



INSTITUTIONAL EFFECTIVENESS REPORT 2024-25

FULLERTON COLLEGE

2024-2025

INSTITUTIONAL EFFECTIVENESS REPORT



2024-2025

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Introduction

The *Fullerton College Institutional Effectiveness Report* annually reviews the college's performance across a variety of performance metrics. The data are meant to help inform the college community about our students, their progress, and environmental factors that may impact the achievement of our collegewide strategic goals. The data in this report reflects information from 2020-2021 through 2024-2025 academic years. In some instances, data is delayed by external agencies, and as such, may not include 2024-2025 information.

This report comprises four sections: 1) college mission, vision and core values; 2) collegewide strategic goals and objectives; 3) student enrollment data and demographics; 4) institution set standards and achievement data; 5) a regional environmental scan with educational attainment and employment data.

Additional information about our student population and their outcomes is available on the Office of Institutional Effectiveness website at ie.fullcoll.edu

Fullerton College Mission, Vision, Values and Strategic Goals

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.

2025-2029 Strategic Goals:

Goal 1: Equity in Access

- **Objective 1:** Expand equitable access to Dual Enrollment pathway programs and courses.
- **Objective 2:** Equitably increase college enrollment by reducing equity gaps for Black/African American applicants.

Goal 2: Equity in Support

- **Objective 1:** Increase usage of basic needs support for food, housing, transportation, mental and physical health, childcare, and technology.
- **Objective 2:** Equitably increase the number of students completing comprehensive educational plans.
- **Objective 3:** Increase access to affordable course materials.
- **Objective 4:** Increase equitable usage of academic support services.
- **Objective 5:** Increase equitable usage of apprenticeship, fellowship, internship, and job placement programs.

Goal 3: Equity in Success

- **Objective 1:** Equitably increase first-year English and math completion by reducing equity gaps for Latina/o/x/e and Black/African American students.
- **Objective 2:** Equitably increase term to term persistence by reducing equity gaps for Black/African American students.
- **Objective 3:** Equitably increase degree/certificate completion by reducing equity gaps for Black/African American students.
- **Objective 4:** Equitably increase transfer attainment by reducing equity gaps for Latina/o/x/e and Black/African American students.
- **Objective 5:** Equitably increase the percentage of graduates earning a living wage.

Chapter I: Student Enrollment Data

Fullerton College serves over 28,000 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. Compared to 2020-2021, the total number of students enrolled (unduplicated headcount) in 2024-2025 was about 5% lower (Table 1 below). That said, headcounts grew by 7% in 2024-2025 compared to the previous year.

Table 1. Student Headcount by Academic Year

	2020-21	2021-22	2022-23	2023-24	2024-25
Student Headcount	30,500	26,167	26,459	26,906	28,889
Yearly Change	-3.3%	-14.2%	+1.1%	+1.7%	+7.4%

Source: NOCCCD Internal Data

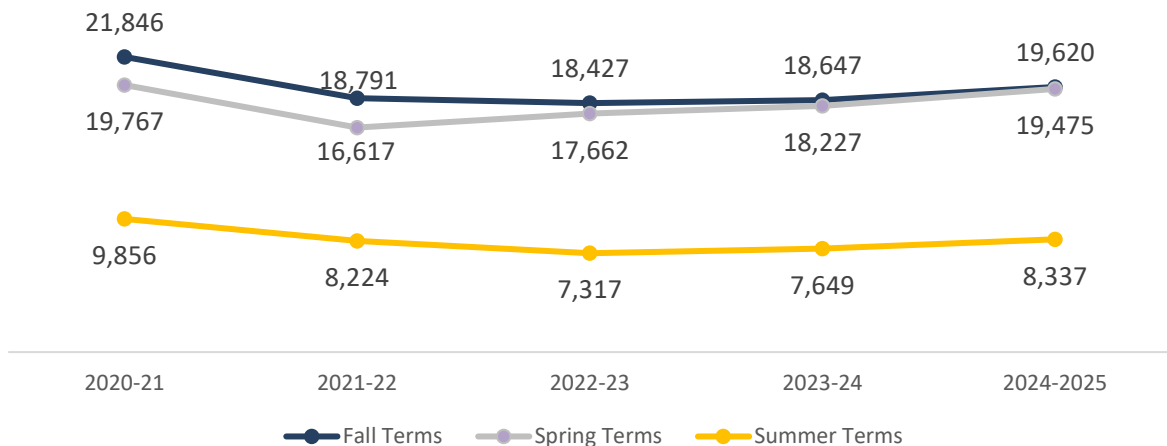


Figure 1. Student Headcount by Term

Source: NOCCCD Internal Data

Course enrollments, or seat counts, represent the duplicated number of course sections that students register within a given term or academic year. The College had experienced a steady decline that mirrors the decline in unduplicated headcount (see Figure 2). However, the 122,741 course enrollments in 2024-2025 represent a third straight year of gains.

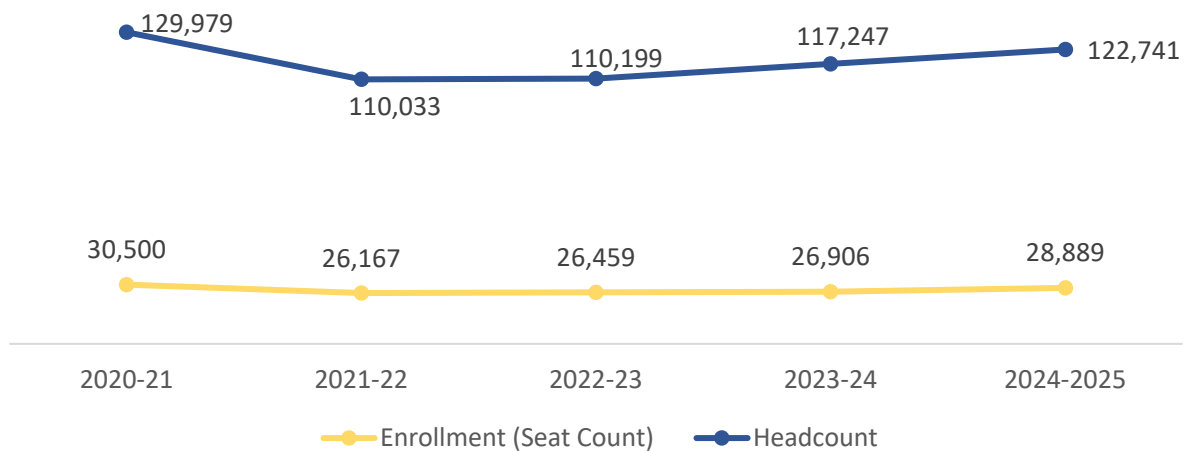


Figure 2. Course Enrollments and Headcount by Academic Year

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). Even though the state has adopted a new funding formula that incorporates performance measures into the equation, a college's resident FTES total remains a key component of the state's funding allocation¹. Similar to headcount and seat counts, the College has seen three straight years of growth in this metric (Figure 3).

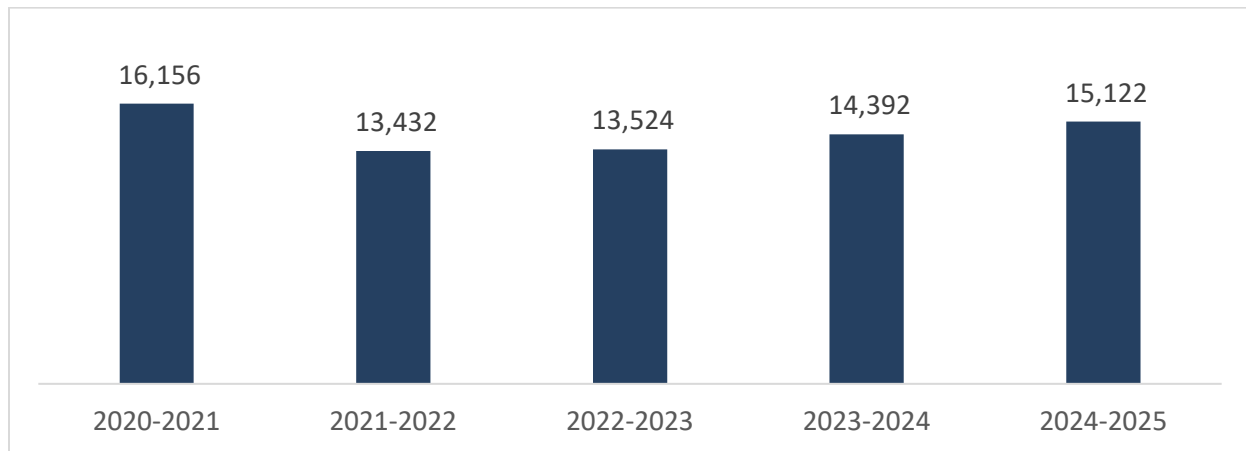


Figure 3. Resident FTES Generation by Academic Year

Source: NOCCCD Data Mart

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

In fall 2024, more than one-third of Fullerton College students (37.0%) 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 for both federal and state financial aid purposes. The percentages in Figure 4 below include only units from Fullerton College.

