Figure 24). The performance of its African American students (8.7%) in this metric has led the College to include efforts to address this gap in its 2022-2025 Student Equity and Achievement Plan.

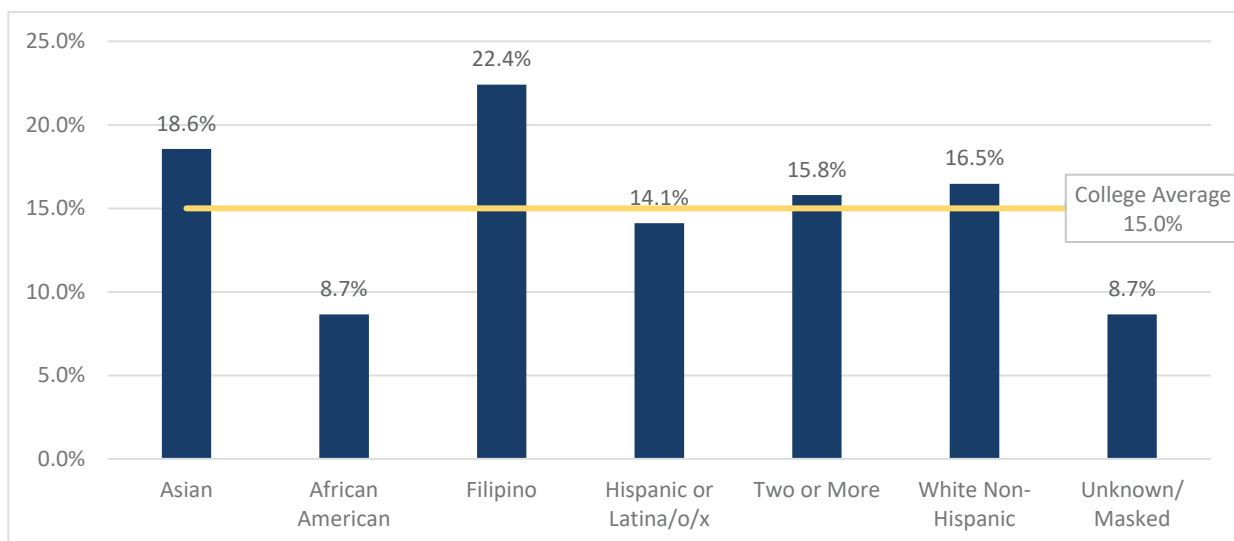


Figure 24. 2019-2020 First-Time Students Who Earned a Degree or Certificate in Three Years by Race/Ethnicity

Source: CCCC Student Success Metrics

The other key completion metric is transfers to four-year universities. While this data is challenging to collect, it provides insight into the progress the College has made on its efforts to increase these numbers. Figure 25 below contains the number of fall transfers over the last five academic years. These numbers include fall transfers into the University of California and California State University systems, as well as data provided by the Chancellor’s Office on transfers to private and out of state institutions. The stretch goal for this metric is based on the Vision for Success goal of increasing transfers by 35% compared to 2017 numbers.

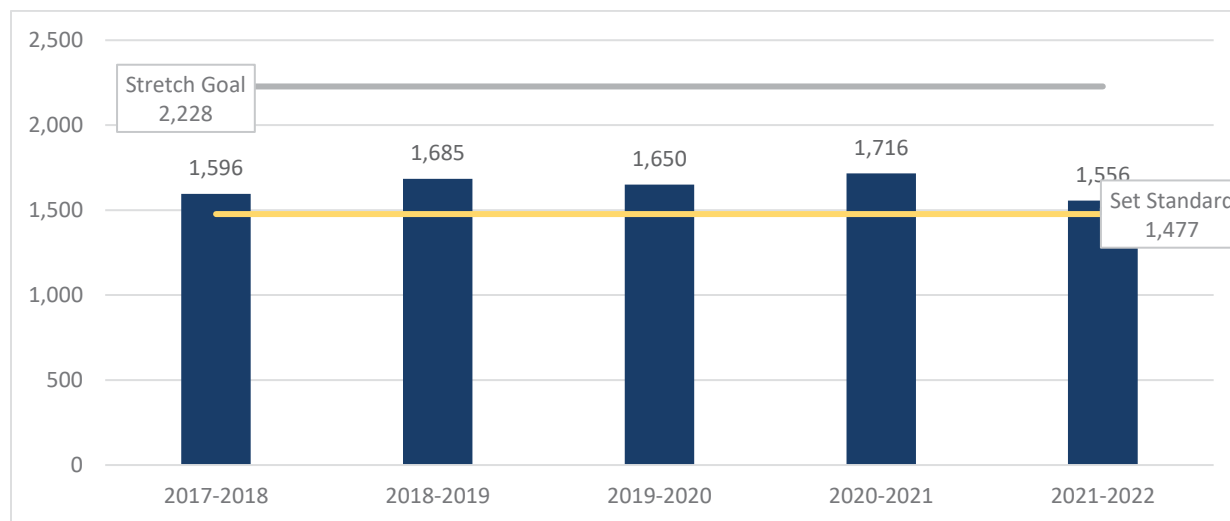


Figure 25. Fall Transfer Counts to UC, CSU, Private and Out of State Universities by Year
Source: California Community College Chancellor’s Office Data Mart, University of California (UC) Office of the President InfoCenter, California State University (CSU) Data Center

