



# **INSTITUTIONAL EFFECTIVENESS REPORT 2023-24**

# FULLERTON COLLEGE

2023-2024

## INSTITUTIONAL EFFECTIVENESS REPORT



2023-2024



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# 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*.

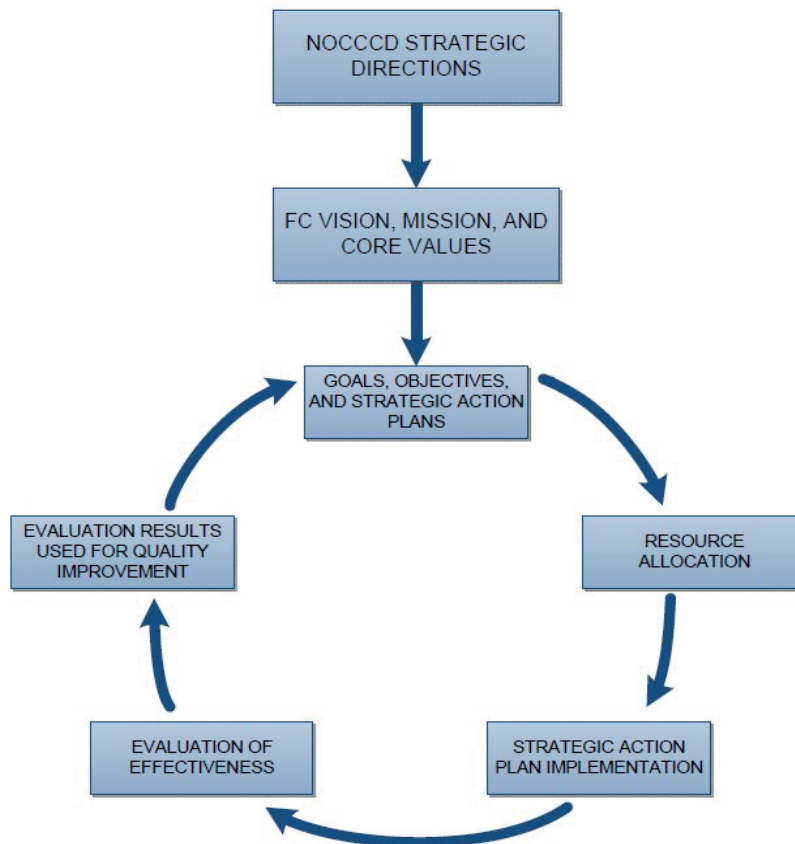
In 2023-2023, the College refreshed its core values, strategic goals and objectives, and institution set standards. The Institutional Integrity Committee and the Office of Institutional Effectiveness led these efforts to help organize the College's planning process after COVID-19 disruptions. These changes, 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.

This report comprises four sections: 1) planning process and cycles; 2) student enrollment data and demographics for 2023-2024; 3) institution set standards and achievement data; 4) a regional environmental scan with educational attainment and employment data.

In 2023-2024, Fullerton College was in the middle of its Accrediting Commission for Community and Junior College's (ACCJC) self-evaluation process. A significant amount of information about the College and how it operates is available in its comprehensive self-study ([fullcoll.edu/accreditation](http://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.

# 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

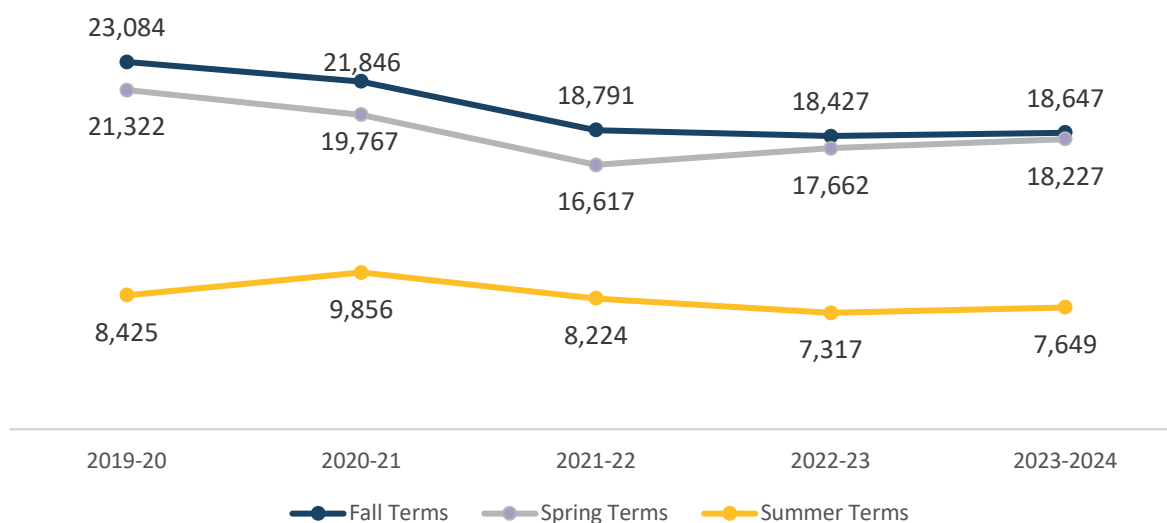
Fullerton College serves over 26,000 students per academic year. Like many community colleges across the country, it has been managing an enrollment decline that accelerated after the start of the Covid-19 pandemic. Over the past five years, the total number of students enrolled (unduplicated headcount) 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*

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Student Headcount</b>	31,553	30,500	26,167	26,459	26,906
<b>Yearly Change</b>	-1.7%	-3.3%	-14.2%	+1.1%	+1.7%

Source: NOCCCD Internal Data

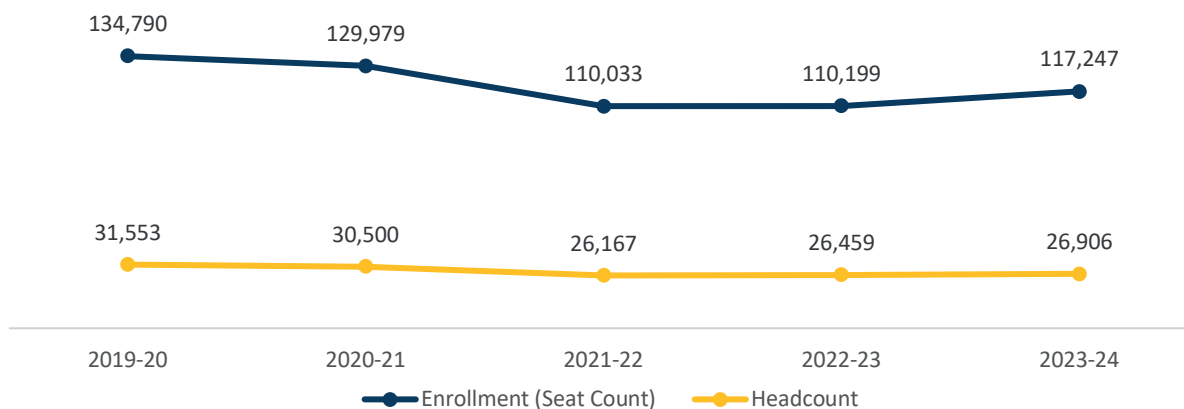
Figure 1 contains the unduplicated headcount at the College by term: summer, fall, spring. The data indicate that headcount gains in the 2022-2023 academic year referenced above were driven by enrollment in the spring 2023 term. While the fall 2022 headcount was down 1.9 percentage points from fall 2021, spring 2023 headcounts were up 6.3 percentage points from spring 2022.



*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 117,247 course enrollments in 2023-2024 represent a third straight year of gains.

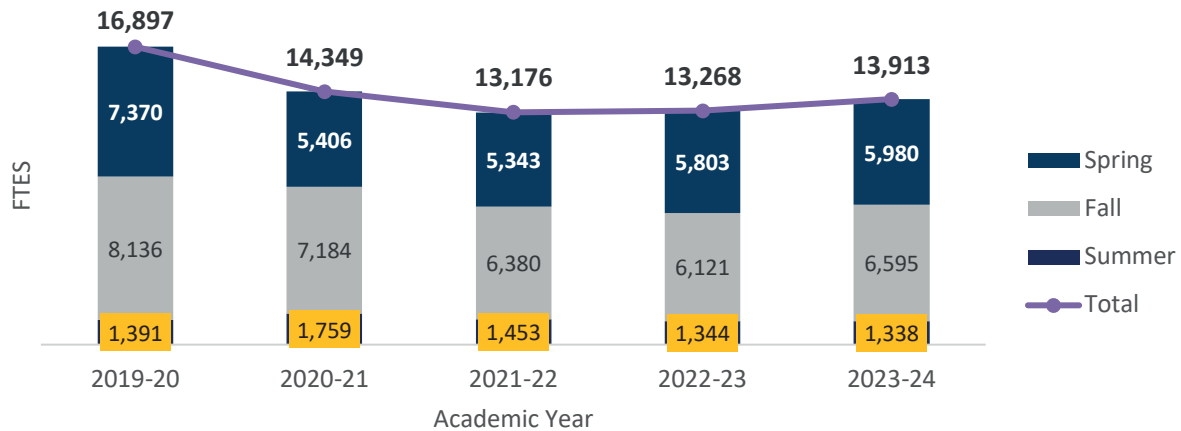


*Figure 2. Course Enrollments and Headcount by Academic Year*

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 allocation<sup>1</sup>. As a result, it is important to note that the decrease of resident FTES from 16,897 in AY 2019-20 to 13,918 in AY 2023-24 equates to a decline of about 21% (Figure 3).

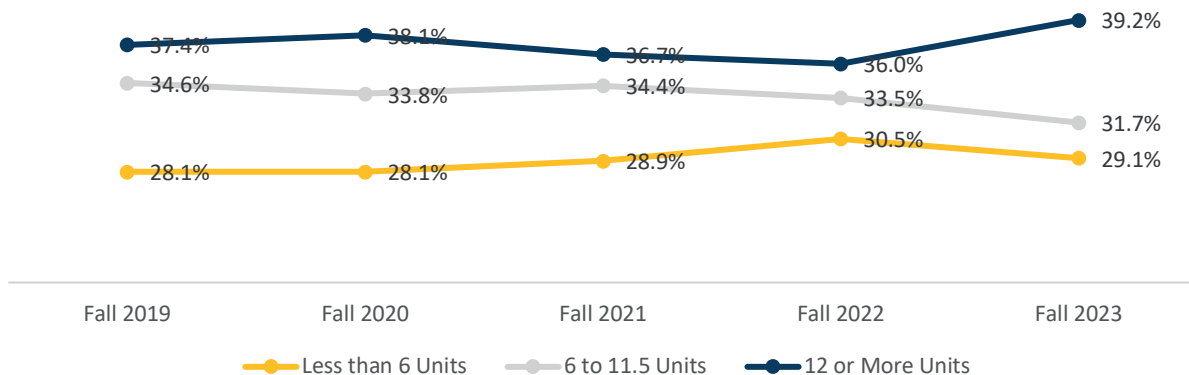
<sup>1</sup> Student Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>



**Figure 3. FTES Generation by Academic Year**

Source: NOCCCD Data Mart

In fall 2023, more than one-third of Fullerton College students (36.0%) were enrolled in 12 or more units (Figure 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. The percentages in Figure 4 below include only units from Fullerton College.



**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 50.6% of students identifying as female compared to 42.3% 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 2.4% of the student population.

Table 2. Proportion of Students by Gender

Gender	2019-20	2020-21	2021-22	2022-23	2023-24
Female	51.2%	53.0%	51.7%	50.7%	50.6%
Male	45.0%	42.0%	42.6%	42.7%	42.3%
Non-Binary/ Transgender	**	**	**	2.3%	2.4%
Unknown / Not Reported	3.8%	5.0%	5.7%	4.3%	4.7%

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.