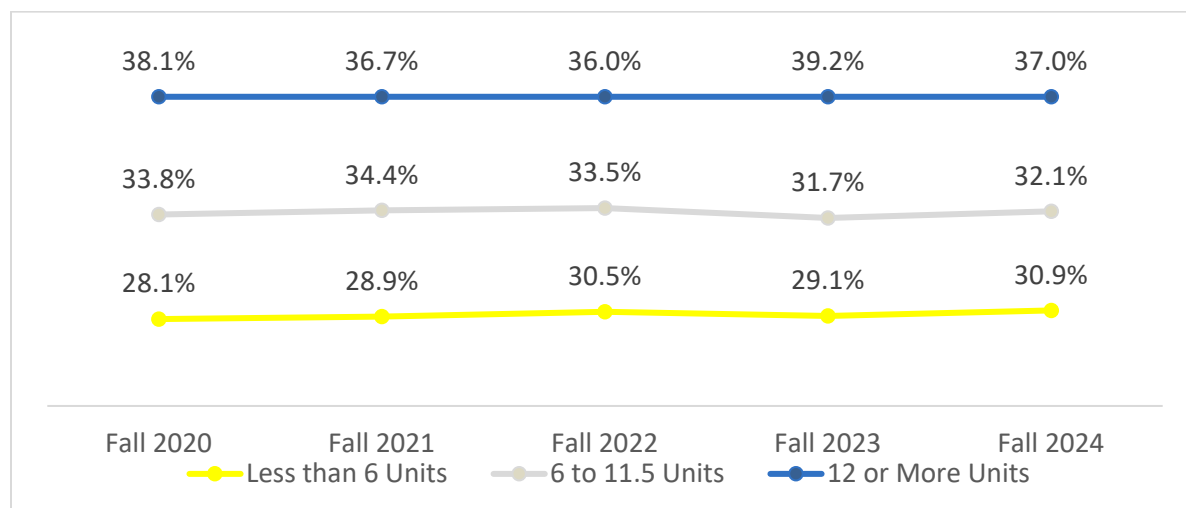


Figure 4. Proportion of Students by Unit Load by Fall Terms

Source: NOCCCD Data Mart

Student Demographic Data

The student population at the College has a higher distribution of female students than male students, with 50.1% of students identifying as female compared to 41.3% 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 2.3% of the student population.

Table 2. Proportion of Students by Gender

Gender	2020-21	2021-22	2022-23	2023-24	2024-25
Female	53.0%	51.7%	50.7%	50.6%	50.1%
Male	42.0%	42.6%	42.7%	42.3%	41.3%
Non-Binary/ Transgender	**	**	2.3%	2.4%	2.3%
Unknown / Not Reported	5.0%	5.7%	4.3%	4.7%	6.4%

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 (Table 3). 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.

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

Race/Ethnicity	AY 2020-2021		AY 2021-22		AY 2022-23		AY 2023-24		AY 2024-25	
	Count	%	Count	%	Count	%	Count	%	Count	%
Am. Indian or Alaskan	53	0.2%	34	0.1%	33	0.1%	52	0.2%	36	0.1%
Asian	4,105	12.5%	3,561	13.6%	3,293	12.4%	3,465	12.9%	3,665	12.7%
African American	999	3.1%	845	3.2%	824	3.1%	879	3.3%	984	3.4%
Filipino	373	2.9%	218	0.8%	98	0.4%	48	0.2%	22	0.1%
Hispanic	17,111	55.9%	14,704	56.2%	14,896	56.3%	15,615	58.0%	16,888	58.5%
Pacific Islander	69	0.2%	47	0.2%	58	0.2%	61	0.2%	66	0.2%
Two or More	2,186	3.8%	2,030	7.8%	2,130	8.1%	2,365	8.8%	2,613	9.0%
White Non-Hispanic	4,995	16.7%	4,243	16.2%	4,507	17.0%	3,974	14.8%	4,074	14.1%
Unknown	609	4.7%	485	1.9%	620	2.3%	459	1.7%	541	1.9%

Source: NOCCCD Internal Data

About 70.0% of the students enrolled for academic year 2024-2025 at the College were 24 or younger. This group has represented a majority of the student body for the last five academic years.

Table 4. Number and Proportion of Students by Age Group

Age Group	2020-21		2021-22		2022-23		2023-24		2024-25	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	8,575	28.1%	7,580	29.0%	7,811	29.5%	8,236	30.6%	10,282	35.6%
20-24	12,289	40.3%	10,454	40.0%	10,069	38.1%	10,221	38.0%	9,974	34.5%
25-39	7,561	24.8%	6,280	24.0%	6,653	25.1%	6,452	24.0%	6,636	23.0%
40 or older	2,073	6.8%	1,852	7.1%	1,924	7.3%	1,997	7.4%	1,997	6.9%

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.

Table 5. Top 10 Cities of Residence

2022-23			2023-24			2024-25		
City	Total	%	City	Total	%	City	Total	%
Anaheim	5,973	22.6%	Anaheim	5,944	22.1%	Anaheim	6,494	22.5%
Fullerton	4,319	16.3%	Fullerton	4,454	16.6%	Fullerton	4,491	15.5%
La Habra	1,715	6.5%	La Habra	1,695	6.3%	La Habra	1,817	6.3%
Whittier	1,317	5.0%	Whittier	1,350	5.0%	Whittier	1,425	4.9%
Buena Park	1,179	4.5%	Placentia	1,262	4.7%	Buena Park	1,319	4.6%
Placentia	1,178	4.5%	Buena Park	1,242	4.6%	Placentia	1,231	4.3%
Yorba Linda	1,022	3.9%	Yorba Linda	1,130	4.2%	Brea	1,190	4.1%
Brea	980	3.7%	Brea	1,093	3.7%	Yorba Linda	1,133	3.7%
La Mirada	651	2.5%	La Mirada	726	2.7%	La Mirada	765	3.9%
Garden Grove	591	2.2%	Garden Grove	573	2.1%	Garden Grove	666	2.6%
Top 10	18,925	71.5%	Top 10	19,469	72.4%	Top 10	20,531	68.8%

Source: NOCCCD Internal Data

The College population includes a significant number of first-generation college students. In 2024-2025, about 34% of students indicated that their parents did not attend college, and another 17.1% 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	2021-22		2022-23		2023-2024		2024-25	
	Count	%	Count	%	Count	%	Count	%
No High School Diploma	5,915	22.6%	4,158	15.7%	4,125	15.3%	4,359	15.1%
High School Diploma	4,925	18.8%	5,159	19.5%	4,943	18.4%	5,363	18.6%
Total No College	10,840	41.4%	9,317	35.2%	9,088	33.7%	9,722	33.7%
Some College/No Degree	4,805	18.4%	4,681	17.7%	4,622	17.2%	4,947	17.1%
Associate Degree	2,226	8.5%	2,334	8.8%	2,226	8.3%	2,257	7.8%
Bachelor's Degree	4,948	18.9%	4,840	18.3%	5,107	19.0%	5,360	18.6%
Graduate Degree	3,108	11.9%	3,146	11.9%	3,468	12.9%	3,785	13.1%
No Response	244	0.9%	2,141	8.1%	2,415	9.0%	2,818	9.8%

Source: NOCCCD Internal Data

Students who need financial support to enroll and persist at the College have two main financial aid options. The federal Pell Grant, and the statewide Promise Grant. For both, a 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 2025, the 150% income threshold was \$22,590 for an individual person and \$46,800 for a family of four².

Since the Pell Grant can be used at four-year universities and is capped at 12 terms, many students opt to only receive the Promise Grant while attending the College. As such about 23% of students received a Pell Grant in 2024-2025, while 46% received a Promise Grant

(Figure 8)

² <https://www.uscis.gov/i-942p>

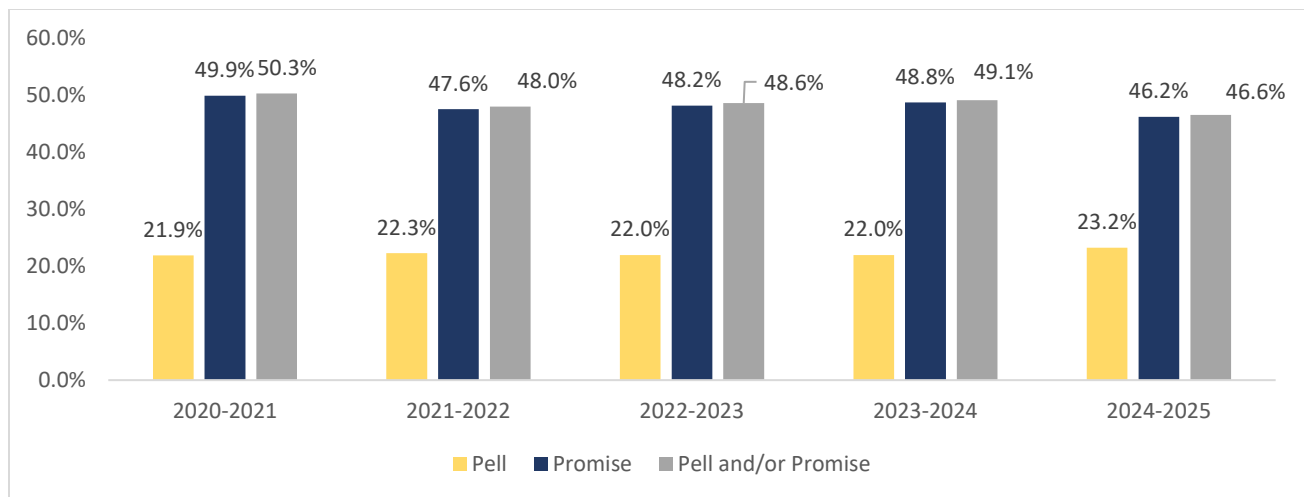


Figure 8. Proportion of Pell and Promise Grant

Source: NOCCCD Internal Data

The California Community College Chancellor Office's (CCCCO) DataVista 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.