To identify equity gaps in this metric, the College uses the Transfer metric calculated in the Student Success Metrics dashboard. As with the Vision Goal metric, the Transfer metric is cohort based, and tracks students over three years at the College, and then one year after exiting the college. Furthermore, it includes only first-time students who eventually earned 12 or more transferrable units. For its most recent cohort, 2017-2018, the College’s three-year transfer rate was 14% (Figure 26). Equity gaps are evident for African American students (6.8%) and Hispanic or Latina/o/x students (10.7%). These data were used to inform the 2022-2025 Student Equity and Achievement Plan which identifies as a goal the closure of these two gaps.

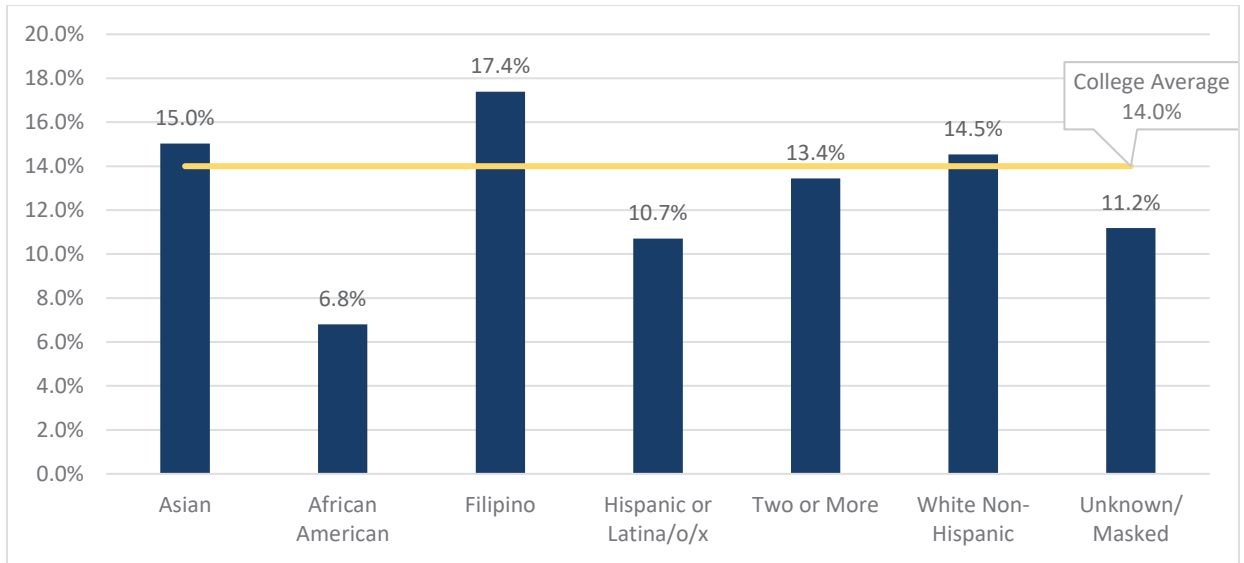


Figure 26. Transfers to Four Year Universities After Three Years by Ethnicity

Source: CCCCO Student Success Metrics

Career and Earnings Metrics

Included in its institution set standards is a metric related to the College’s career technical education (CTE) programs. The metric includes the number of CTE students who reported that they were employed in a job closely related to their field of study. This data is collected annually through the state-wide *CTE Outcomes Survey*. While responses to the survey are not large (about 160 responses for the 2019-2020 cohort), the data available indicates that the College has been meeting its institution set standard (Figure 27). Although it did see a dip in the metric for its 2019-2020 cohort.