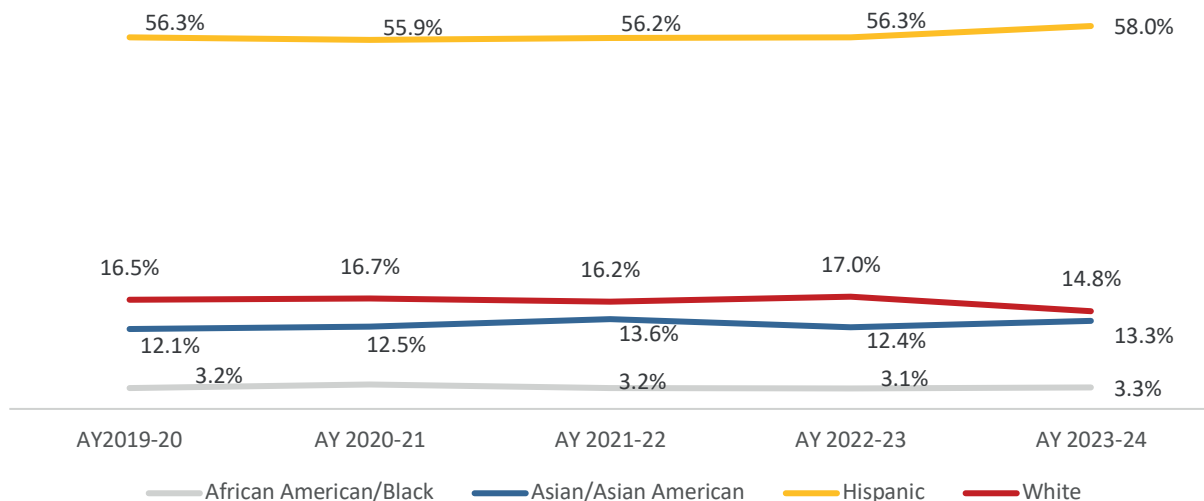


Figure 5. Proportion of Students by Race/Ethnicity

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, and Native Hawaiian/Pacific Islander.

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

Race/Ethnicity	AY 2019-2020		AY 2020-2021		AY 2021-22		AY 2022-23		AY 2023-24	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Am. Indian or Alaskan</b>	58	0.2%	53	0.2%	34	0.1%	33	0.1%	52	0.2%
<b>Asian</b>	3,907	12.4%	4,105	12.5%	3,561	13.6%	3,293	12.4%	3,465	12.9%
<b>African American</b>	1,010	3.2%	999	3.1%	845	3.2%	824	3.1%	879	3.3%
<b>Filipino</b>	573	1.8%	373	2.9%	218	0.8%	98	0.4%	48	0.2%
<b>Hispanic</b>	17,749	56.3%	17,111	55.9%	14,704	56.2%	14,896	56.3%	15,615	58.0%
<b>Pacific Islander</b>	74	0.2%	69	0.2%	47	0.2%	58	0.2%	61	0.2%
<b>Two or More</b>	1,670	5.3%	2,186	3.8%	2,030	7.8%	2,130	8.1%	2,365	8.8%
<b>White Non-Hispanic</b>	5,220	16.5%	4,995	16.7%	4,243	16.2%	4,507	17.0%	3,974	14.8%
<b>Unknown</b>	1,292	4.1%	609	4.7%	485	1.9%	620	2.3%	459	1.7%

Source: NOCCCD Internal Data

Figure 6 and Table 4 show that about 70.0% of the students enrolled for academic year 2023-2024 at Fullerton College were 24 or younger. This group represents much of the student body for the last five academic years.

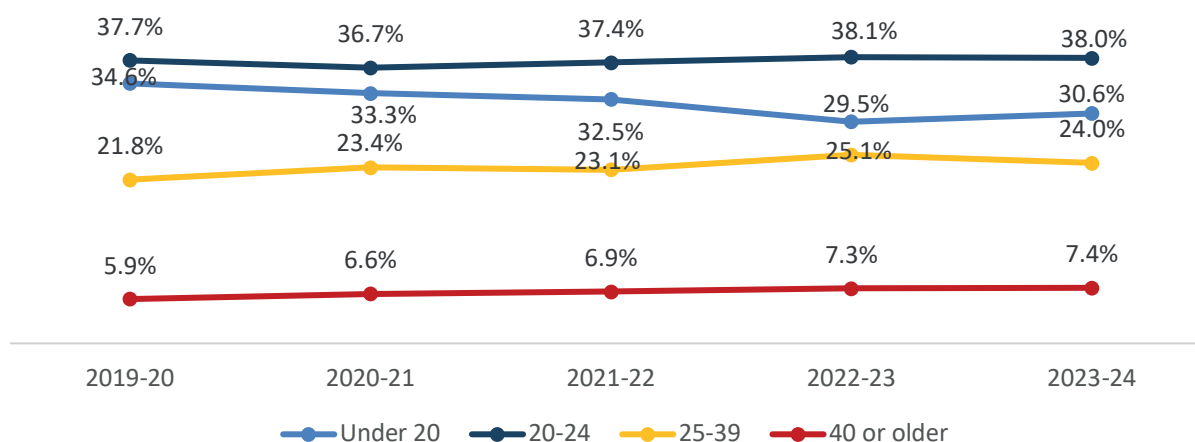


Figure 6. Proportion of Students by Age Group

Source: NOCCCD Internal Data

Table 4. Number and Proportion of Students by Age Group

Age Group	2019-20		2020-21		2021-22		2022-23		2023-24	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	9,195	29.1%	8,575	28.1%	7,580	29.0%	7,811	29.5%	8,236	30.6%
20-24	13,094	41.5%	12,289	40.3%	10,454	40.0%	10,069	38.1%	10,221	38.0%
25-39	7,333	23.2%	7,561	24.8%	6,280	24.0%	6,653	25.1%	6,452	24.0%
40 or older	1,930	6.1%	2,073	6.8%	1,852	7.1%	1,924	7.3%	1,997	7.4%

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 2020-2021.

Table 5. Top 10 Cities of Residence

2020-21			2021-22			2022-23			2023-24		
City	Total	%	City	Total	%	City	Total	%	City	Total	%
Anaheim	6,689	21.9%	Anaheim	5,583	21.3%	Anaheim	5,973	22.6%	Anaheim	5,944	22.1%
Fullerton	4,724	15.5%	Fullerton	4,133	15.8%	Fullerton	4,319	16.3%	Fullerton	4,454	16.6%
La Habra	1,928	6.3%	La Habra	1,689	6.5%	La Habra	1,715	6.5%	La Habra	1,695	6.3%
Whittier	1,608	5.3%	Whittier	1,388	5.3%	Whittier	1,317	5.0%	Whittier	1,350	5.0%
Buena Park	1,345	4.4%	Buena Park	1,238	4.7%	Buena Park	1,179	4.5%	Placentia	1,262	4.7%
Placentia	1,341	4.4%	Placentia	1,142	4.4%	Placentia	1,178	4.5%	Buena Park	1,242	4.6%
Yorba Linda	1,150	3.8%	Yorba Linda	1,035	4.0%	Yorba Linda	1,022	3.9%	Yorba Linda	1,130	4.2%
Brea	1,134	3.7%	Brea	977	3.7%	Brea	980	3.7%	Brea	1,093	3.7%
La Mirada	825	2.7%	La Mirada	692	2.6%	La Mirada	651	2.5%	La Mirada	726	2.7%
Garden Grove	647	2.1%	Garden Grove	564	2.2%	Garden Grove	591	2.2%	Garden Grove	573	2.1%
Top 10	21,391	70.1%	Top 10	18,441	70.5%	Top 10	18,925	71.5%	Top 10	19,469	72.4%

Source: NOCCCD Internal Data

The College population includes a significant number of first-generation college students. In 2023-2024, 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	2020-21		2021-22		2022-23		2023-2024	
	Count	%	Count	%	Count	%	Count	%
No High School Diploma	6,895	22.6%	5,915	22.6%	4,158	15.7%	4,125	15.3%
High School Diploma	5,848	19.2%	4,925	18.8%	5,159	19.5%	4,943	18.4%
<b>Total No College</b>	<b>12,743</b>	<b>41.0%</b>	<b>10,840</b>	<b>41.4%</b>	<b>9,317</b>	<b>35.2%</b>	<b>9,088</b>	<b>33.7%</b>
Some College/No Degree	5,700	18.1%	4,805	18.4%	4,681	17.7%	4,622	17.2%
Associate Degree	2,609	8.6%	2,226	8.5%	2,334	8.8%	2,226	8.3%
Bachelor's Degree	5,722	18.1%	4,948	18.9%	4,840	18.3%	5,107	19.0%
Graduate Degree	3,544	11.2%	3,108	11.9%	3,146	11.9%	3,468	12.9%
No Response	182	0.6%	244	0.9%	2,141	8.1%	2,415	9.0%

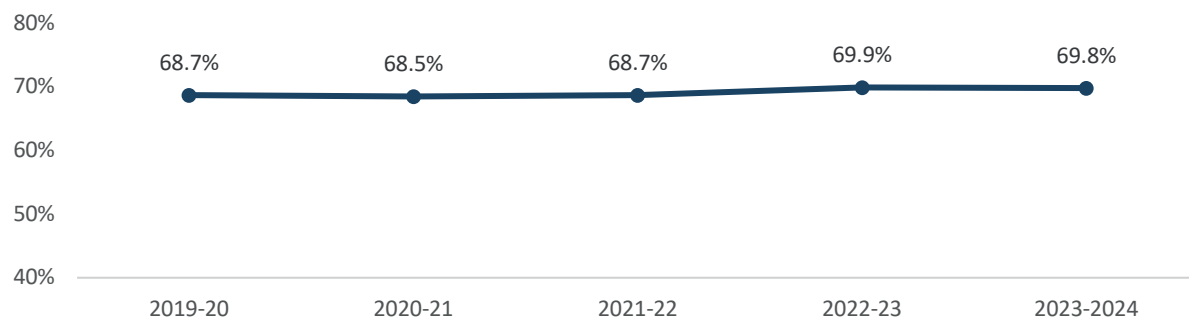
Source: NOCCCD Internal Data

Information regarding students' use of financial aid as well as the extent to which students are considered economically disadvantaged using the Perkins definition is available through the California Community Colleges Chancellor's Office (CCCCO) [DataVista](#)<sup>2</sup> dashboard site.

Using this statewide resource, data from Fullerton College indicates that 69.8% 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 four<sup>3</sup>.