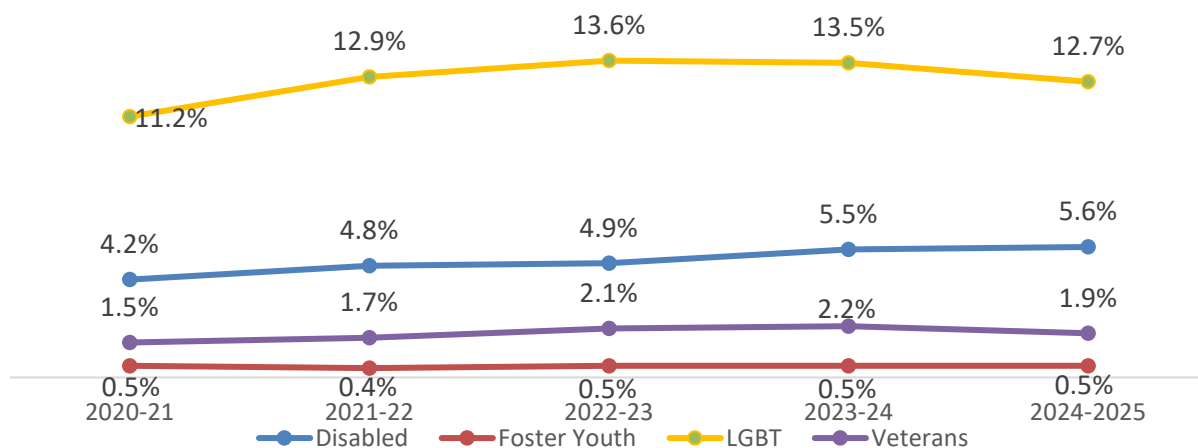


Figure 9. Proportion of Students Identified by Special Populations

Source: NOCCCD Internal Data

³ 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) 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 that about 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

	2021-22	2022-23	2023-24	2024-25
	% of Total	% of Total	% of Total	% of Total
<i>Degree, Certificate, and/or Transfer</i>				
Associate Degree and Transfer	49.6%	45.3%	44.8%	43.1%
Associate Degree Only	6.2%	6.2%	7.1%	7.6%
Transfer to University Only	12.5%	10.5%	9.9%	9.0%
Vocational Certificate/Degree	3.4%	3.5%	4.1%	4.4%
<i>Educational Development</i>				
Educational Development	4.5%	5.1%	5.5%	6.0%
High School Completion	1.5%	1.7%	2.1%	2.1%
Non-Credit to Credit	0.1%	0.1%	0.1%	0.1%
<i>Career Development</i>				
Career Advancement/Change	5.4%	5.7%	6.5%	7.0%
Career Exploration	2.5%	2.8%	3.0%	3.2%
<i>Different Goals / Unknown</i>				
Student at Four-Year Institution	5.2%	6.0%	5.2%	5.8%
Missing	<0.1%	3.6%	2.1%	1.8%
Undecided	9.1%	9.6%	9.6%	9.9%

Source: NOCCCD Internal Data

Table 8 contains data on the most popular majors among students at the College; for the purposes of this table, similar associate degree and associate degree for transfer programs were grouped together. Business Administration programs are the most popular at the College, followed by Psychology and Biology.

Table 8. Top 10 Student Majors by Academic Year

2022-2023			2023-2024			2024-2025		
Major	#	%	Major	#	%	Major	#	%
Business Administration	2,105	8.0%	Business Administration	2,279	8.5%	Business Administration	2,708	9.4%
Psychology	1,563	5.9%	Psychology	1,469	5.5%	Psychology	1,485	5.1%
Biology	1,325	5.0%	Biology	1,258	4.7%	Biology	1,339	4.6%
Computer Science	1,130	4.3%	Computer Science	1,180	4.4%	Pre-Nursing	1,230	4.3%
Pre-Nursing	1,041	3.9%	Pre-Nursing	1,146	4.3%	Computer Science	1,132	3.9%
Business Management	977	3.7%	Business Management	887	3.3%	Engineering	829	2.9%
Art	824	3.1%	Engineering	777	2.9%	Business Management	754	2.6%
Engineering	791	3.0%	Art	759	2.8%	Kinesiology	718	2.5%
Administration of Justice	689	2.6%	Kinesiology	658	2.4%	Art	714	2.5%
Kinesiology	675	2.6%	Accounting	627	2.3%	Accounting	675	2.3%
All Students	26,431	100.0%	All Students	26,899	100.0%	All Students	28,889	100.0%

Source: NOCCCD Internal Data

Chapter II: Achievement Data

The College's accrediting body, the [Accrediting Commission for Community and Junior Colleges](#) requires institution to set standards and goals for student achievement. The data in this section includes the College's performance, as of 2024-2025, across 10 achievement metrics. For each metric, an institution set standard and stretch goal are provided. The institution's set standard represents the minimum level at which the College expects to perform. The current methodology bases institution set standard levels as at the 90th percentile of data for the 2023-2024 academic year. For rate metrics, stretch goals are set at the rate for the highest performing racial subgroup during the 2023-2024 academic year. For counting metrics, stretch goals are based on the improvement targets set forth by California Community College Chancellor's Office's statewide planning document [Vision 2030](#).

Course Success Rates

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

Analysis: Collegewide success rates in 2024-2025 were 3.1 percentage points higher in 2024-2025, than in 2020-2021 (Figure 10). While there have been improvements in the overall rates, Black/African American and Latina/o/x students still have lower success rates compared to their Asian and White peers (Figure 11). In terms of modality, rates increased in both online and in person courses, as the gap between the two closed very slightly (about 0.8 percentage points)(Figure 12), although data show that Black/African American students have much lower success rates in online courses (Figure 13).