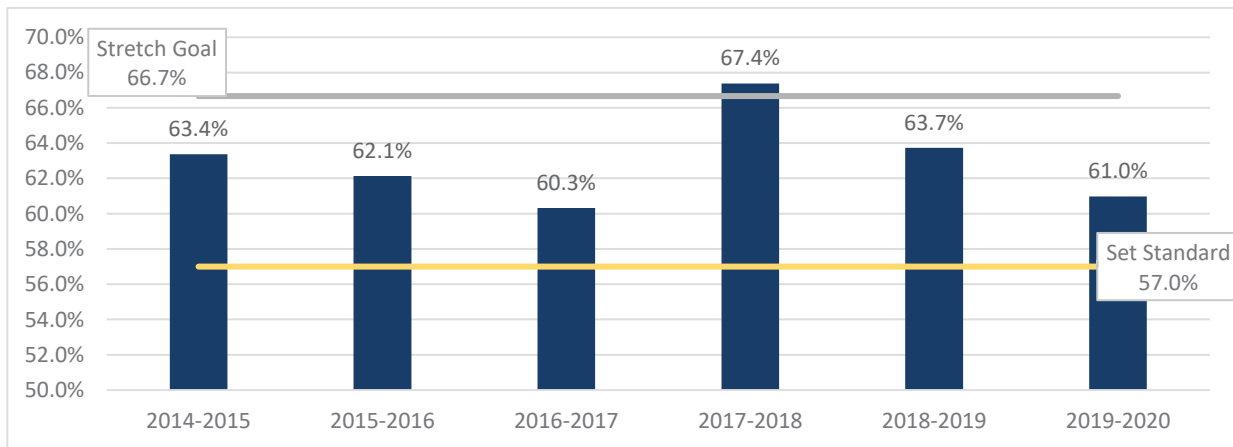


Figure 27. CTE Students Employed in Job Closely Related to Field of Study

Source: CCCCO Student Success Metrics

The College also tracks the proportion of students who, after exiting the College, were earning a living wage. Specifically, this data is collected from the California Employment Departments' (CED) Unemployment Insurance wage file. The data does not include students who left the College and transferred to a four-year university, as those students would be expected to still be on a path towards a career.

The College has been able to meet its institution-set standard over the last few years, and each of the ethnic subgroups has also met the standard (Figures 28 and 29). It should be noted that there are still gaps between groups, including an 8% gap between Asian students and their African American and Hispanic or Latina/o/x peers. In addition, rates for this metric indicate that more than half of students who leave the college without transferring don't earn a living wage. This may be a reflection of a few issues: the high cost of living in the Orange County area, the high number of students who leave the College without a degree or certificate, and limitations around the types of employment that are excluded from the CED's data file.