<sup>2</sup> [Datavista.cccco.edu](https://datavista.cccco.edu)

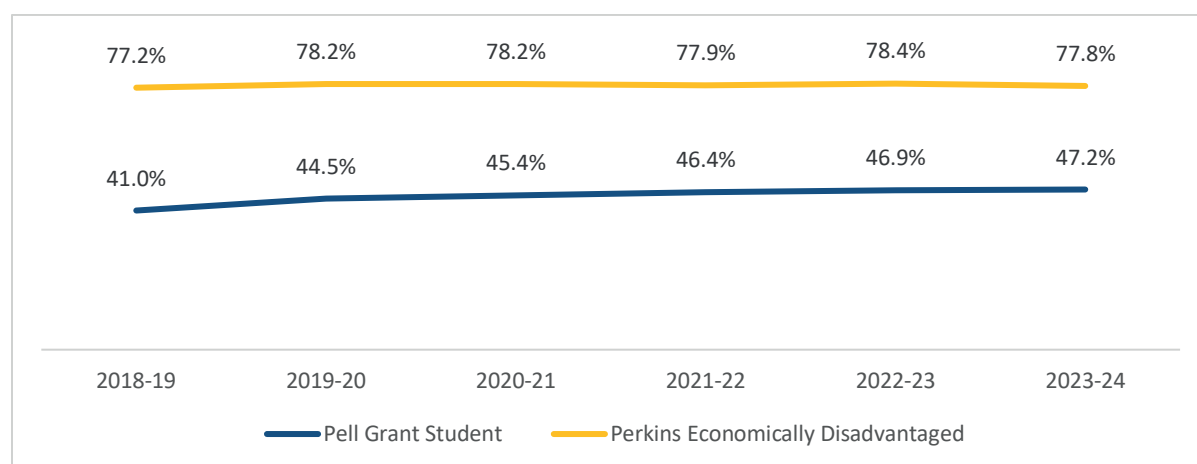
<sup>3</sup> <https://www.uscis.gov/i-942p>



**Figure 7. Received a College Promise Waiver**

Source: DataVista

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

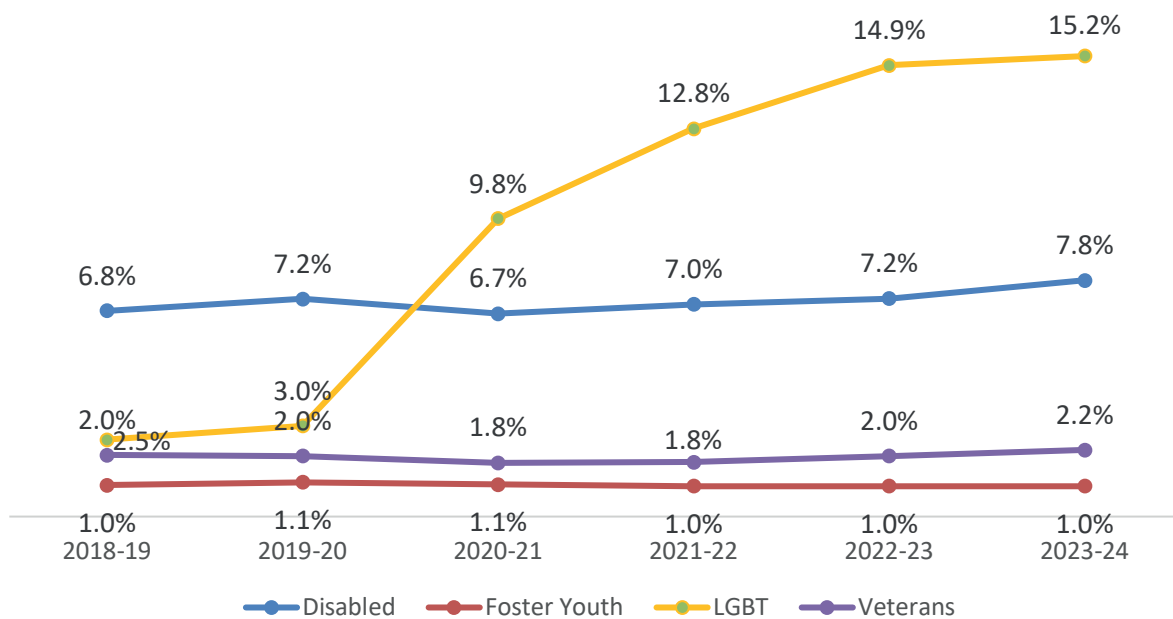
Source: DataVista

Additionally, the CCCC's DataVista 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>. 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

<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 ([www.datavista.cccco.edu](http://www.datavista.cccco.edu)) 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.

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: DataVista

## 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.

**Table 7. Student Academic Goal**

	2020-21	2021-22	2022-23	2023-24
	% of Total	% of Total	% of Total	% of Total
<i><b>Degree, Certificate, and/or Transfer</b></i>				
Associate Degree and Transfer	47.5%	49.6%	45.3%	44.8%
Associate Degree Only	5.9%	6.2%	6.2%	7.1%
Transfer to University Only	13.5%	12.5%	10.5%	9.9%
Vocational Certificate/Degree	3.2%	3.4%	3.5%	4.1%
<i><b>Educational Development</b></i>				
Educational Development	4.4%	4.5%	5.1%	5.5%
High School Completion	1.4%	1.5%	1.7%	2.1%
Non-Credit to Credit	0.1%	0.1%	0.1%	0.1%
<i><b>Career Development</b></i>				
Career Advancement/Change	5.5%	5.4%	5.7%	6.5%
Career Exploration	2.4%	2.5%	2.8%	3.0%
<i><b>Different Goals / Unknown</b></i>				
Student at Four-Year Institution	6.3%	5.2%	6.0%	5.2%
Missing	1.3%	<0.1%	3.6%	2.1%
Undecided	8.5%	9.1%	9.6%	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

2020-21			2021-22			2022-23			2023-2024		
Major	#	%	Major	#	%	Major	#	%	Major	#	%
Business Admin.	2,386	7.8%	Business Admin.	2,009	7.8%	Business Admin.	2,038	7.7%	Business Admin.	2,038	7.7%
Pre-Nursing	1,239	4.1%	Psychology AA-T	1,135	4.3%	Psychology AA-T	1,126	4.3%	Pre-Nursing	1,094	4.1%
Psychology AA-T	1,239	3.1%	Pre-Nursing	1,020	3.9%	Computer Science	1,095	4.1%	Psychology AA-T	1,071	4.0%
Accounting	1,165	3.8%	Computer Science	973	3.7%	Pre-Nursing	1,006	3.8%	Computer Science	956	3.6%
Business Management	1,041	3.4%	Business Management	884	3.4%	Business Management	936	3.5%	Business Management	839	3.1%
Engineering	957	3.1%	Engineering	814	3.1%	Art	798	3.0%	Engineering	741	2.8%
Computer Science	951	3.1%	Art	789	3.0%	Engineering	761	2.9%	Art	735	2.7%
Art	796	2.6%	Accounting	743	2.8%	Biology AS-T	654	2.5%	Biology AS-T	730	2.7%
Kinesiology AA-T	703	2.3%	Biology AS-T	659	2.5%	Accounting	613	2.3%	Kinesiology AA-T	608	2.3%
Biology AS-T	696	2.3%	Kinesiology	531	2.4%	Kinesiology	577	2.2%	Accounting	581	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 90<sup>th</sup> percentile cutoff. The current methodology bases institution set standard levels as of the data available in the 2021-2022 academic year.

In 2023 the College instituted aspirational or "stretch" targets; a level for each metric that the College aspires to meet. For rate metrics, stretch goals are set at the rate for the highest performing racial subgroup during the 2021-2022 academic year. 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 Rates

**Definition:** Success rates identify the percentage of enrollments that end in an A, B, C, or Passing grade.

**Analysis:** Success rates in 2023-2024 were higher than the previous four academic years (Figure 10). While the success rate for Black/African American students has consistently been lower than their peers, it is up eight percentage points since 2019-2020 (Figure 11). While online courses remain popular, success rates in that modality are lower than in person courses (Figure 12), with significant gaps for African American students (Figure 13).