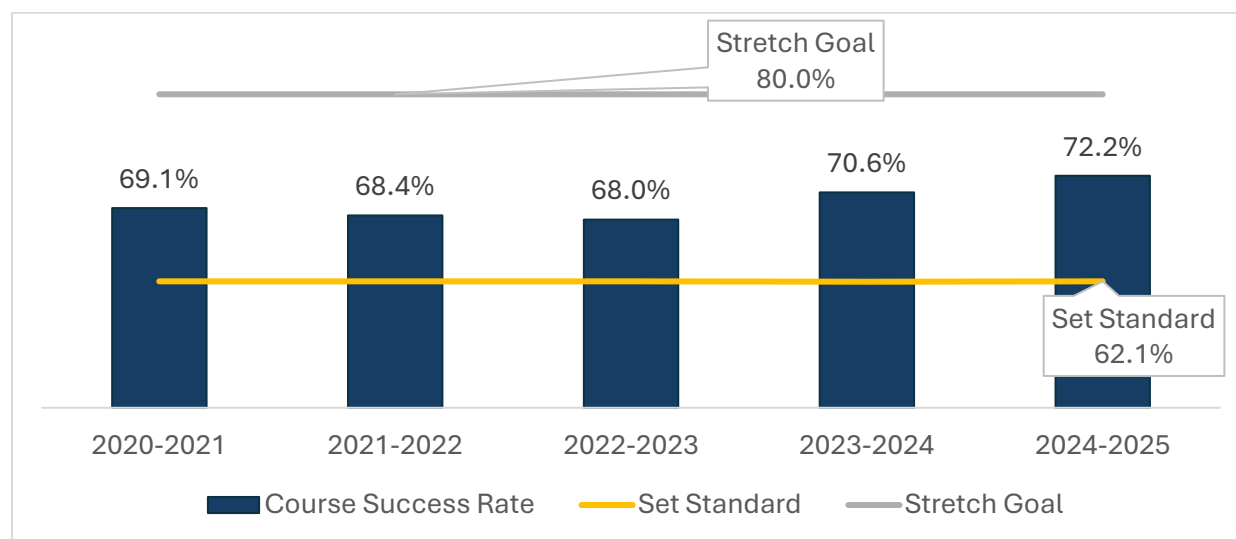


Figure 10. Course Success Rates Last 5 Academic Years

Source: NOCCCD Internal Data

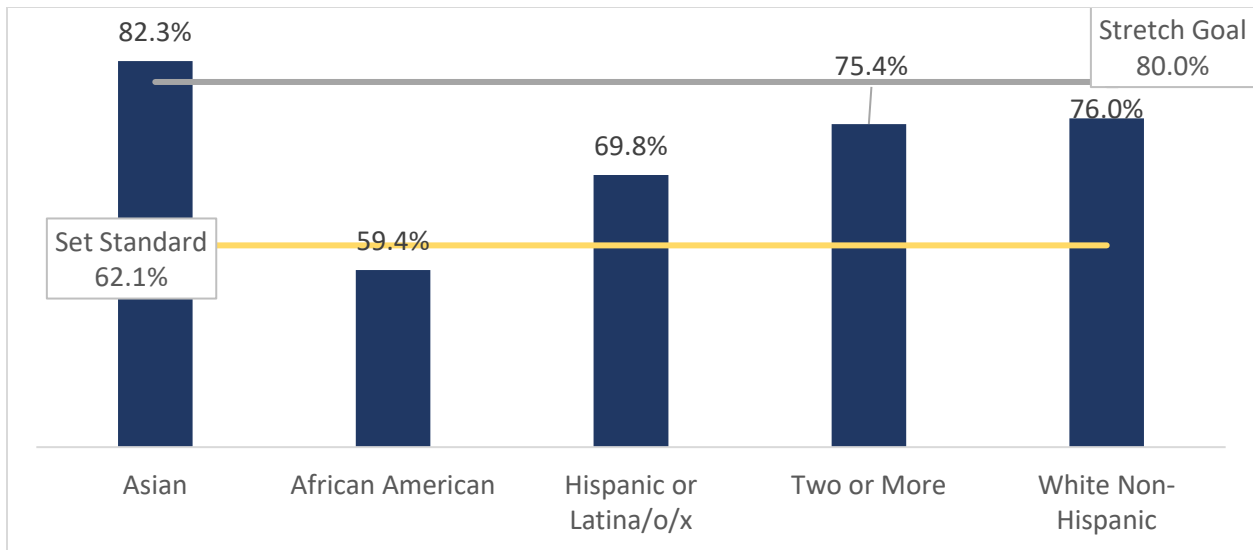


Figure 11. 2024-2025 Course Success Rates by Ethnicity

Source: NOCCCD Internal Data

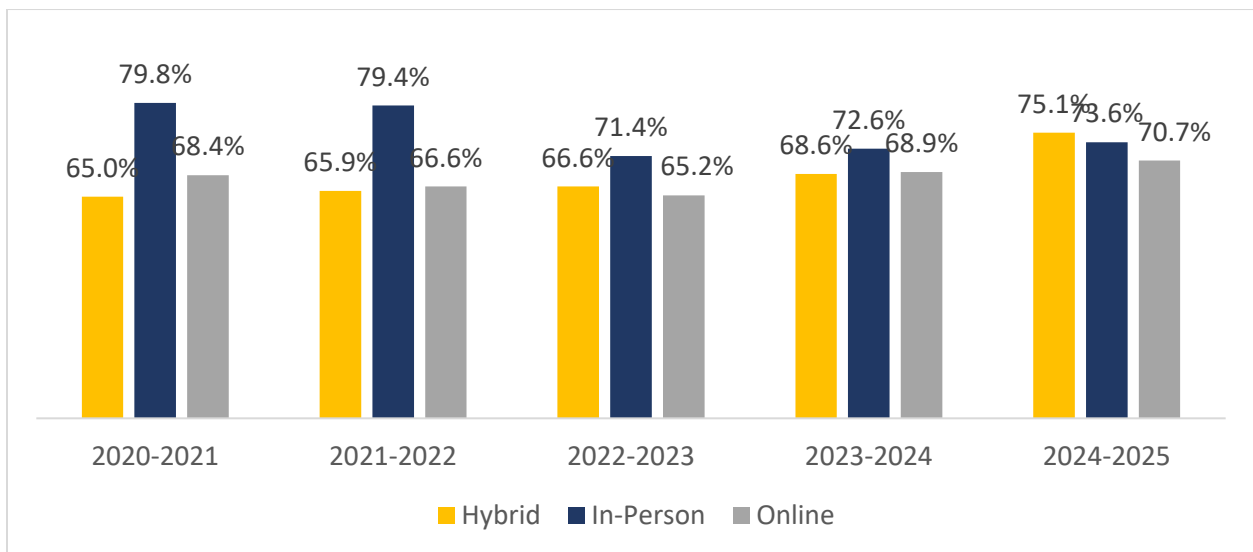


Figure 12. Course Success Rates by Modality Last 5 Academic Years

Source: NOCCCD Internal Data

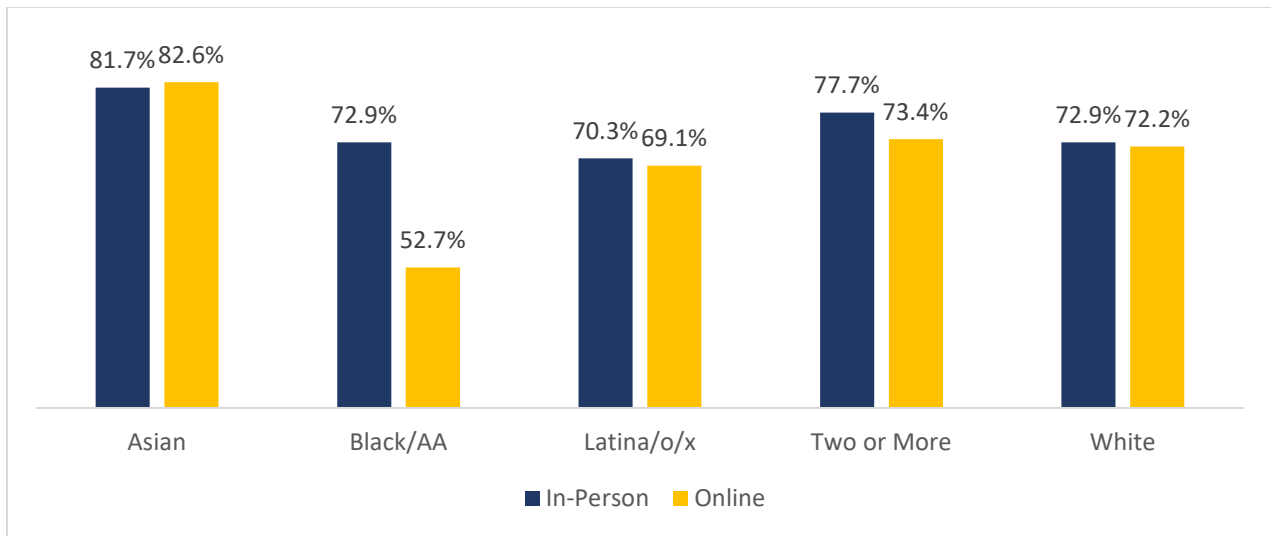


Figure 13. 2024-2025 Success Rates by Modality and Ethnicity

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” (Figure 14). That said when disaggregated by race/ethnicity, the data indicates the College has room to improve the matriculation of Black/African American students (Figure 15).

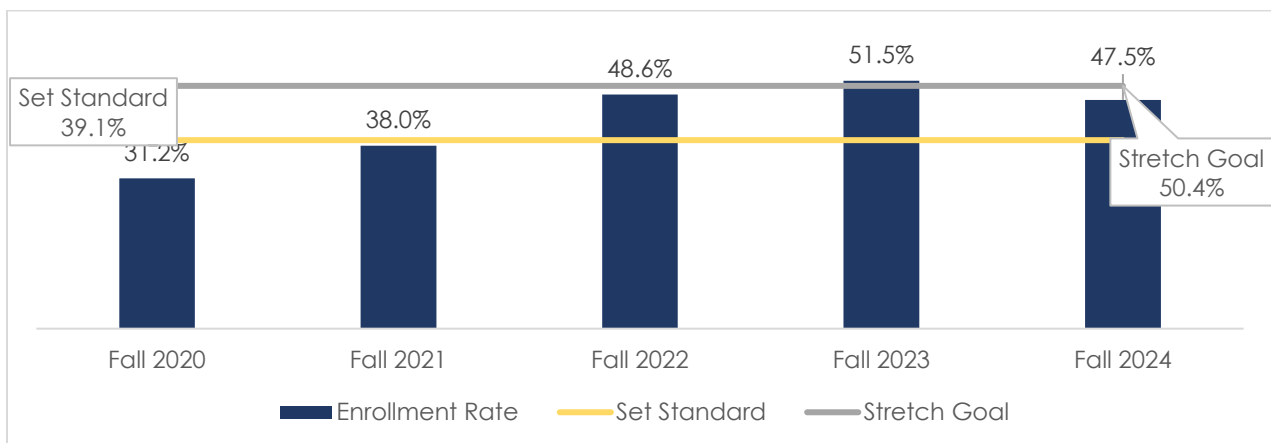


Figure 14. Successful Enrollment Rates by Fall Terms

Source: NOCCCD Internal Data

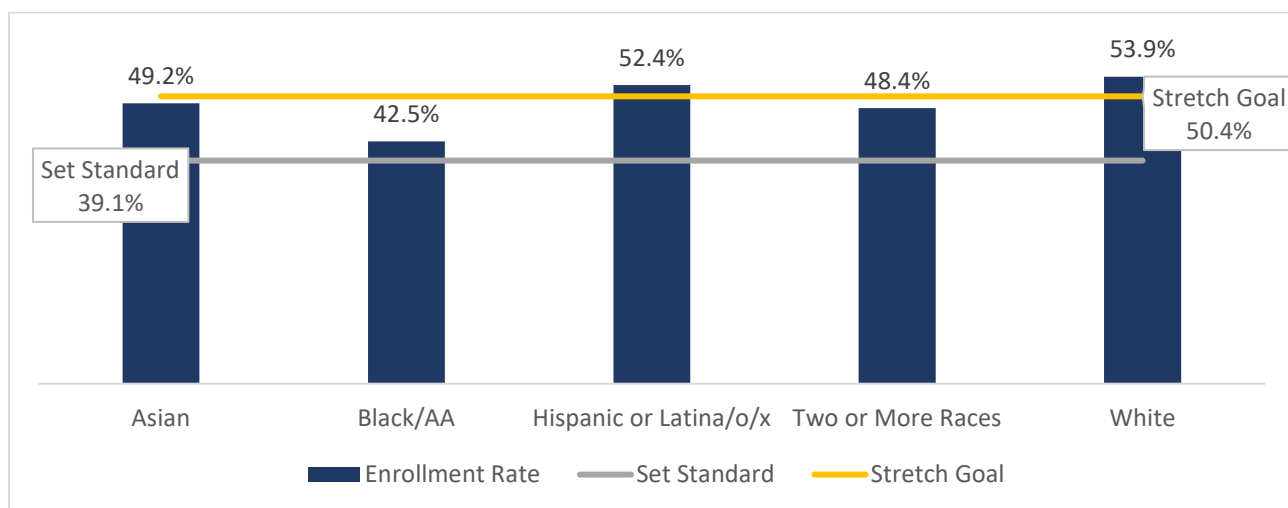


Figure 15. Fall 2024 Successful Enrollment Rates by Ethnicity

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](#)⁵ 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 (Figure 16). 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 17).

⁵ <https://ccrc.tc.columbia.edu/early-momentum-metrics-leading-indicators.html>

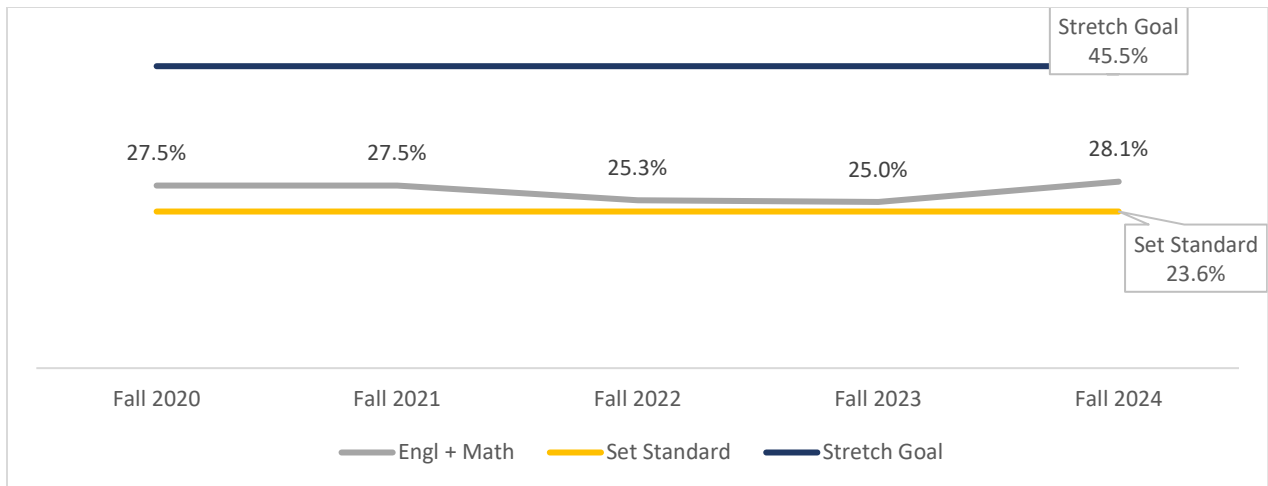


Figure 16. Fall First Time Students' English and Math Completion by End of First Year