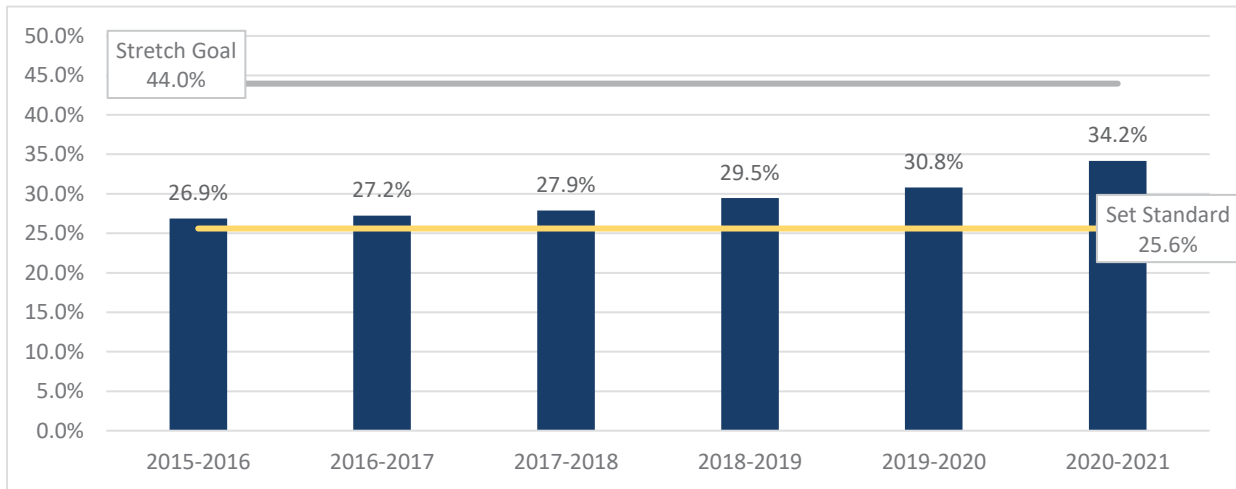


Figure 28. Students Earning a Living Wage After Exiting College

Source: CCCC Student Success Metrics

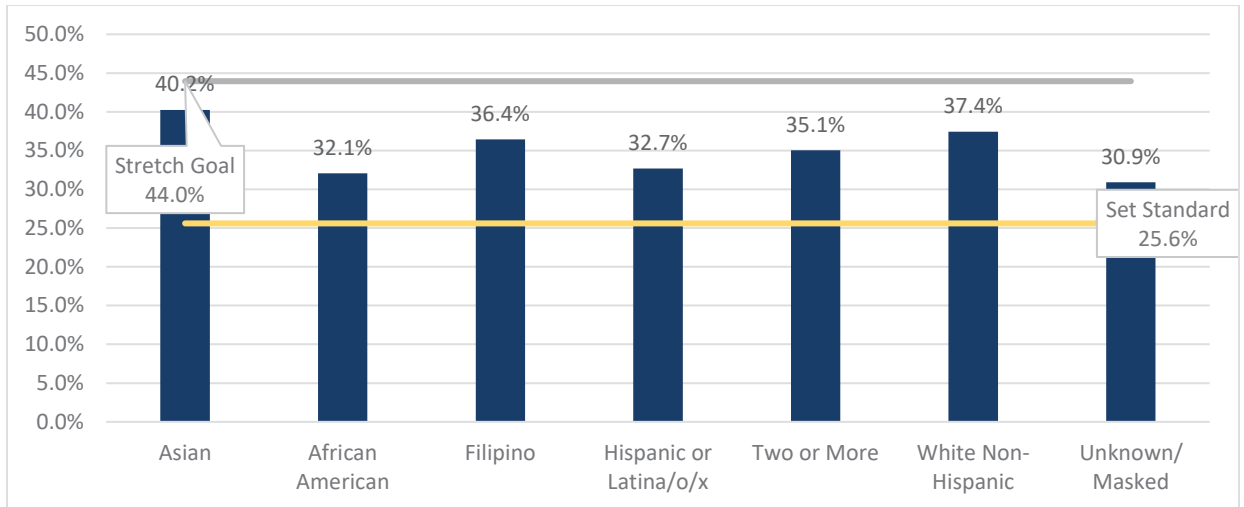


Figure 29. 2020-2021 Students Earning a Living Wage After Exiting College by Race/Ethnicity
 Source: CCCCO Student Success Metrics

Board of Barbering and Cosmetology Licensing Examination

The Cosmetology program is one of the key CTE programs at the College. Students who complete this program are required to pass the California Board of Barbering & Cosmetology licensure examinations to enter the workforce. The Institution Set Standards Workgroup set the institution-set standard at 80% for this program, and the stretch goal was added later to reflect a 95% pass rate.

Pass rates for the written examination were below the standard in 2020-2021, the first-time that had occurred since the creation of the standard (Figure 30). The Cosmetology program responded to this result by initiating several actions to address the situation, including increasing the number of tutoring hours for students in upper-level courses, by adopting new interactive course textbooks, and by having faculty in the program participate in professional development. In 2021-2022, pass rates once again reached pre-pandemic levels.

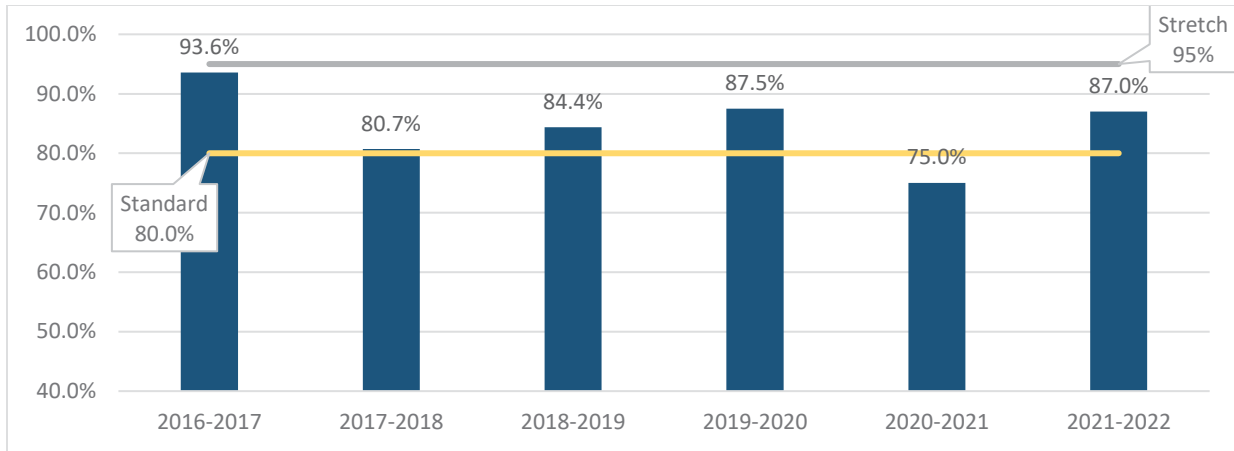


Figure 30. Percent of Students Who Passed Written Cosmetology Licensing Examination

Source: California Board of Barbering and Cosmetology

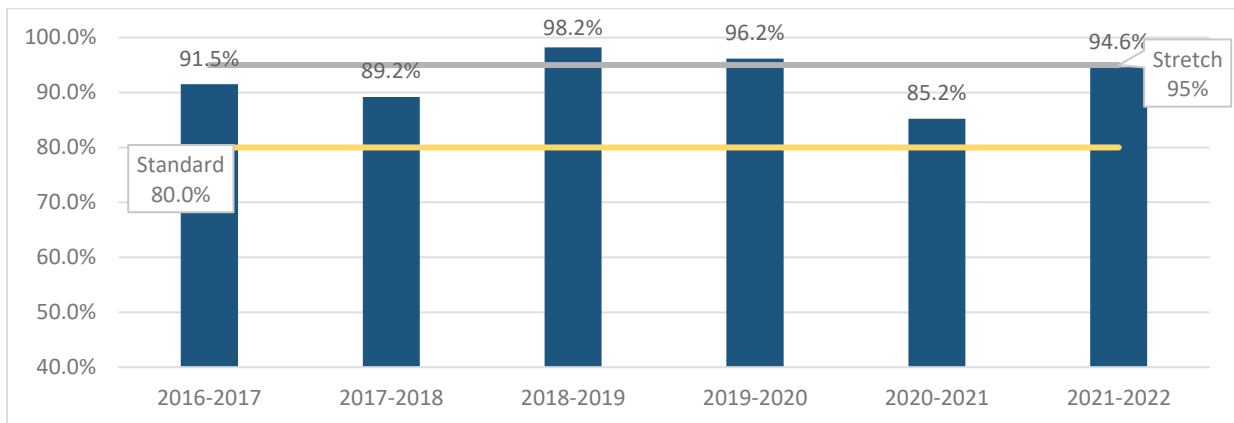


Figure 31. Percent of Students Who Passed Practical Cosmetology Licensing Examination