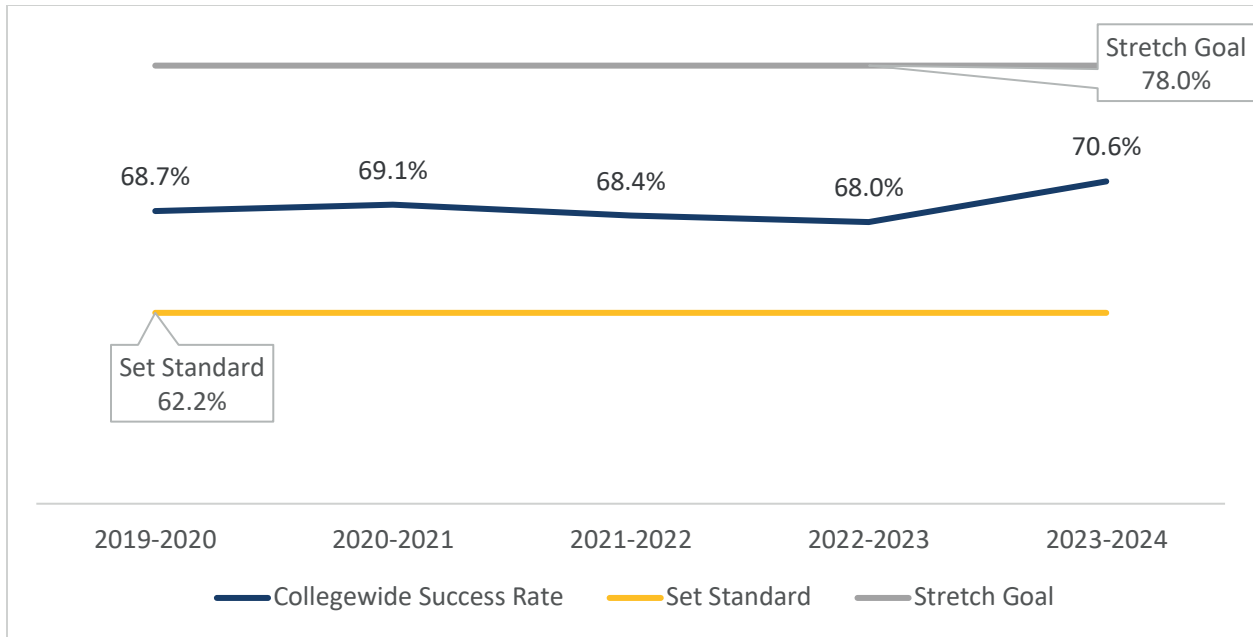


Figure 10. Course Success Rates Last 5 Academic Years

Source: NOCCCD Internal Data

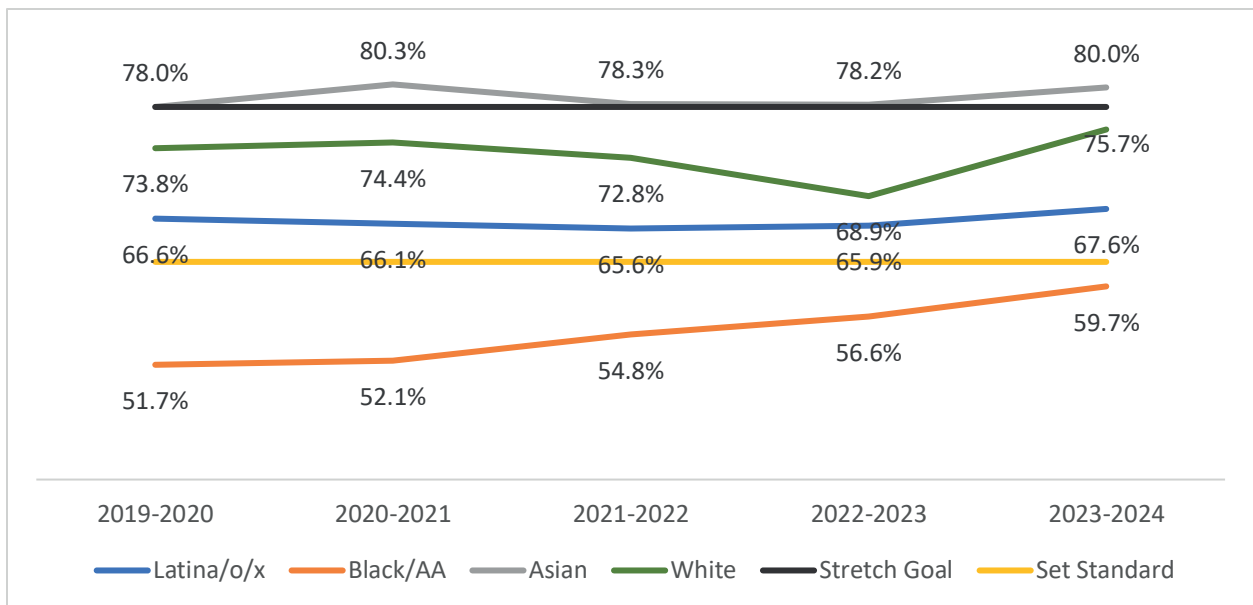


Figure 11. Course Success Rates Last 5 Academic Years by Ethnicity

Source: NOCCCD Internal Data

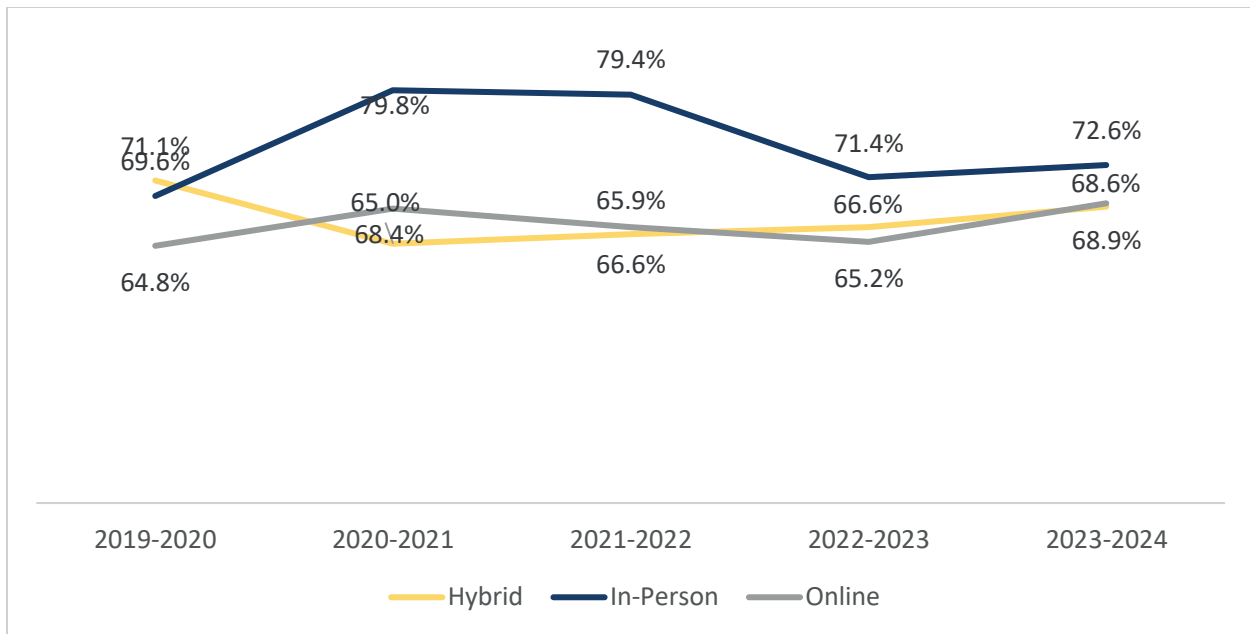


Figure 12. Course Success Rates by Modality Last 5 Academic Years

Source: NOCCCD Internal Data

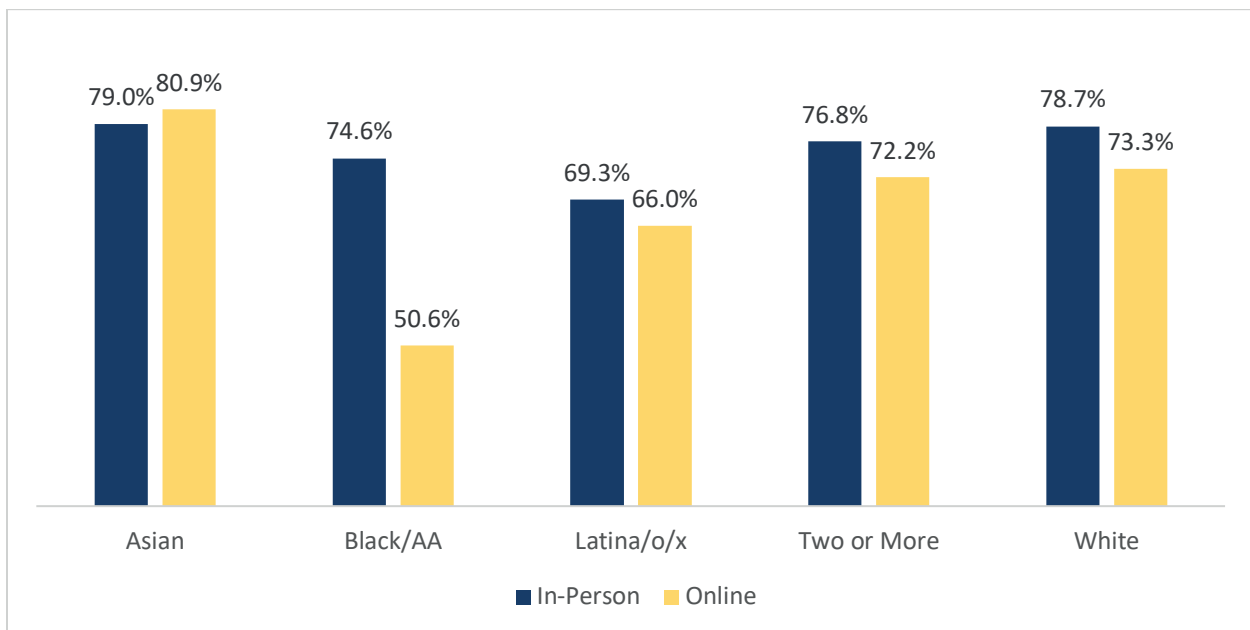


Figure 13. 2023-2024 Success Rates by Modality and Ethnicity

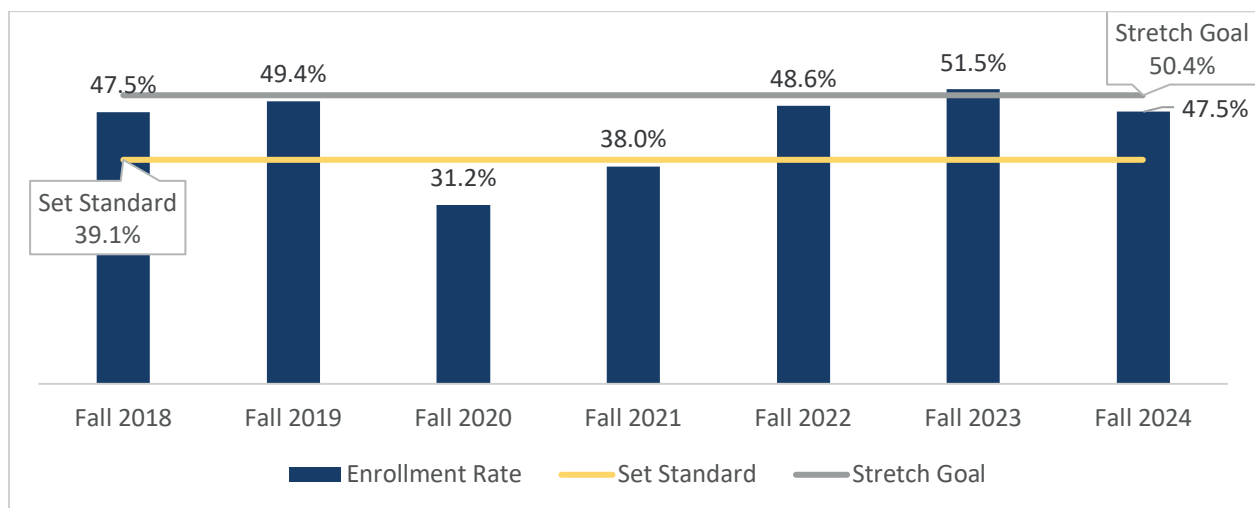
Source: NOCCCD Internal Data



## Successful Enrollment (Local)

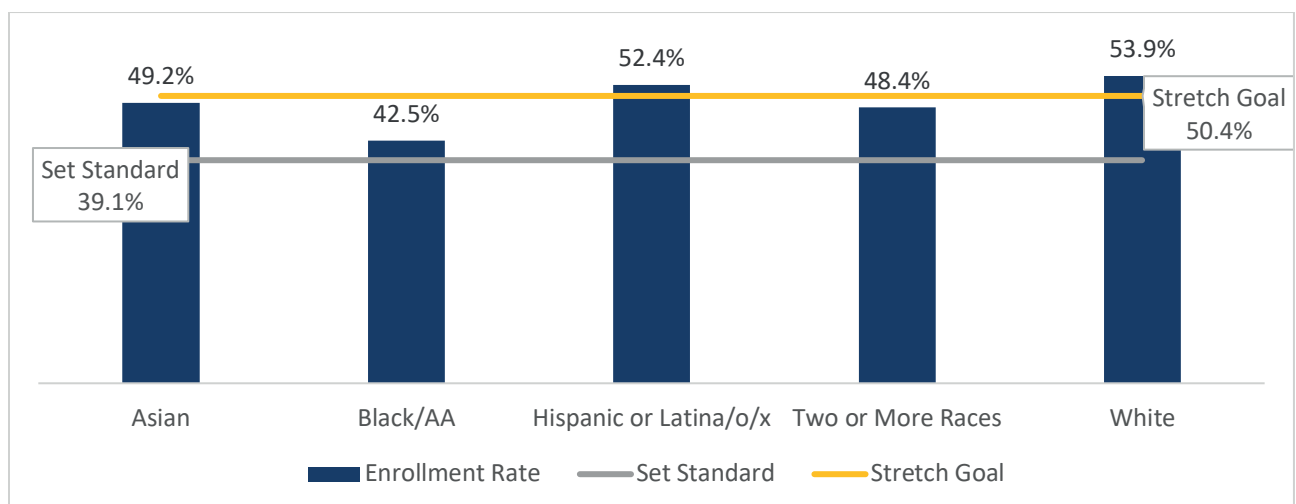
**Definition:** The following data helps assess how well the College converts applicants to registered students. Specifically, this metric identifies the percentage of first-time applicants who enrolled at the College after completing [CCC Apply](#). The data in the following figures comes from local sources and may differ from statewide analysis.

**Analysis:** The successful enrollment rate has rebounded from COVID-19 related enrollment declines. The College is now performing right below its “stretch goal”. That said when disaggregated by race/ethnicity, the data indicates the College has room to improve the matriculation of Black/African American students.



**Figure 14. Successful Enrollment Rates by Fall Terms**

Source: NOCCCD Internal Data



**Figure 15. Fall 2024 Successful Enrollment Rates by Ethnicity**

Source: NOCCCD Internal Data

## Transfer English and Math (Local)

**Definition:** The following data indicate the percentage of first-time college students who completed transfer English and/or math by the end of the following summer; about one year. Completion of these courses is considered a [leading indicator](#)<sup>6</sup> of degree and transfer completion. The cohorts below vary slightly from [statewide analyses](#), as they only include students who indicated a goal of degree or transfer. The metric also considers whether a student completed these courses when they were a special admit/dual enrollment student.

**Analysis:** After steady increases [post-AB705](#) implementation, the College's rates have remained mostly flat over the last five fall terms. When disaggregated by race/ethnicity equity gaps appear. Black/African American and Latina/o/x students complete these key courses at much lower rates than their Asian and White peers.