Source: NOCCCD Internal Data

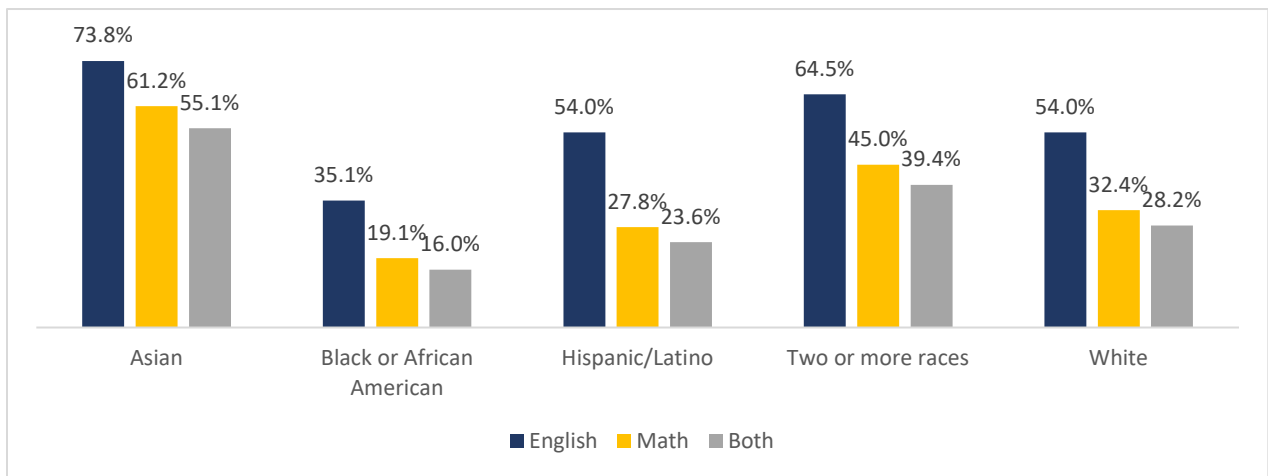


Figure 17. Fall 2024 First Time Students' English and Math Completion by Ethnicity

Source: NOCCCD Internal Data

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 2024 first time students were higher than the previous four fall cohorts (Figure 18). That said, Black/African American students was lower than the institution set standard of 70.2% (Figure 19). The gap between Black/African American students and all other students was 12.2 percentage points.

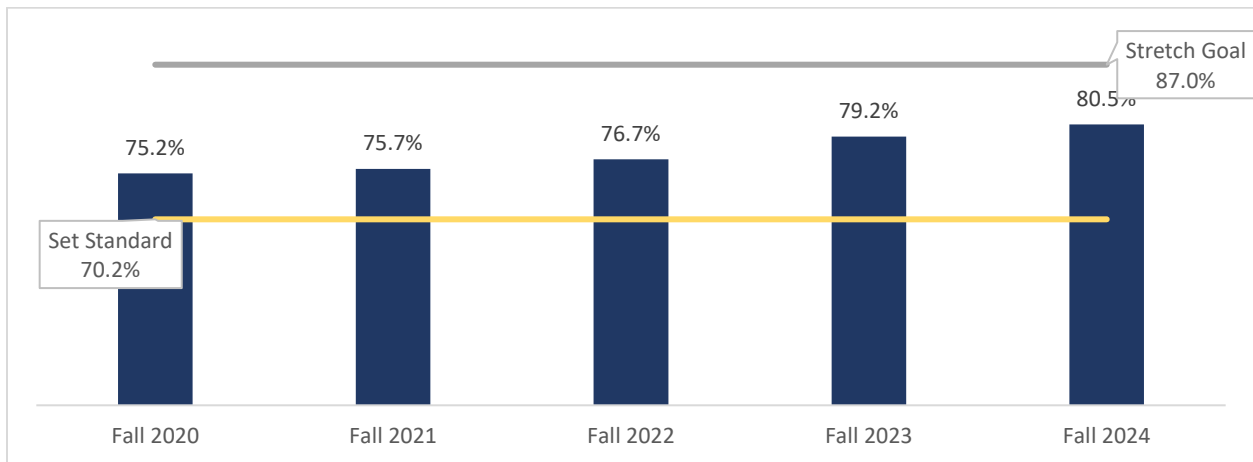


Figure 18. First Time Student Persistence from Fall to Spring

Source: NOCCCD Internal Data

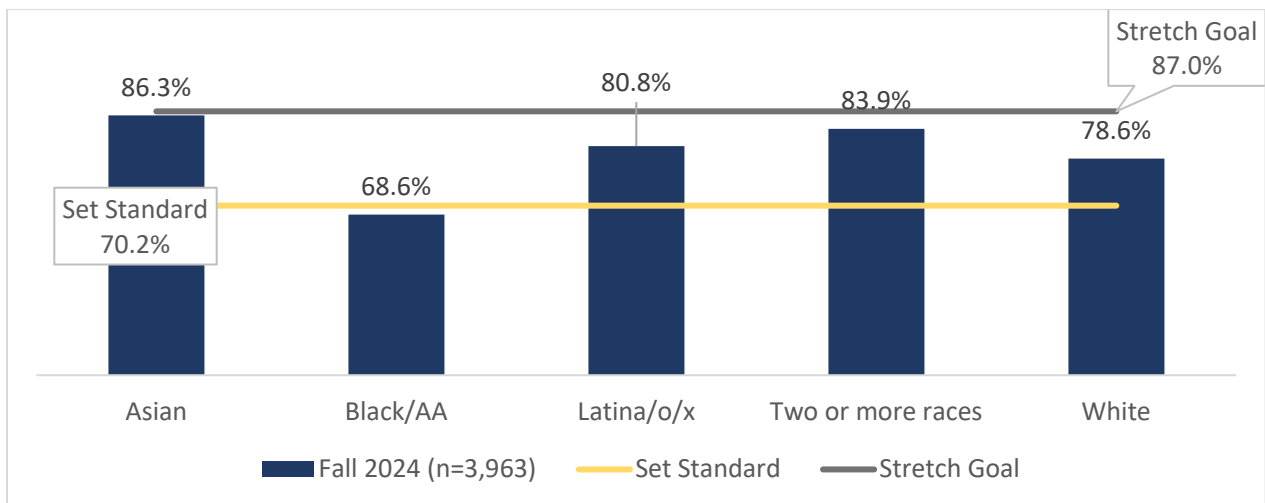


Figure 19. Fall 2024 First Time Student Persistence by Race/Ethnicity

Source: NOCCCD Internal Data

Certificates Earned

Definition: The number of students that earned a certificate within a specific academic year. The cohort analysis in the figure 21 includes all non-special admit students that began in the 2019-2020 academic year and earned a Chancellor’s Office approved certificate in four years. More information about certificate earners are available in this [OIE memo](#)⁶.

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 2,186 in 2020-2021 (Figure 20). 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 21).

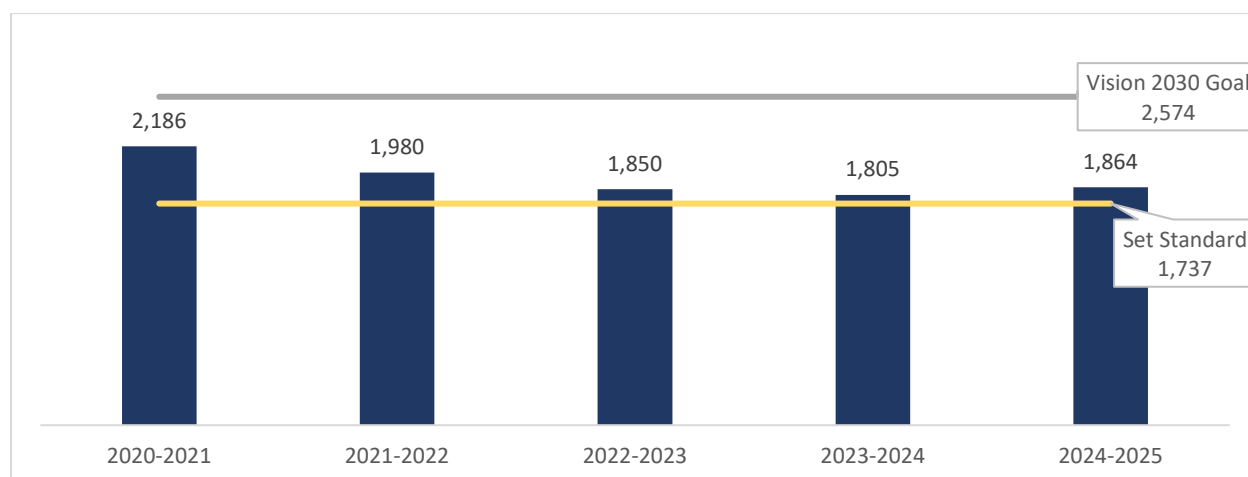


Figure 20. Certificate Earners by Year

Source: NOCCCD Internal Data

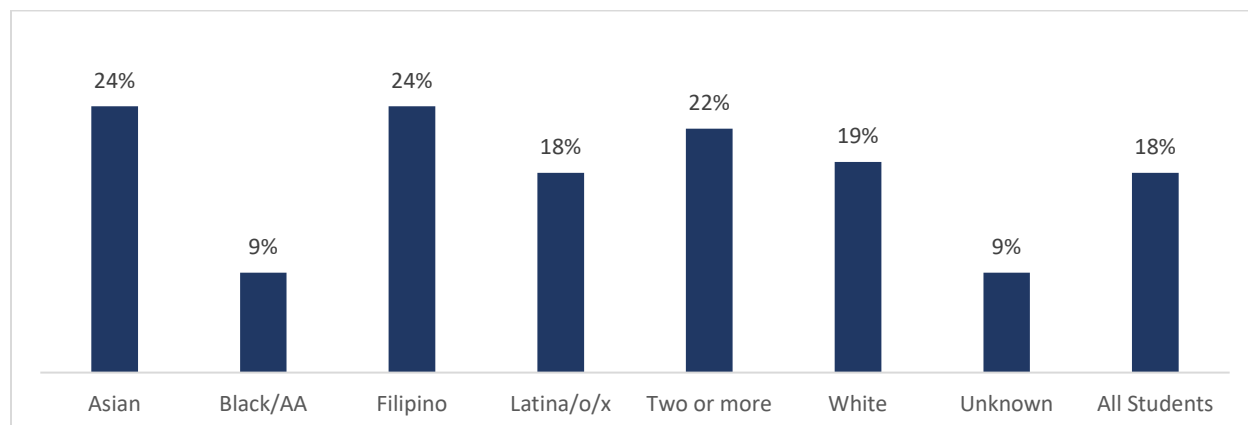


Figure 21. 2019-2020 Cohort (N = 5,530): Earned a Certificate in Four Years

Source: CCCC DataVista

⁶ OIE memos are available at ie.fullcoll.edu

Associate Degrees Earned

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 2019-2020 academic year and earned an associate degree in four years. More information about degree earners are available in this [OIE memo](#)⁷.