Source: California Board of Barbering and Cosmetology

Job Placement Rates for CTE Programs

The 2021-2022 institution-set standard for job placement rates for career education programs is 73.3%, and the stretch goal is 83.3%. The employment rates information is pulled from the Perkins Core Indicators reports provided by the Chancellor’s Office. Only programs (TOP 4) with at least 10 graduates in the last three years are included in the table below. Programs with fewer than 10 graduates in a given year are marked with a Not Applicable (N/A) designation. Career education faculty regularly review program-level job placement rates as part of their annual Perkins funding requests and through the comprehensive program review processes.

Table 9. Job Placement Rates Among Certificate/Degree Completers

Program	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)	2021-2022 Job Placement Rate (%)
Accounting	83.9%	78.6%	84.1%
Administration of Justice	80.7%	77.1%	72.0%
Applied Photography	N/A	80.0%	N/A
Architecture and Architectural Technology	N/A	N/A	N/A
Automotive Technology	90.2%	84.6%	85.4%
Business Administration	86.9%	81.5%	86.7%
Business Management	N/A	81.3%	81.3%
Child Development / Early Care and Education	82.6%	61.1%	80.0%
Civil and Construction Management Technology	N/A	71.4%	N/A
Commercial Music	80.0%	78.3%	90.5%
Computer Information Systems	66.9%	76.0%	72.9%
Construction Crafts Technology	78.1%	87.5%	83.3%
Cosmetology and Barbering	68.6%	65.1%	78.0%
Digital Media	72.2%	N/A	80.0%
Drafting Technology	N/A	N/A	68.8%
Fashion	68.4%	64.7%	72.7%
Graphic Art Design	91.7%	70.0%	N/A
Health Professions	N/A	87.5%	87.5%
Horticulture	N/A	100.0%	N/A
Interior Design and Merchandising	N/A	60.0%	63.6%
Journalism	N/A	N/A	N/A

Manufacturing and Industrial Technology	83.8%	91.3%	87.0%
Paralegal	89.6%	82.3%	80.3%
Printing and Lithography	N/A	N/A	N/A
Physical Education	N/A	N/A	80.0%
Radio and Television	74.3%	75.8%	77.8%
Real Estate	66.7%	59.3%	76.5%
Technical Theatre	n/a	92.3%	80.0%

Source: CCCC Perkins Core Indicators Report

Chapter III: 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

While the population of Orange County has decreased slightly over the last few years, it is still a large and diverse metropolitan area with over 3.1 million residents (Table 10). The six major cities that are part of the Fullerton College service area include over 700,000 residents.

Table 10. Population of Orange County and Neighboring Cities

City	2019	2020	2021	2022	2023	Change 2022-2023
Orange County	3,195,197	3,180,491	3,169,542	3,151,946	3,137,164	-0.5%
Anaheim	356,669	357,059	344,604	335,946	328,580	-2.2%
Brea	44,879	45,498	47,097	46,947	48,184	2.6%
Fullerton	141,931	142,070	141,974	143,013	142,873	-0.1%
La Habra	63,319	63,471	62,317	62,037	61,835	-0.3%
Placentia	51,750	51,569	51,522	51,237	52,507	2.5%
Yorba Linda	68,458	68,426	67,760	67,284	67,068	-0.3%
Feeder Totals	727,006	728,093	715,274	706,464	701,047	-0.8%

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2023; 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. According to the Center for Demographic Research, 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 11). 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 11. 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 and/or Latina/o/x (56.3% in 2022-2023). This designation is important to the College and its mission, given the socio-economic data of Orange County.

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 and/or Latina/o/x, although the percentage is noticeably higher for the cities of Anaheim (53.3%) and La Habra (59.7%) (Table 12).

There are similar differences between the proportion of individuals from Orange County and the surrounding communities who identify as Asian / Pacific Islander (23.7% for Orange County) as compared to the College (13.0%). Similarly, there are differences between the proportions of

Orange County residents who identify as White (38.0%) as compared to the proportion of students at Fullerton College (17.0%).