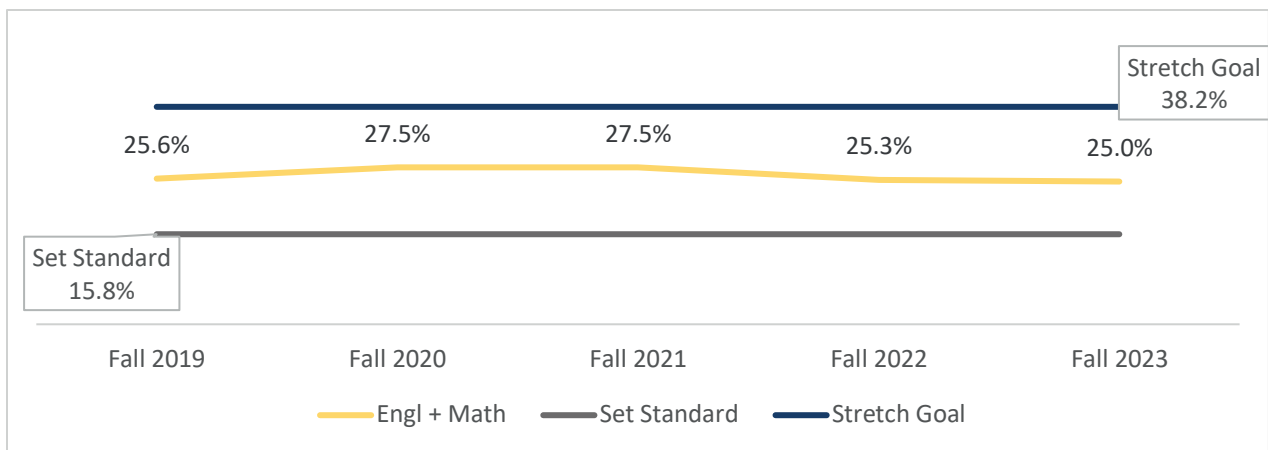


Figure 16. Fall First Time Students' English and Math Completion by End of First Year

Source: NOCCCD Internal Data

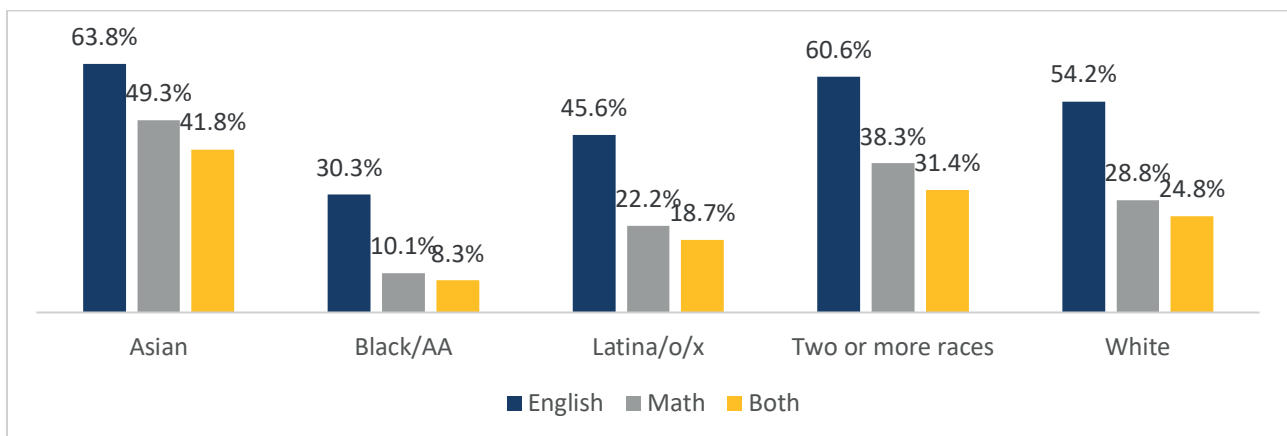


Figure 17. Fall 2023 First Time Students' English and Math Completion by Ethnicity

Source: NOCCCD Internal Data

<sup>6</sup> <https://ccrc.tc.columbia.edu/early-momentum-metrics-leading-indicators.html>

## Persistence Rates (Local)

**Definition:** The following data includes the percentage of first-time college students who start in the fall term and register in courses in the subsequent spring term. Students that earned a certificate or degree are excluded from the analysis.

**Analysis:** Persistence rates for fall 2023 first time students were higher than the previous three fall cohorts. Their rates were similar to the pre-COVID-19 fall 2019 cohort. That said, both Black/African American students and Latina/o/x fall 2023 students had persistence rates lower than their peers. The gap for Black/African American students was 12.6 percentage points, and the gap for Latina/o/x students was 5.3 percentage points.

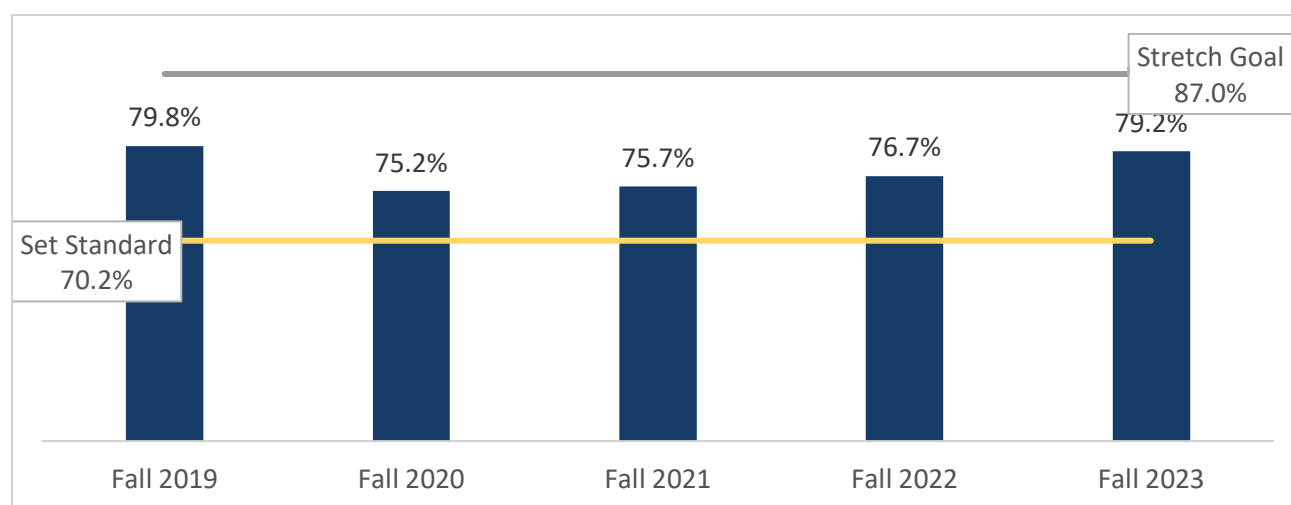


Figure 18. First Time Student Persistence from Fall to Spring

Source: NOCCCD Internal Data

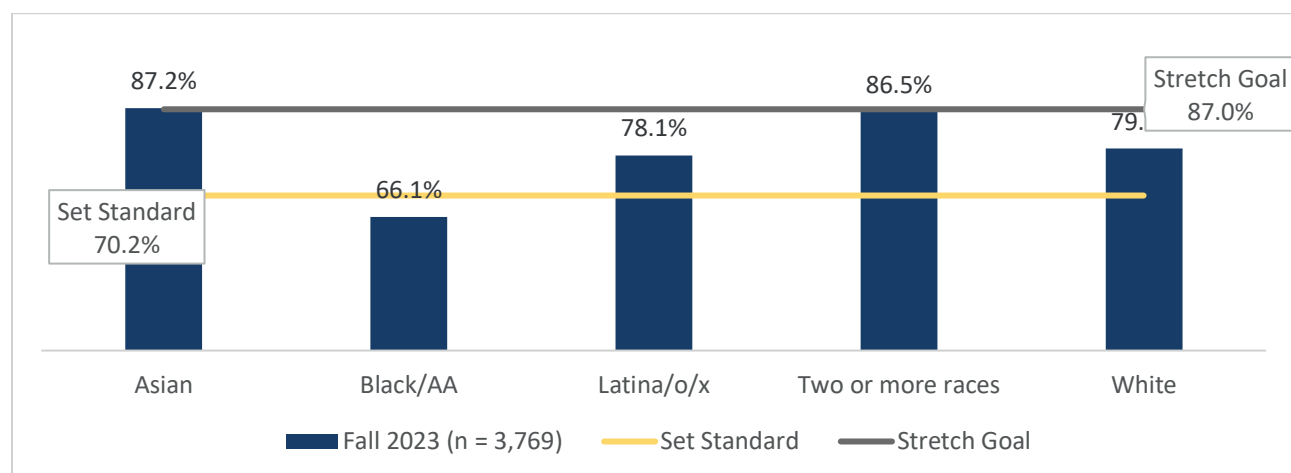


Figure 19. Fall 2023 First Time Student Persistence by Race/Ethnicity

Source: NOCCCD Internal Data

## Certificates Awarded

**Definition:** The number of students that earned a certificate within a specific academic year. The cohort analysis in the second figure includes all non-special admit students that began in the 2018-2019 academic year and earned a Chancellor’s Office approved certificate in four years. More information about certificate earners are available in this [OIE memo](#)<sup>7</sup>.

**Analysis:** The enrollment declines of 2020 and 2021 are having an impact on completions as the number of students earning certificates dipped from a high of 2,177 in 2020-2021. In addition, an [analysis](#) by the California Community College Chancellor’s Office shows that Black/African American and Latina/o/x students are earning certificates at lower rates than many of their peers.

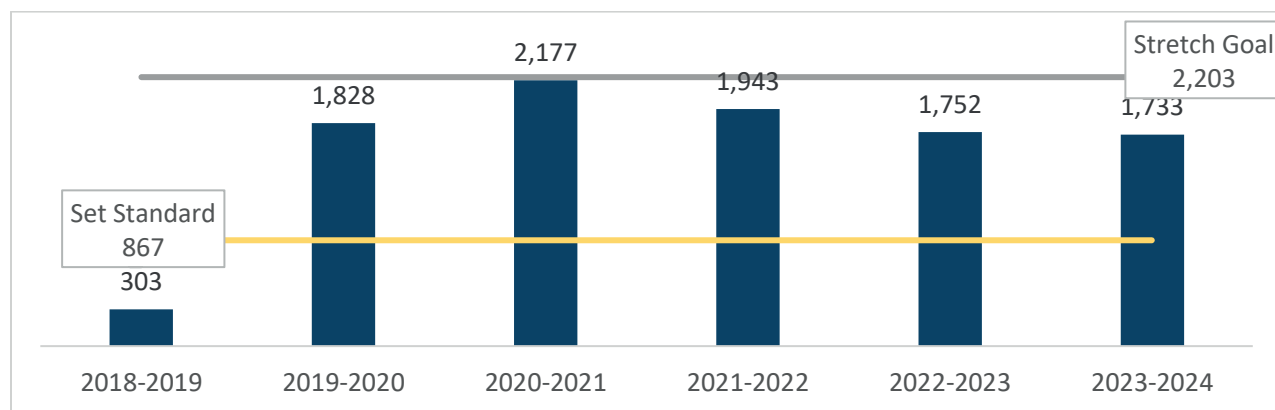


Figure 20. Certificate Earners by Year

Source: NOCCCD Internal Data

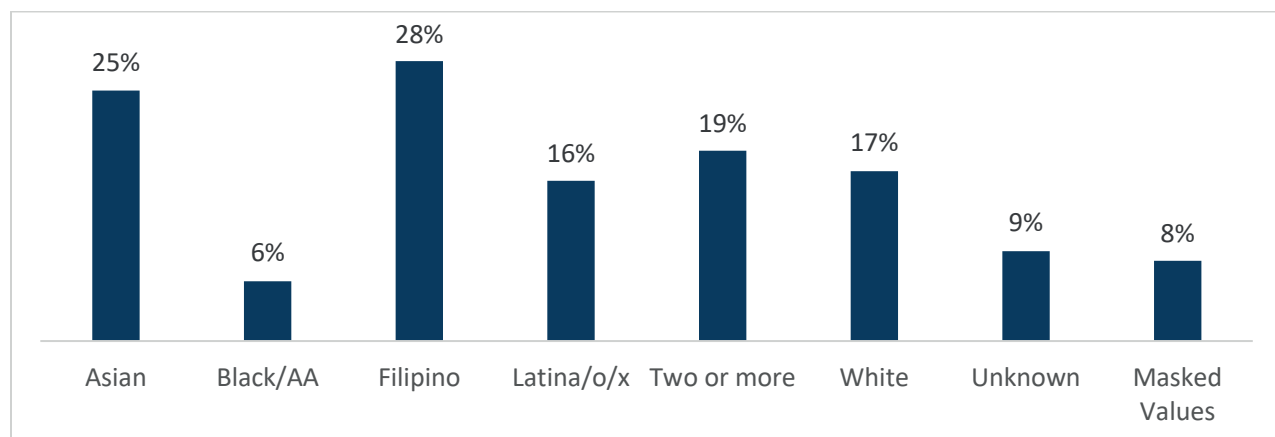


Figure 21. 2018-2019 Cohort (N = 5,425): Earned a Certificate in Four Years

Source: CCCC DataVista

<sup>7</sup> OIE memos are available at [ie.fullcoll.edu](http://ie.fullcoll.edu)

## Associate Degrees Awarded

**Definition:** The number of students that earned a degree within a specific academic year. The cohort analysis includes all non-special admit students that began in the 2018-2019 academic year and earned an associate degree in four years. More information about degree earners are available in this [OIE memo](#)<sup>8</sup>.