Analysis: After two years of decline, the number of students earning an associate degree increased in 2024-2025 (Figure 22). In addition, an [analysis](#) by the California Community College Chancellor's Office shows the percentage of 2019-20 first time students earning an associate degree in four years was 18% (Figure 23).

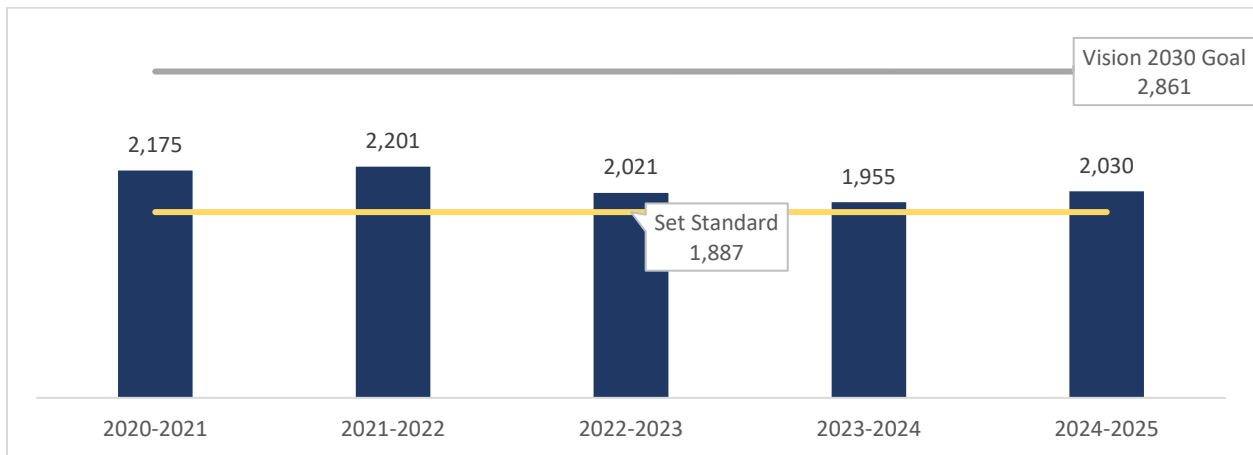


Figure 22. Degree Earners by Year

Source: NOCCCD Internal Data

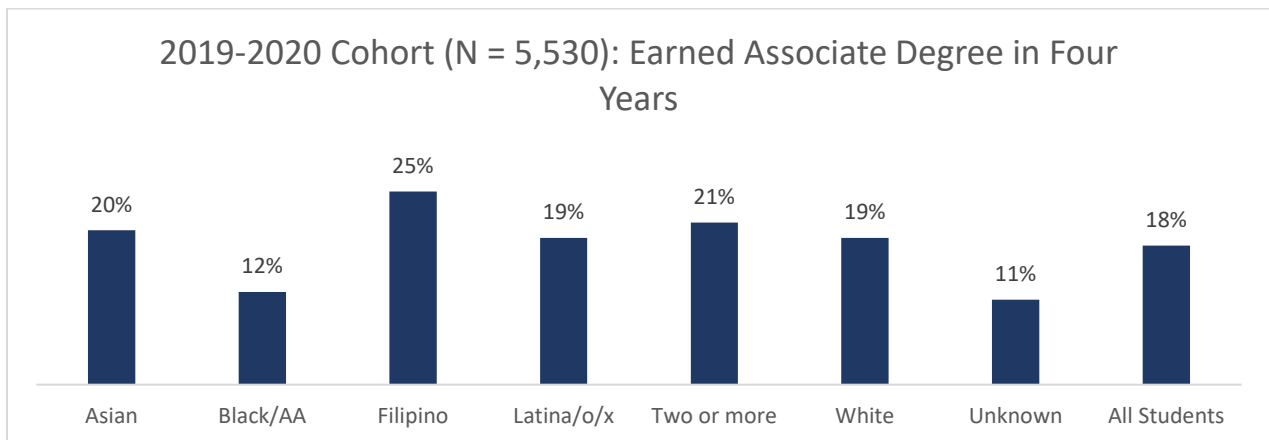


Figure 23. 2019-2020 Cohort (N = 5,530): Earned Associate Degree in Four Years

Source: CCCC DataVista

⁷ OIE memos are available at 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 2023-2024 cohort after steady improvement over the last five academic years (Figure 24). Of note, both Black/African American and Latina/o/x students have met the stretch goal in this academic year (Figure 25).

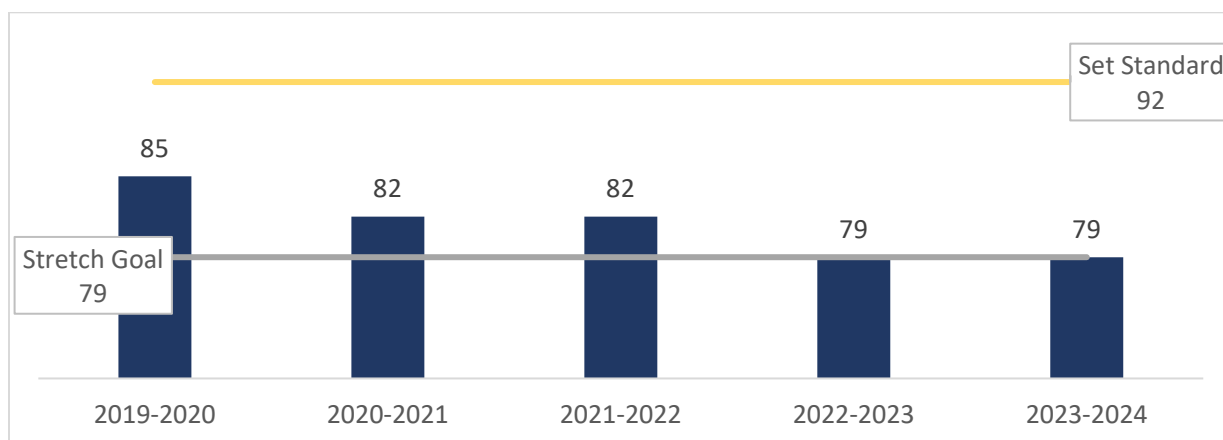


Figure 24. Average Number of Units by Degree Earners

Source: CCCC DataVista

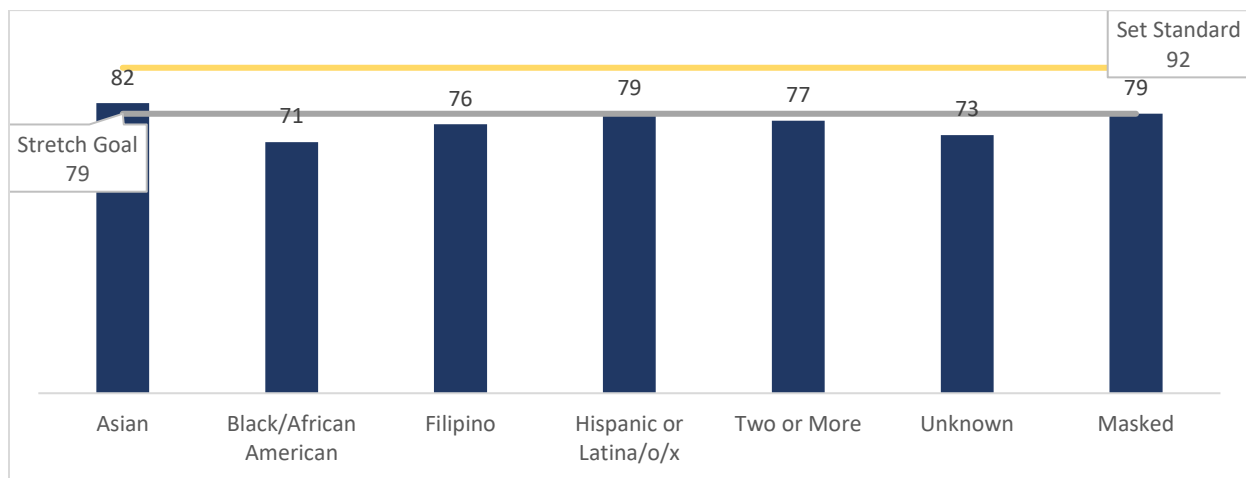


Figure 25. Average Number of Units by Degree Earners for 2023-2024 Cohort by Race/Ethnicity

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 2019-2020 first time college student cohort come from the Chancellor’s Office [DataVista](#).

Analysis: The enrollment declines of 2020 and 2021 were having an impact on transfers as the college saw multiple years of declines (Figure 26). But in fall 2024, the number of transfers improved by 6%. 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 27).