Table 12. Fullerton College Community Population Percentage by Ethnicity: Census 2023

	African American	Asian/Pacific Islander	Hispanic or Latina/o/x	American Indian/Alaskan Native	White	Unknown	Two or More Races
Fullerton College	3.1%	13.0%	56.3%	0.1%	17.0%	2.3%	8.1%
Orange County	2.3%	23.7%	34.0%	1.1%	38.0%	--	3.3%
Anaheim	2.6%	18.0%	53.3%	0.9%	23.6%		2.4%
Brea	0.9%	26.4%	31.1%	0.4%	37.9%		3.3%
Fullerton	2.2%	25.2%	38.0%	0.5%	31.6%		2.5%
La Habra	2.0%	12.2%	59.7%	1.0%	24.7%		0.4%
Placentia	2.7%	17.6%	35.6%	0.4%	40.0%		2.7%
Yorba Linda	1.2%	24.0%	17.7%	0.3%	52.5%		4.3%

Source: U.S. Census Bureau, 2020 Population Estimates, July 1, 2023

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 13, 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 13. Public School Enrollment in the State of California, Orange County, and the Fullerton College Feeder High School Districts, 2019-2020 to 2022-2023

School District	2019-2020	2020-2021	2021-2022	2022-2023	Change 2021-22 to 2022-23
California	6,163,001	6,002,523	5,892,240	5,852,544	-0.7%
Orange County	473,612	456,572	448,729	441,249	-1.7%
Anaheim	29,832	29,183	28,404	27,748	-2.3%
Brea-Olinda	1,813	1,845	1,810	1,779	1.7%
Fullerton	13,630	13,473	13,431	13,173	-1.9%
Placentia					
Yorba Linda	8,461	8,319	8,162	8,054	-1.3%
4 Feeder Districts	53,736	52,820	51,807	50,754	-2.0%

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 by the California Department of Finance suggest a 10% decline within Orange County over the ten-year period ending in 2031 (Table 14).

Table 14. Public School Enrollment Projections for Orange County and California to 2031-2032

	2021 - 2022	2022-2023	2025-2026	2031-2032	Change 2031-2032
Orange County	448,729	441,249	429,983	404,170	-9.9%
California	5,892,240	5,852,544	5,722,232	5,368,555	-8.9%

Source: State of California, Department of Finance, *California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2019 Series*. Sacramento, California, September 2022

While Hispanic and Latina/o/x students are overrepresented at the College compared to Orange County as a whole, public-school data provides insight into the changing demographics of the area. These data are important indicators of who the potential, future students at Fullerton College are, as well as the racial/ethnic high school environments students have experienced before enrolling in College.

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 or Latina/o/x (Table 15). 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.

Table 15 Public School Enrollment in Fullerton College Top 10 Feeder High Schools, By Race/Ethnicity year 2022-2023

High School	African American	Asian/Pacific Islander	Hispanic or Latina/o/x	American Indian/Alaskan Native	White	Not Reported	Two or More Races
Fullerton College	3.1%	13.0%	56.3%	0.1%	17.0%	2.3%	8.1%
Anaheim	0.6%	1.8%	94.0%	0.3%	2.7%	0.1%	0.5%
El Dorado	1.1%	17.8%	37.5%	0.3%	40.2%	0.1%	3.4%
Fullerton	1.0%	6.2%	67.0%	0.1%	17.4%	0.4%	7.9%
Katella	1.5%	3.8%	90.8%	0.1%	3.1%	0.4%	0.4%
La Habra	1.3%	2.5%	82.2%	0.0%	12.8%	0.1%	1.2%
Loara	2.4%	14.0%	77.3%	0.2%	3.8%	1.8%	0.4%
Sonora	1.6%	8.4%	72.5%	0.0%	10.4%	5.5%	1.7%
Sunny Hills	1.6%	47.6%	32.4%	0.1%	12.0%	0.1%	6.2%
Troy	1.0%	42.7%	29.2%	0.1%	9.8%	12.7%	4.5%
Valencia	1.4%	23.6%	62.7%	0.2%	10.2%	0.0%	2.0%

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

While Hispanic or Latina/o/x residents make up a significant proportion of local high school students, in Orange County as a whole, only 18.2% of Hispanic or Latina/o/x adults have earned at least a bachelor’s degree (Figure 32). This rate is about 35 percentage points lower than White Orange County adults, and 37 percentage points lower than Asian adults. Similarly, Hispanic or Latina/o/x residents in Orange County had median annual incomes that were about \$29,000 less than White residents and about \$22,000 less than Asian residents (Figure 33).