**Analysis:** The enrollment declines of 2020 and 2021 are having an impact on completions as the 2023-2024 year came just above the College's minimum/set standard. In addition, an [analysis](#) by the California Community College Chancellor's Office shows that Black/African American and Latina/o/x students are completing degrees at lower rates than many of their peers.

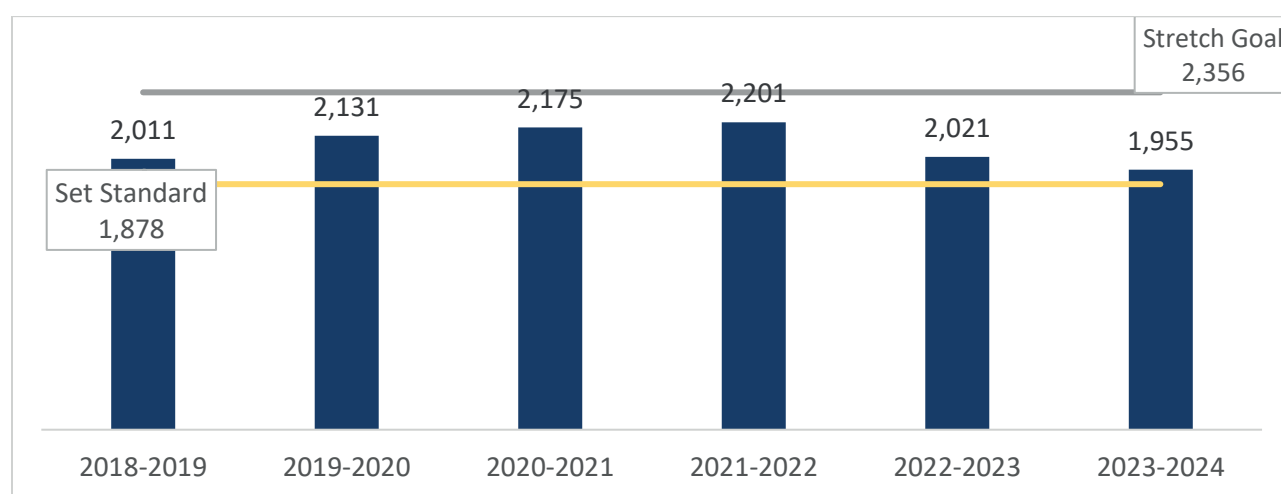


Figure 22. Degree Earners by Year

Source: NOCCCD Internal Data

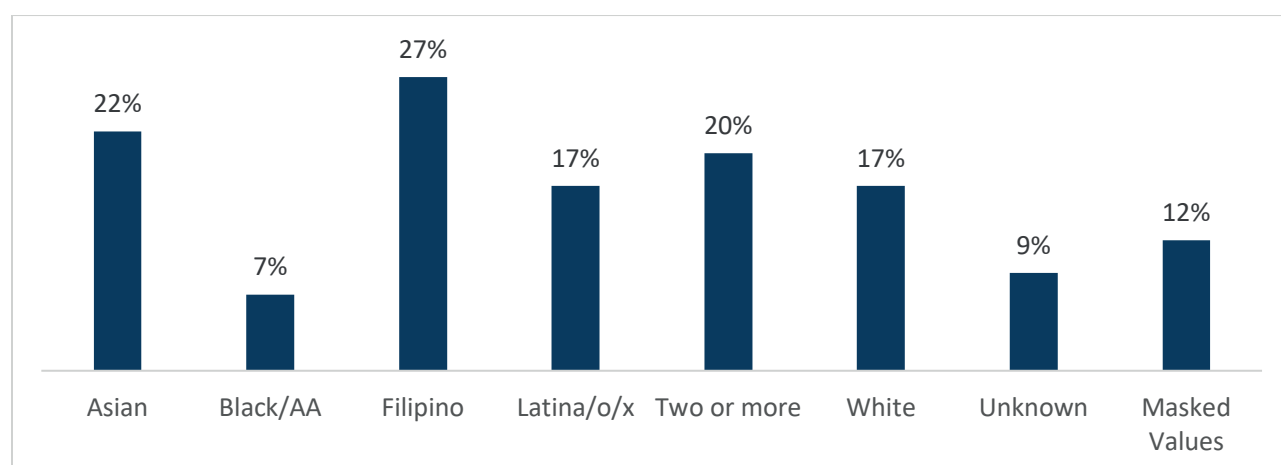


Figure 23. 2018-2019 Cohort (N = 5,425): Earned Associate Degree in Four Years

Source: CCCCO DataVista

<sup>8</sup> OIE memos are available at [ie.fullcoll.edu](http://ie.fullcoll.edu)

## Average Number of Units Accumulated by Degree Earners

**Definition:** The following data includes the average number of semester units accumulated by associate degree earners. This metric helps measure the College's Guided Pathways efforts to decrease the length of time students take to complete their educational goals.

**Analysis:** The College met its stretch goal with the 2022-2023 cohort after steady improvement over the last five academic years. Of note, both Black/African American and Latina/o/x students have met the stretch goal in this academic year.

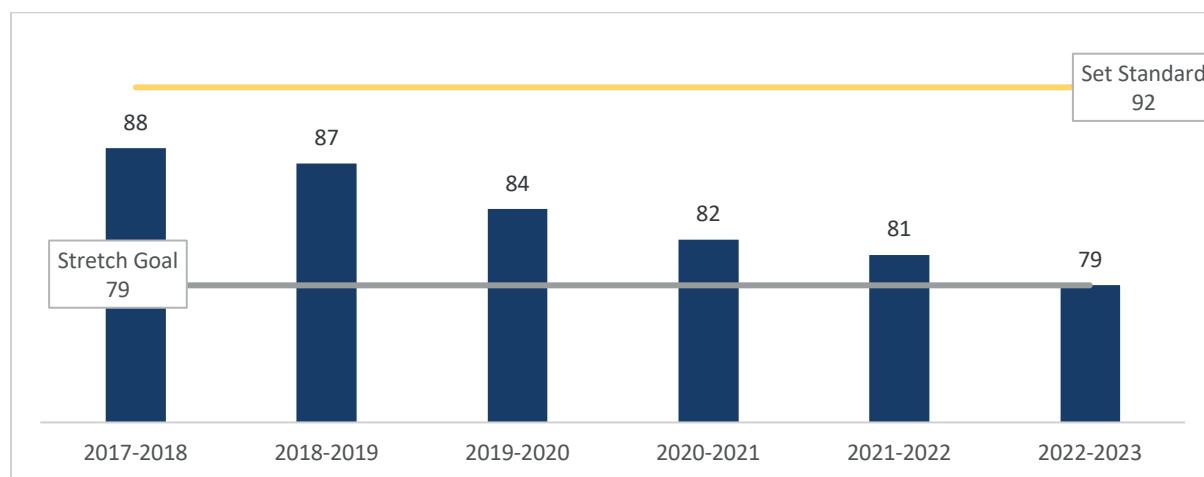


Figure 24. Average Number of Units by Degree Earners

Source: CCCC DataVista

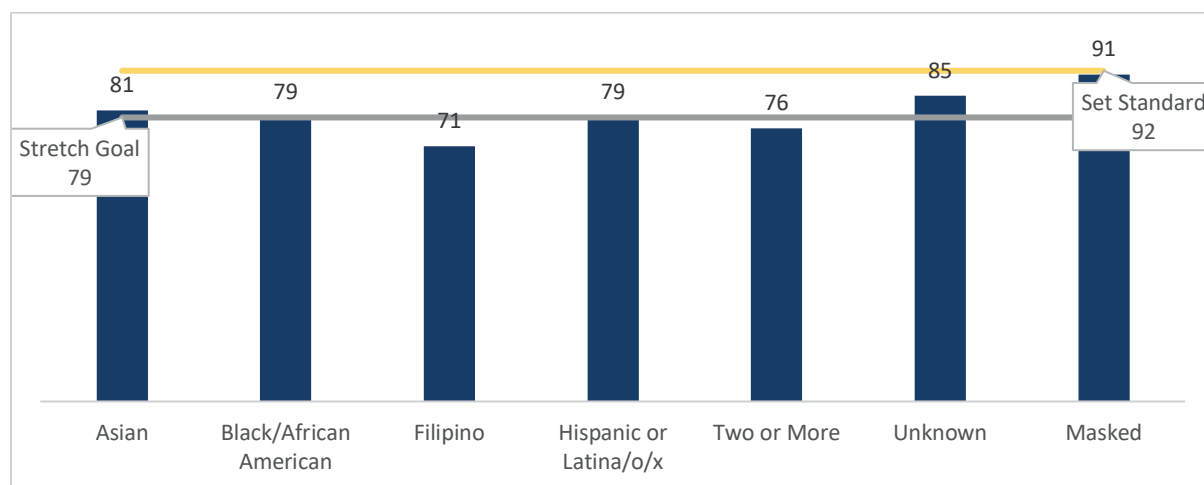


Figure 25. Average Number of Units by Degree Earners for 2022-2023 Cohort by Race/Ethnicity

Source: CCCC DataVista

## Transfer Counts to UC/CSU

**Definition:** The number of transfers to four-year universities is collected from publicly available dashboards from the University of California (UC) [Information Center](#) and the California State University (CSU) [Data Center](#). Transfer rates for the 2018-2019 first time college student cohort come from the Chancellor’s Office [DataVista](#).

**Analysis:** The enrollment declines of 2020 and 2021 are having an impact on transfers as the 2023-2024 year came just below the College’s minimum/set standard. In addition, an [analysis](#) by the California Community College Chancellor’s Office shows that Black/African American and Latina/o/x students are transferring to these systems at lower rates than many of their peers.