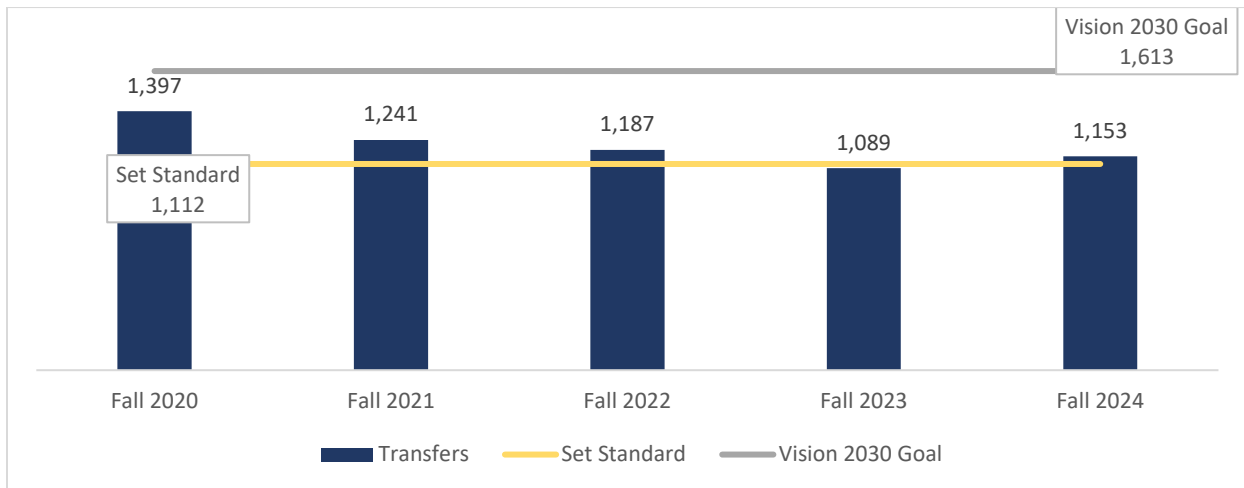


Figure 26. CSU/UC Transfer Counts by Academic Year

Source: CSU Data Center and the UC Information Center

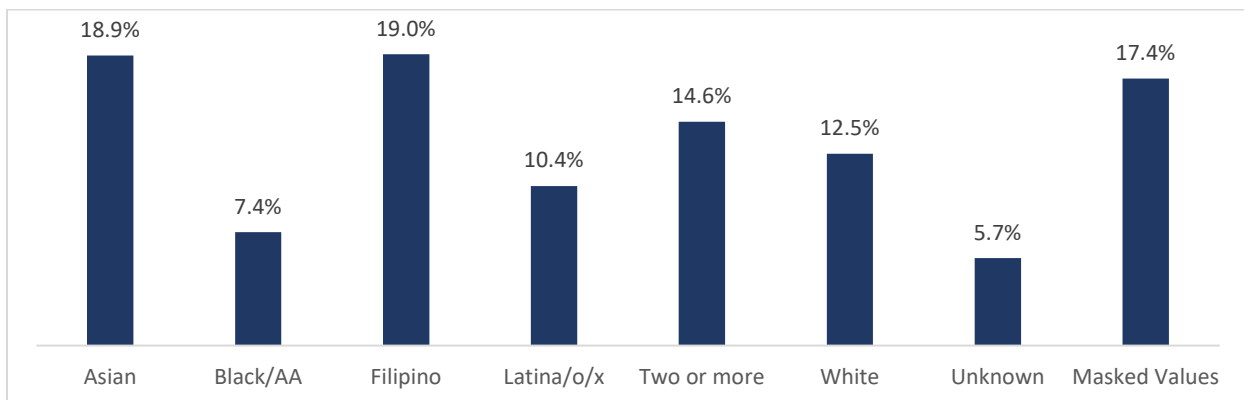


Figure 27. 2019-2020 Cohort (N=5,415): Transfer to CSU/UC in Three Years

Source: CCCC DataVista

Career and Earning Metrics

Definition: The following data come from analysis developed by the CCCC 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)⁸, which is administered to former Career Education students annually. The College receives [annual reports](#) from this survey. For reference, the 2021-2022 data includes only 473 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](#).

Analysis: While the data is limited due to the small number of responses, the College met its institution set standard for both metrics, and met its stretch goal for jobs closely related to field of study (Figure 28).

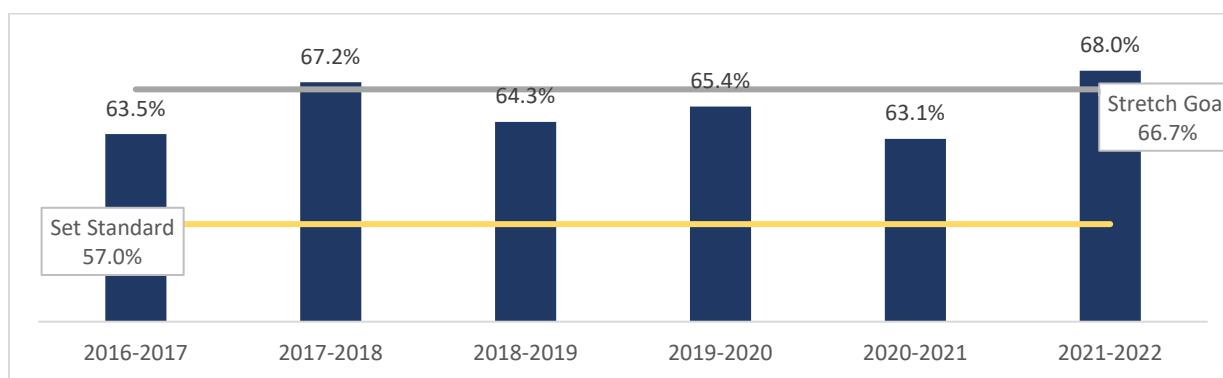


Figure 28. Former CTE Students in Jobs Closely Related to Field of Study

Source: CCCC DataVista

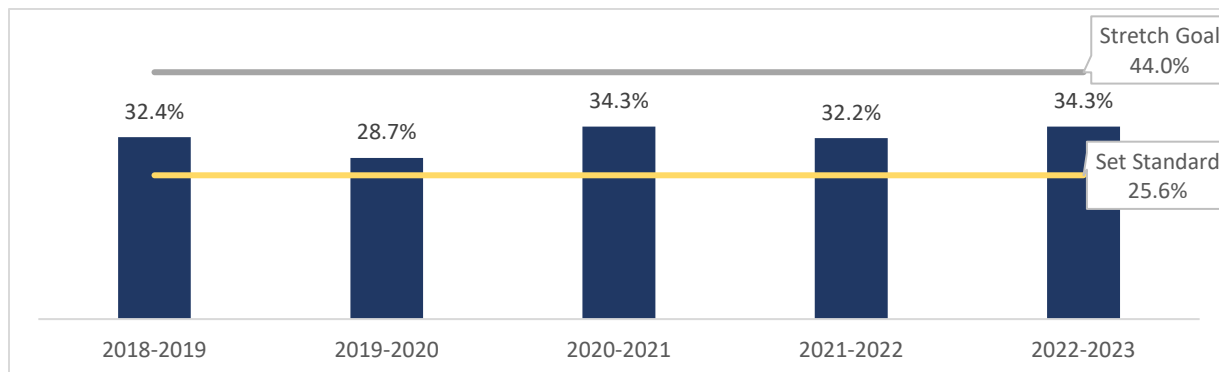


Figure 29. Proportion of Students After Exit Who Attained the Living Wage

Source: CCCC DataVista

⁸ 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 students, this section provides important information about the changing forces affecting Fullerton College as it moves forward.

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	2021	2022	2023	2024	2025	Change 2021 to 2025
Orange County	3,169,542	3,151,946	3,141,065	3,150,835	3,175,427	0.2%
Anaheim	344,604	335,946	339,175	340,160	341,773	-0.8%
Brea	47,097	46,947	47,886	47,725	47,900	1.7%
Fullerton	141,974	143,013	140,756	140,311	141,909	-<0.1%
La Habra	62,317	62,037	61,028	60,901	61,202	-1.8%
Placentia	51,522	51,237	52,182	52,226	53,982	4.8%
Yorba Linda	67,760	67,284	66,268	66,087	66,267	-2.2%
<i>Feeder Totals</i>	<i>715,274</i>	<i>706,464</i>	<i>707,295</i>	<i>707,410</i>	<i>713,034</i>	<i>-0.3%</i>

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, January 2025; 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 2025 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	341,773	381,028	389,313	410,755	15.0%
Brea	45,498	47,900	49,247	50,625	50,576	11.2%
Fullerton	142,070	141,909	155,724	158,334	160,458	12.9%
La Habra	63,471	61,202	67,440	68,327	68,475	7.9%
Placentia	51,569	53,982	57,053	58,499	58,442	13.3%
Yorba Linda	68,426	66,267	70,217	70,391	70,469	3.0%
Total	728,093	713,034	780,709	795,489	819,175	12.5%
Orange County	3,180,491		3,433,510		3,558,071	11.9%

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 (58.9% in 2024-2025). 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
<i>Fullerton College</i>	3.3%	13.3%	58.0%	0.2%	14.8%	8.8%
Orange County	2.5%	24.1%	34.2%	1.1%	37.4%	3.9%
Anaheim	2.6%	19.1%	52.5%	1.0%	23.2%	1.7%
Brea	1.8%	26.6%	30.8%	0.7%	36.8%	3.3%
Fullerton	2.1%	24.7%	39.6%	0.6%	30.3%	2.7%
La Habra	2.1%	12.3%	59.9%	1.5%	23.8%	0.4%
Placentia	2.4%	18.3%	35.9%	0.4%	38.9%	4.1%
Yorba Linda	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 7% in public school enrollment in the College’s feeder high school districts between 2021-2022 and 2024-2025. 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, 2021-2022 to 2024-2025

School District	2021-2022	2022-2023	2023-2024	2024-2025	Change 2021-22 to 2024-25
California	5,892,240	5,852,544	5,837,690	5,806,221	-1.5%
Orange County	448,729	441,249	437,276	429,869	-4.2%
Anaheim	28,404	27,748	27,195	26,120	-8.0%
Brea-Olinda	1,810	1,779	1,768	1,723	-4.8%
Fullerton	13,431	13,173	12,826	12,631	-6.0%
Placentia Yorba Linda	8,162	8,054	7,856	7,860	-3.7%
4 Feeder Districts	51,807	50,754	49,645	48,334	-6.7%

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 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