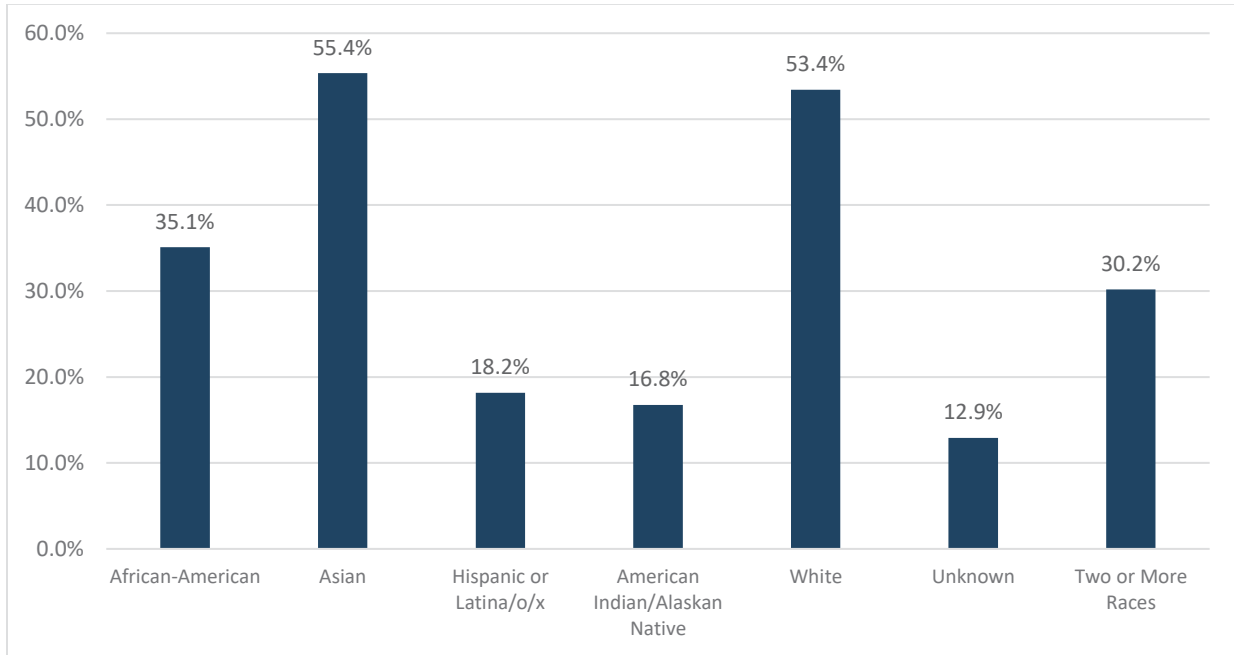


Figure 32. Percentage of Orange County Residents with a Bachelor’s Degree or Higher by Race/Ethnicity

Source: U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

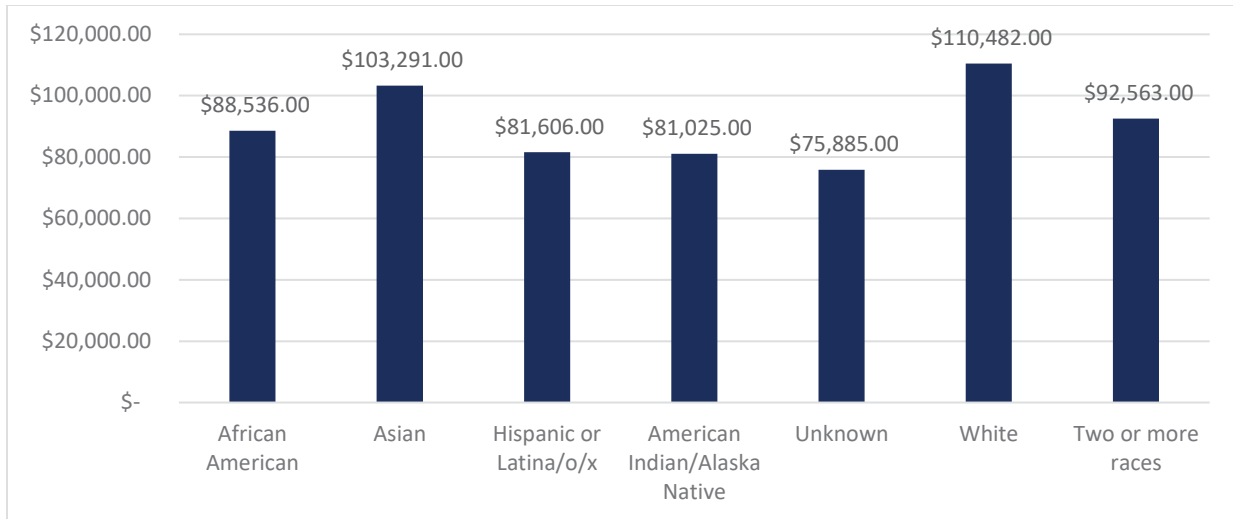


Figure 33. Median Income in the Past 12 Months: Orange County Residents by Race/Ethnicity
 Source: U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Economic and Workforce Trends

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 16). From that point, unemployment declined steadily, reaching 2.5% by the end of 2022. This period coincides with significant enrollment declines at the College. As enrollment has slowly ticked up in the past year, so has the unemployment rate; by December 2023 unemployment was back up 1.3 percentage points from the previous year.

Table 16. Civilian Labor Force, Employment, and Unemployment for Orange County

Measures	December 2019	December 2020	December 2021	December 2022	December 2023	Percent Change 2022 to 2023
Civilian Labor Force	1,618,100	1,536,700	1,574,300	1,604,900	1,584,700	-1.3%
Employed	1,576,300	1,417,800	1,516,200	1,564,200	1,524,700	-2.5%
Unemployed	41,800	118,900	58,100	40,700	60,000	+32.2%
Unemployment Percent	2.6%	7.7%	3.7%	2.5%	3.8%	

Source: California Employment Development Department

In the cities surrounding the College, unemployment rates were at or below 4.0% in December 2023 (Table 17).