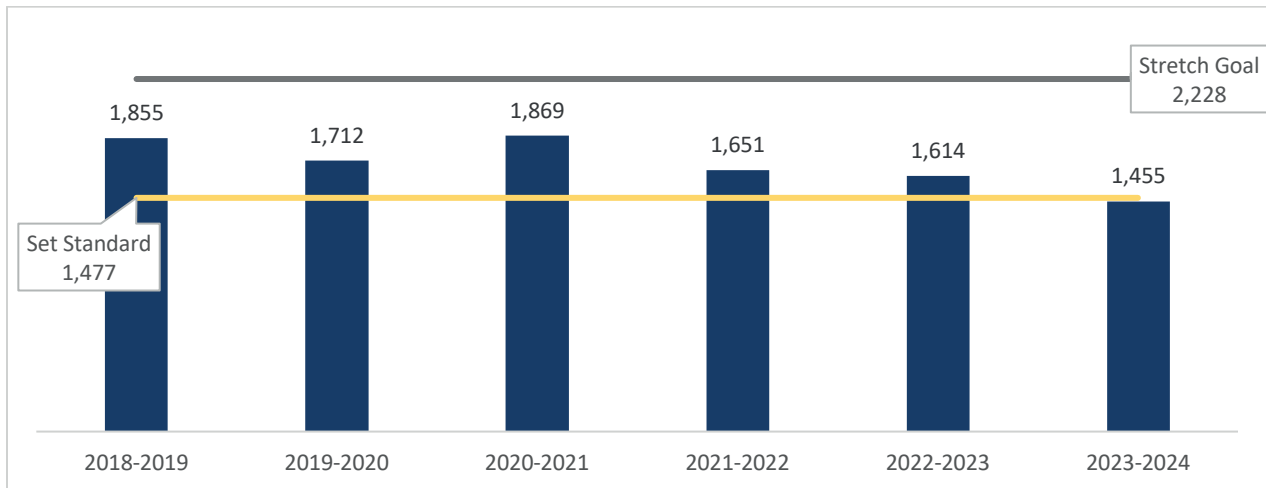


Figure 26. CSU/UC Transfer Counts by Academic Year

Source: CSU Data Center and the UC Information Center

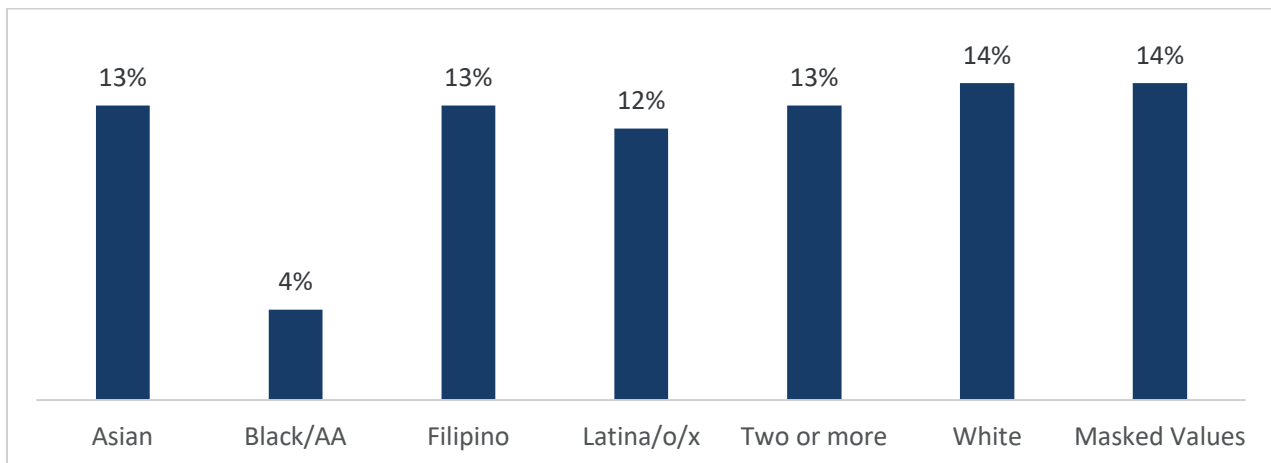


Figure 27. 2017-2018 Cohort (N=5,867): Transfer to CSU/UC in Four Years

Source: CCCC DataVista

## Career and Earning Metrics

**Definition:** The following data come from analysis developed by the California Community College Chancellor’s Office for its [DataVista](#) dashboard. The data for “Former CTE Students in Jobs Closely Related to Field of Study” comes from self-reported data collected in the [CTE Outcome Survey](#) (CTEOS)<sup>9</sup>, which is administered to former Career Education students annually. The College receives [annual reports](#) from this survey. For reference, the 2020-2021 data includes only 404 survey responses. The data for the “Proportion of Students After Exit Who Attained the Living Wage” includes students who exited the community college system and who did not transfer to any postsecondary institution. The living wage is based on county data, and refers to the amount needed for a single adult. Additional information is available in [DataVista data definition dictionary](#).

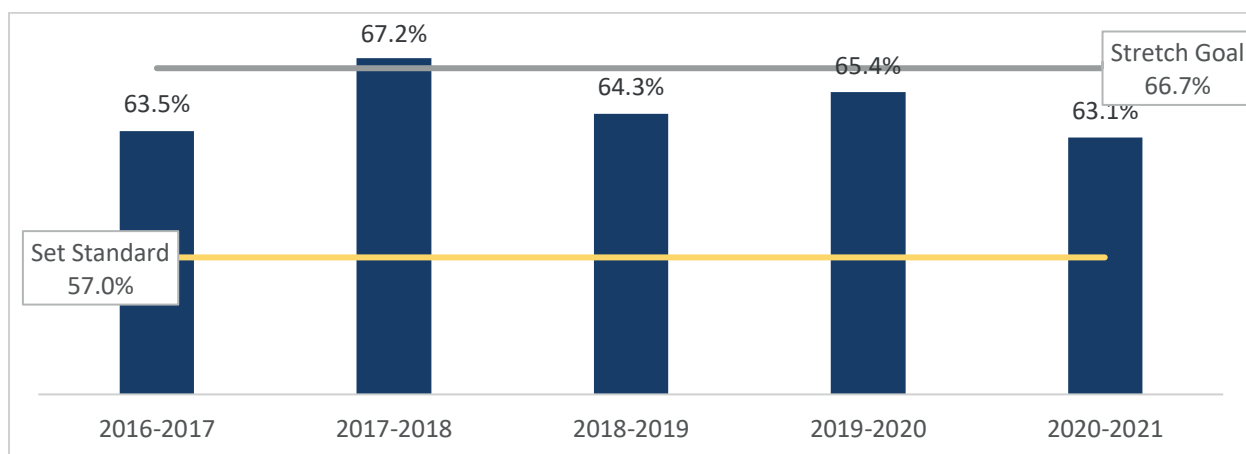


Figure 28. Former CTE Students in Jobs Closely Related to Field of Study

Source: CCCC DataVista

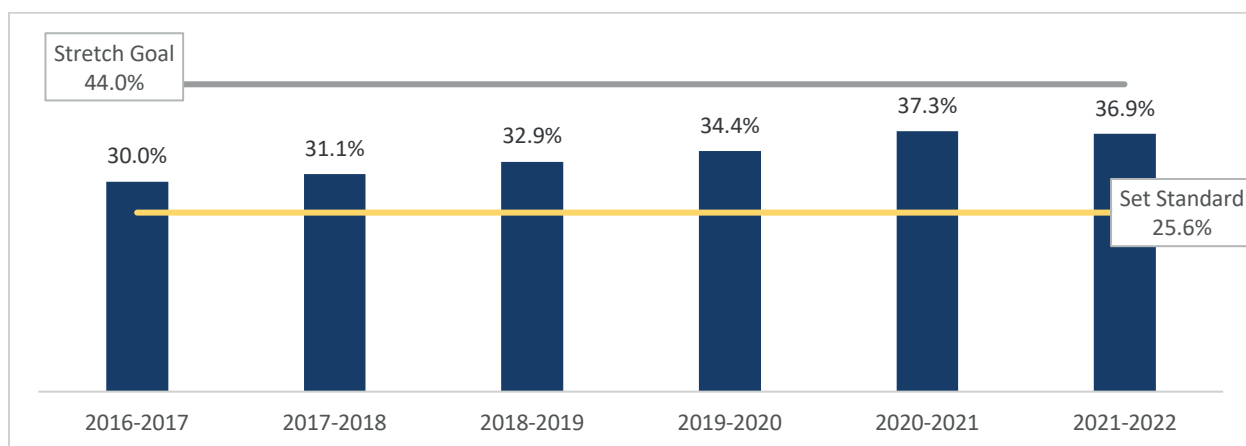


Figure 29. Proportion of Students After Exit Who Attained the Living Wage

Source: CCCC DataVista

<sup>9</sup> cteos.santarosa.edu



## 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 since 2020, 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	2020	2021	2022	2023	2024	Change 2020 to 2024
<b>Orange County</b>	3,180,491	3,169,542	3,151,946	3,141,065	3,150,835	-0.9%
<b>Anaheim</b>	357,059	344,604	335,946	339,175	340,160	-4.7%
<b>Brea</b>	45,498	47,097	46,947	47,886	47,725	4.9%
<b>Fullerton</b>	142,070	141,974	143,013	140,756	140,311	-1.2%
<b>La Habra</b>	63,471	62,317	62,037	61,028	60,901	-4.1%
<b>Placentia</b>	51,569	51,522	51,237	52,182	52,226	1.3%
<b>Yorba Linda</b>	68,426	67,760	67,284	66,268	66,087	-3.4%
<b>Feeder Totals</b>	728,093	715,274	706,464	707,295	707,410	-2.8%

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2024; U. S. Bureau of the Census

There are projections that suggest the population numbers for Orange County will 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 2020 to 2024 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%
<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>	<b>11.9%</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 and/or Latina/o/x (58.0% 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 (34.2%) of Orange County residents identify as Hispanic and/or Latina/o/x, although the percentage is noticeably higher for the cities of Anaheim (52.5%) and La Habra (59.9%) (Table 12).

There are similar differences between the proportion of individuals from Orange County and the surrounding communities who identify as Asian / Pacific Islander (24.1% 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 2024*

	African American	Asian/Pacific Islander	Hispanic or Latina/o/x	American Indian/Alaskan Native	White	Two or More Races
<b>Fullerton College</b>	3.3%	13.3%	58.0%	0.2%	14.8%	8.8%
<b>Orange County</b>	2.5%	24.1%	34.2%	1.1%	37.4%	3.9%
<b>Anaheim</b>	2.6%	19.1%	52.5%	1.0%	23.2%	1.7%
<b>Brea</b>	1.8%	26.6%	30.8%	0.7%	36.8%	3.3%
<b>Fullerton</b>	2.1%	24.7%	39.6%	0.6%	30.3%	2.7%
<b>La Habra</b>	2.1%	12.3%	59.9%	1.5%	23.8%	0.4%
<b>Placentia</b>	2.4%	18.3%	35.9%	0.4%	38.9%	4.1%
<b>Yorba Linda</b>	0.9%	25.6%	17.2%	0.2%	51.0%	5.1%

Source: U.S. Census Bureau, 2020 Population Estimates, July 1, 2024

## 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 of 6% in public school enrollment in the College’s feeder high school districts between 2020-2021 and 2023-2024.. 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, 2020-2021 to 2023-2024*

School District	2020-2021	2021-2022	2022-2023	2023-2024	Change 2020-21 to 2023-24
<b>California</b>	6,002,523	5,892,240	5,852,544	5,837,690	-2.7%
<b>Orange County</b>	456,572	448,729	441,249	437,276	-4.2%
<b>Anaheim</b>	29,183	28,404	27,748	27,195	-6.8%
<b>Brea-Olinda</b>	1,845	1,810	1,779	1,768	-4.2%
<b>Fullerton</b>	13,473	13,431	13,173	12,826	-4.8%
<b>Placentia Yorba Linda</b>	8,319	8,162	8,054	7,856	-5.6%
<b>4 Feeder Districts</b>	52,820	51,807	50,754	49,645	-6.0%

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

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 2032-2033*

	2023 - 2024	2026-2027	2030-2031	2032-2033	Change 2023-2033
<b>Orange County</b>	437,276	415,699	387,953	380,657	-12.9%
<b>California</b>	5,837,690	5,650,609	5,722,232	5,322,800	-8.8%

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 (93.8%), Katella (90.6%), La Habra (83.2%), Sonora (73.0%), and Fullerton (67.5%) identify as Hispanic or Latina/o/x (Table 15).