	2024 - 2025	2026-2027	2030-2031	2032-2033	Change 2024-2033
Orange County	429,869	415,699	387,953	380,657	-11.4%
California	5,806,221	5,650,609	5,722,232	5,322,800	-8.3%

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 (93.6%), Katella (90.4%), La Habra (82.8%), Loara (81.9%), and Fullerton (67.7%) 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 2024-2025

High School	African American	Asian/ Pacific Islander	Hispanic or Latina/o/x	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
<i>Fullerton College</i>	3.4%	13.0%	58.5%	0.1%	14.1%	1.9%	9.0%
Anaheim	0.9%	1.7%	93.6%	0.6%	2.7%	0.1%	0.4%
Brea-Olinda	1.3%	30.0%	39.2%	0.2%	24.3%	0.1%	4.8%
El Dorado	1.5%	20.0%	40.1%	0.5%	34.2%	0.1%	3.7%
Fullerton	1.0%	7.7%	67.7%	0.1%	17.1%	0.8%	5.7%
Katella	1.4%	3.9%	90.4%	0.2%	3.4%	0.3%	0.4%
La Habra	1.3%	2.1%	82.8%	0.1%	12.7%	0.1%	1.0%
Loara	1.0%	10.5%	81.9%	1.2%	4.1%	0.3%	1.1%
Sunny Hills	1.4%	48.9%	34.0%	0.0%	9.8%	0.8%	5.2%
Troy	1.1%	52.5%	28.5%	0.2%	11.1%	2.4%	4.3%
Valencia	1.1%	22.0%	66.1%	0.2%	8.5%	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 17.5% of Hispanic or Latina/o/x adults have earned at least a bachelor's degree (Figure 30). This rate is about 32 percentage points lower than White Orange County adults, and 40 percentage points lower than Asian adults. Similarly, Hispanic or Latina/o/x residents in Orange County had median annual incomes that were about \$28,000 less than White residents and about \$26,000 less than Asian residents (Figure 31).

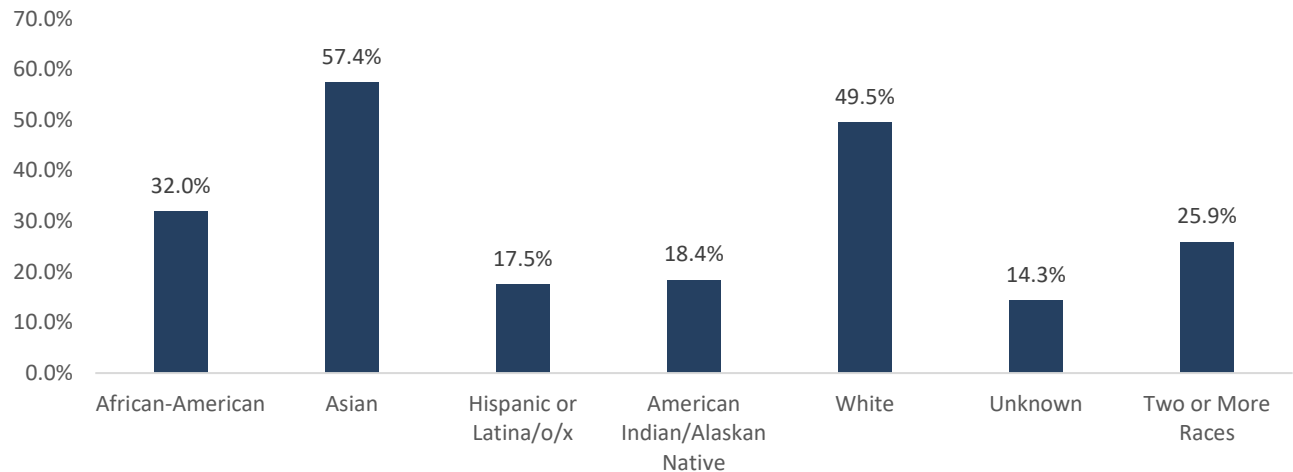


Figure 30. Percentage of Orange County Residents with a Bachelor's Degree or Higher by Race/Ethnicity

Source: U.S. Census Bureau, 2024 American Community Survey 1-Year Estimates

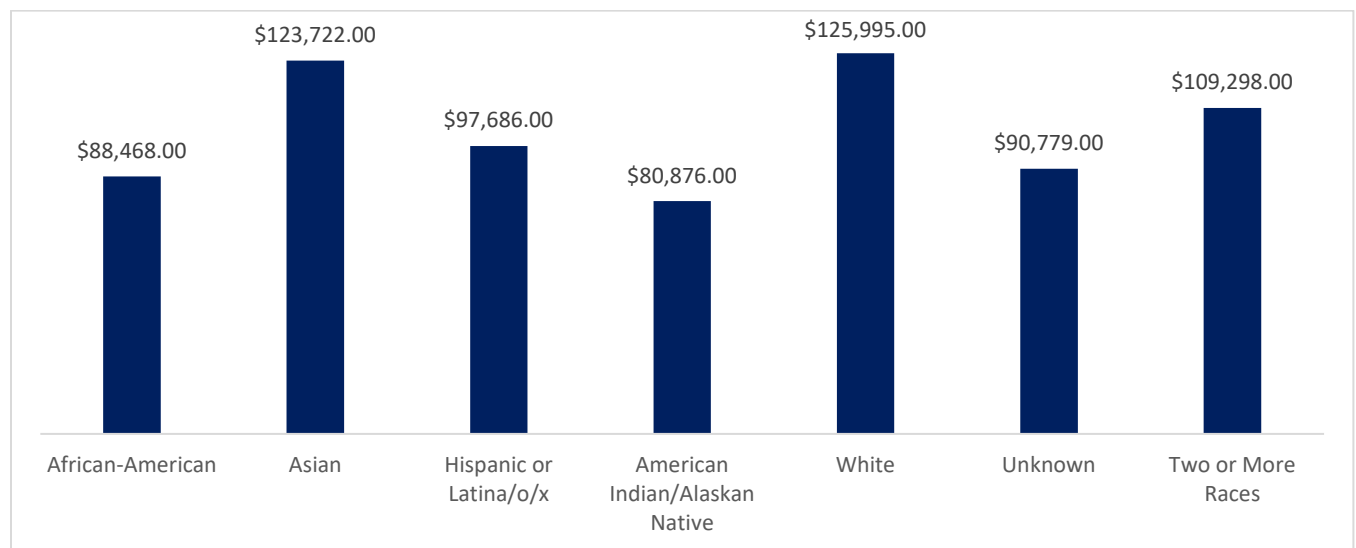


Figure 31. Median Income in the Past 12 Months: Orange County Residents by Race/Ethnicity

Source: U.S. Census Bureau, 2024 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
Civilian Labor Force	1,536,700	1,574,300	1,604,900	1,584,700	1,587,700	3.3%
Employed	1,417,800	1,516,200	1,564,200	1,524,700	1,527,700	7.8%
Unemployed	118,900	58,100	40,700	60,000	60,000	-49.5%
Unemployment Percent	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
Civilian Labor Force	1,587,700	170,200	23,300	69,500	30,600	25,400	34,600
Employed	1,527,700	163,200	22,500	66,800	29,400	24,500	33,400
Unemployed	60,000	7,000	900	2,700	1,100	1,000	1,200
Unemployment Percent	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%
Total	1,960,100	+1.4%

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 2026 for Orange County by Entry Level for Career Technical Certificate

Occupation	2024 Jobs	Projections for 2026	Change (%)	Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	14,647	14,875	2%	\$28.77
Medical Assistants	9,761	10,303	6%	\$22.47
Nursing Assistants	9,337	9,707	4%	\$23.17
Licensed Practical and Licensed Vocational Nurses	7,557	7,769	3%	\$38.60
Automotive Service Technicians & Mechanics	6,752	6,778	0%	\$29.77
Dental Assistants	6,321	6,592	4%	\$23.33
Hairdressers, Hairstylist, and Cosmetologists	6,229	6,492	4%	\$18.17
Manicurists and Pedicurists	6,129	6,422	5%	\$16.03
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4,100	4,261	4%	\$33.39
Massage Therapists	3,789	3,988	5%	\$24.14

Source: Lightcast-Economic Modeling

Table 21. Top 10 Employed Industry and Growth Projections for 2026 for Orange County by Entry Level for Associate's Degrees

Occupation	2024 Jobs	Projections for 2026	Change (%)	Median Hourly Earnings
Paralegals and Legal Assistants	5,134	5,261	2%	\$27.22
Preschool Teachers, Except Special Education	4,367	4,454	2%	\$20.72
Dental Hygienists	2,737	2,871	5%	\$53.03
Web and Digital Interface Designers	2,258	2,244	-1%	\$45.41
Radiologic Technologists and Technicians	1,731	1,791	3%	\$49.68
Respiratory Therapists	1,672	1,748	5%	\$48.49
Architectural and Civil Drafters	1,560	1,575	1%	\$36.28
Veterinary Technologists and Technicians	1,281	1,375	7%	\$23.02
Computer Network Support Specialist	1,280	1,287	1%	\$35.62
Human Resources Assistants, Except Payroll and Timekeeping	1,137	1,130	-1%	\$26.52

Source: Lightcast-Economic Modeling

Table 22. Top 10 Employed Industry and Growth Projections for 2026 for Orange County by Entry Level for Bachelor's Degrees

Occupation	2024 Jobs	Projections for 2026	Change (%)	Median Hourly Earnings
General and Operations Managers	30,714	31,371	2%	\$60.66
Registered Nurses	25,310	26,258	4%	\$63.85
Accountants and Auditors	20,461	20,749	1%	\$44.15
Software Developers	18,209	18,465	1%	\$74.16
Business Operations Specialist, All Other	15,214	15,323	1%	\$38.15
Management Analyst	15,164	15,403	2%	\$49.69
Managers, All Other	14,651	14,706	0%	\$61.57
Project Management Specialist	13,056	13,261	1%	\$50.33
Sale Managers	11,517	11,429	-1%	\$61.29
Market Research Analyst and Marketing Specialist	11,472	11,604	1%	\$37.21

Source: Lightcast-Economic Modeling