Table 17. Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, December 2023

Measures	Orange County	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
Civilian Labor Force	1,584,700	169,400	23,300	69,400	30,500	25,400	34,500
Employed	1,524,700	162,900	22,400	66,700	29,400	24,400	33,300
Unemployed	60,000	6,500	900	2,700	1,200	1,000	1,100
Unemployment Percent	3.8%	3.8%	3.7%	3.9%	3.8%	4.0%	3.3%

Source: California Employment Development Department

In terms of the types of employment and opportunities students may find in Orange County, a review of Orange County’s employment by industry shows a substantial proportion falling within professional and business services; trade, transportation and utilities; and goods producing. Health related services saw substantial growth in 2023. (Table 18).

Table 18. Employment and Growth by Industry in Orange County, 2023

Industry	December 2023	Yearly Change
Professional & Business Services	322,600	-4.6%
Trade, Transportation & Utilities	270,200	+2.8%
Goods Producing	263,700	-1.4%
Leisure & Hospitality	231,500	+1.1%
Educational & Health Services	273,900	+6.3%
Health Care & Social Assistance	233,200	+6.0%
Accommodation & Food Services	174,700	-0.3%
Government	163,700	+2.9%
Total	1,933,500	+1.3%

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 19 contains the fastest growing occupations in the county which require an associate’s degree or vocational certificate.

Table 19, Fastest Growing Orange County Occupations Requiring an Associate Degree or Post-Secondary Vocational Training, 2020-2030

Occupation	2020	2030	Percent Change
Manicurists and Pedicurists	3,830	6,120	+59.8%
Massage Therapists	2,150	3,170	+47.4%
Physical Therapist Assistants	630	890	+41.3%

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 20. Top 10 Employed Industry and Growth Projections for 2024 for Orange County by Entry Level for Career Technical Certificate

Occupation	2022 Jobs	Projections for 2024	Change (%)	Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	12,521	12,896	3%	\$25.09
Medical Assistants	10,273	10,914	6%	\$19.26
Nursing Assistants	9,304	9,788	5%	\$19.45
Hairdressers, Hairstylists, and Cosmetologists	6,988	7,495	7%	\$16.43
Licensed Practical and Licensed Vocational Nurses	6,721	7,041	5%	\$32.68
Manicurists and Pedicurists	6,652	7,355	11%	\$14.87
Dental Assistant	6,521	6,905	6%	\$22.08
Automotive Service Technicians & Mechanics	6,261	6,384	2%	\$28.40
Massage Therapists	4,618	5,011	9%	\$22.89
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4,537	4,763	4%	\$31.23

Source: Lightcast-Economic Modeling

Table 21. Top 10 Employed Industry and Growth Projections for 2024 for Orange County by Entry Level for Associate’s Degrees

Occupation	2022 Jobs	Projections for 2024	Change (%)	Median Hourly Earnings
Preschool Teachers, Except Special Education	4,685	4,886	4%	\$17.37
Paralegals and Legal Assistants	4,124	4,372	6%	\$30.40
Dental Hygienists	3,126	3,332	4%	\$53.54
Architectural and Civil Drafters	1,747	1,790	2%	\$30.49
Electrical and Electronic Engineering Technologists and Technicians	1,689	1,684	0%	\$34.49
Radiologic Technologists and Technicians	1,675	1,790	7%	\$42.54
Human Resources Assistants, Except Payroll and Timekeeping	1,469	1,479	1%	\$22.67
Computer Network Support Specialist	1,415	1,452	3%	\$35.20
Respiratory Therapist	1,212	1,269	5%	\$39.51
Engineering Technologists and Technicians, Except Drafters, All Others	1,086	1,103	2%	\$30.63

Source: Lightcast-Economic Modeling

Table 22. Top 10 Employed Industry and Growth Projections for 2024 for Orange County by Entry Level for Bachelor’s Degrees

Occupation	2022 Jobs	Projections for 2024	Change (%)	Median Hourly Earnings
General and Operations Managers	28,261	29,346	4%	\$54.10
Registered Nurses	25,617	26,774	5%	\$60.39
Accountants and Auditors	19,015	19,498	3%	\$37.86
Software Developers	18,171	19,113	5%	\$64.14
Business Operations Specialists, All Others	16,507	16,900	2%	\$33.56
Managers, All Other	15,499	15,813	2%	\$52.72
Management Analyst	14,021	14,479	3%	\$32.59
Market Research Analysts and Marketing Specialist	12,149	12,723	5%	\$32.59
Project Management Specialist	11,651	11,984	3%	\$47.61
Financial Managers	11,599	11,995	3%	\$75.06

Source: Lightcast-Economic Modeling

Acknowledgements

The 2022-2023 Fullerton College Office of Institutional Effectiveness Team: Daniel Javier Berumen, Karina Corona, Michael Gieck, Megan Harris, and Victor Manchik



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