*Table 15* Public School Enrollment in Fullerton College Top 10 Feeder High Schools, By Race/Ethnicity year 2023-2024

High School	African American	Asian/ Pacific Islander	Hispanic or Latina/o/x	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
<b>Fullerton College</b>	3.3%	13.3%	58.0%	0.2%	14.8%	1.7%	8.8%
<b>Anaheim</b>	0.7%	1.9%	93.8%	0.4%	2.6%	<0.1%	0.4%
<b>Brea-Olinda</b>	1.6%	28.0%	39.5%	0.2%	26.2%	0.0%	4.5%
<b>El Dorado</b>	1.0%	18.3%	38.5%	0.4%	38.0%	0.1%	3.7%
<b>Fullerton</b>	1.4%	6.9%	67.5%	<0.1%	17.3%	0.5%	6.2%
<b>Katella</b>	1.0%	4.1%	90.6%	0.3%	3.0%	0.3%	0.6%
<b>La Habra</b>	1.4%	2.0%	83.2%	0.0%	12.4%	0.0%	1.1%
<b>Sonora</b>	1.0%	9.1%	73.0%	0.1%	11.2%	3.3%	2.3%
<b>Sunny Hills</b>	1.6%	49.0%	33.3%	0.0%	10.2%	0.4%	5.6%
<b>Troy</b>	1.0%	41.8%	29.9%	0.1%	8.7%	14.7%	3.9%
<b>Valencia</b>	1.3%	23.4%	64.0%	0.2%	8.9%	0.0%	2.1%

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 19.7% of Hispanic or Latina/o/x adults have earned at least a bachelor’s degree (Figure 30). This rate is about 34 percentage points lower than White Orange County adults, and 38 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 31).

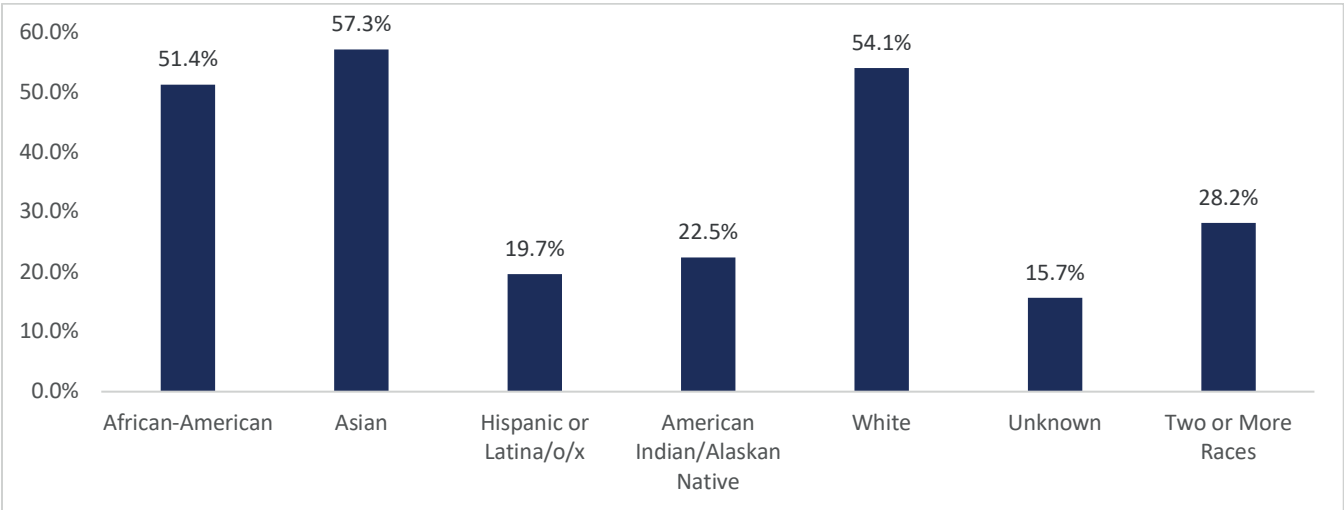


Figure 30. Percentage of Orange County Residents with a Bachelor’s Degree or Higher by Race/Ethnicity

Source: U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates

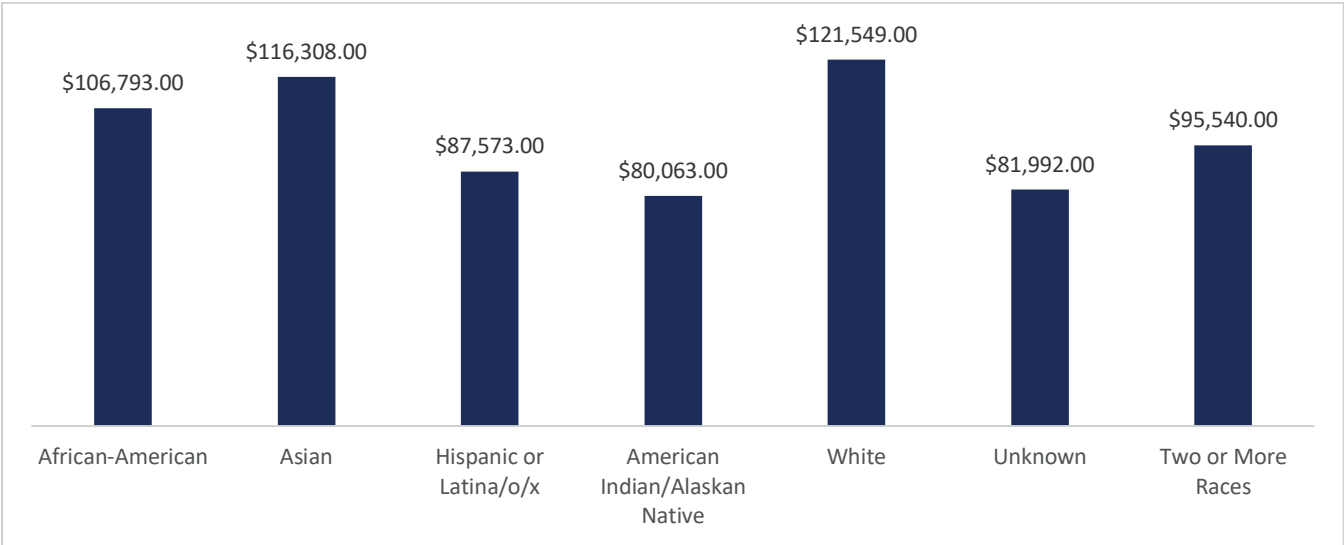


Figure 31. Median Income in the Past 12 Months: Orange County Residents by Race/Ethnicity

Source: U.S. Census Bureau, 2023 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). Unemployment is down about 51% since that peak, settling in at 3.8% over the last two Decembers.

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

Measures	December 2020	December 2021	December 2022	December 2023	December 2024	Percent Change 2020 to 2024
<b>Civilian Labor Force</b>	1,536,700	1,574,300	1,604,900	1,584,700	1,587,700	3.3%
<b>Employed</b>	1,417,800	1,516,200	1,564,200	1,524,700	1,527,700	7.8%
<b>Unemployed</b>	118,900	58,100	40,700	60,000	60,000	-49.5%
<b>Unemployment Percent</b>	7.7%	3.7%	2.5%	3.8%	3.8%	-50.7%

Source: California Employment Development Department

In the cities surrounding the College, unemployment rates were at or below 4.1% in December 2024 (Table 17).

*Table 17. Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, December 2024*

Measures	Orange County	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
<b>Civilian Labor Force</b>	1,587,700	170,200	23,300	69,500	30,600	25,400	34,600
<b>Employed</b>	1,527,700	163,200	22,500	66,800	29,400	24,500	33,400
<b>Unemployed</b>	60,000	7,000	900	2,700	1,100	1,000	1,200
<b>Unemployment Percent</b>	3.8%	4.1%	3.7%	3.8%	3.7%	3.8%	3.4%

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 2024. (Table 18).

*Table 18. Employment and Growth by Industry in Orange County, 2024*

Industry	December 2024	Yearly Change
Professional & Business Services	324,700	0.4%
Trade, Transportation & Utilities	272,600	0.9%
Goods Producing	256,600	-2.7%
Leisure & Hospitality	233,900	+1.0%
Educational & Health Services	283,100	+3.6%
Health Care & Social Assistance	240,700	+3.2%
Accommodation & Food Services	174,700	0.0%
Government	173,800	+6.2%
<b>Total</b>	<b>1,960,100</b>	<b>+1.4%</b>

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 2025 for Orange County by Entry Level for Career Technical Certificate

Occupation	2023 Jobs	Projections for 2025	Change (%)	Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	13,587	14,012	3%	\$27.75
Nursing Assistants	9,781	10,294	5%	\$22.07
Medical Assistants	9,640	10,245	6%	\$21.92
Licensed Practical and Licensed Vocational Nurses	7,514	7,825	4%	\$37.85
Dental Assistant	7,065	7,408	5%	\$23.04
Hairdressers, Hairstylists, and Cosmetologists	6,568	6,901	5%	\$17.95
Manicurists and Pedicurists	6,124	6,471	6%	\$15.55
Automotive Service Technicians & Mechanics	5,876	5,956	1%	\$29.93
Massage Therapists	3,935	4,109	4%	\$21.59
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3,624	3,795	5%	\$32.93

Source: Lightcast-Economic Modeling

*Table 21.* Top 10 Employed Industry and Growth Projections for 2025 for Orange County by Entry Level for Associate's Degrees

Occupation	2023 Jobs	Projections for 2025	Change (%)	Median Hourly Earnings
Preschool Teachers, Except Special Education	4,278	4,371	2%	\$18.34
Paralegals and Legal Assistants	4,074	4,231	4%	\$32.43
Dental Hygienists	2,597	2,751	6%	\$59.42
Web and Digital Interface Designers	2,293	2,330	2%	\$43.65
Architectural and Civil Drafters	1,958	1,999	2%	\$31.64
Radiologic Technologists and Technicians	1,922	2,026	5%	\$43.96
Electrical and Electronic Engineering Technologists and Technicians	1,590	1,600	1%	\$38.89
Computer Network Support Specialist	1,501	1,518	1%	\$32.48
Human Resources Assistants, Except Payroll and Timekeeping	1,455	1,457	0%	\$24.37
Respiratory Therapists	1,218	1,290	6%	\$46.43

Source: Lightcast-Economic Modeling

Table 22. Top 10 Employed Industry and Growth Projections for 2025 for Orange County by Entry Level for Bachelor's Degrees

Occupation	2023 Jobs	Projections for 2025	Change (%)	Median Hourly Earnings
Registered Nurses	28,900	30,328	5%	\$60.74
General and Operations Managers	27,542	28,474	3%	\$56.50
Accountants and Auditors	20,080	20,561	2%	\$40.17
Software Developers	19,053	19,807	4%	\$72.12
Managers, All Other	15,035	15,173	1%	\$56.60
Management Analyst	14,670	14,961	2%	\$45.82
Business Operations Specialist, All Other	14,013	14,252	2%	\$38.40
Project Management Specialist	12,976	13,237	2%	\$49.49
Market Research Analyst and Marketing Specialist	12,663	13,048	3%	\$35.64
Sales Managers	11,875	11,840	0%	\$56.62

Source: Lightcast-Economic Modeling

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