

**Fullerton College**  
**Student Equity Plan**



**November 9, 2015**

# FULLERTON COLLEGE STUDENT EQUITY PLAN

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## Signature Page

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## **Fullerton College** **Student Equity Plan Signature Page**

**District:** North Orange County CCD      **Board of Trustees Approval Date:** \_\_\_\_\_

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

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Dr. Greg Schulz, Interim Fullerton College      gschulz@fullcoll.edu  
President

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

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Richard Storti, VP of Administrative Services      rstorti@fullcoll.edu

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Rodrigo Garcia, District Director, Fiscal Affairs      rgarcia@nocccd.edu

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

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Dr. Savannah Jones, Interim VP of Student      sjones@fullcoll.edu  
Services

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

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Dr. José Ramón Núñez, VP of Instruction      jnunez@fullcoll.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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Dr. Pete Snyder, Faculty Senate President      psnyder@fullcoll.edu

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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Sharon Kelly, Classified Senate President                      skelly@fullcoll.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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Thor Roe, Associated Student President                      troe@fullcoll.edu

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Deb Perkins, Director of Student Equity      dperkins@fullcoll.edu                      714-992-7108

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# Executive Summary

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## EXECUTIVE SUMMARY

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### *Introduction*

The process of creating the original student equity plan in the summer and fall of 2014 was a valuable one for Fullerton College. As was shown throughout all areas of the Fullerton College Student Equity Plan (FCSEP), the college identified many effective programs and services in place that support success for all students. Our campus-based research demonstrated that while there are measures for a small number of student populations that do need to be improved to reach both the proportionality index and 80% index, as a whole Fullerton College had a high level of student success across all groups. We made this comment based on the fact that no single student population fell below measures in all areas. We took this as verification that the programs and services currently available as well as the dedicated faculty and staff that support those programs and services are highly effective. From this position of strength, the 2014 FCSEP was developed, fully vetted through campus and district constituent groups, and submitted to the state in late October 2014.

Fullerton College sought to create a well-rounded plan that not only employed funds among as many areas as possible but approached improvement from multiple perspectives—this included outreach materials available for recruiters and counselors of special programs; professional development aimed specifically at improving instruction; support for specific programs that have shown positive outcomes for underrepresented student populations; classroom mentors; and tutors. One expected outcome of these efforts is that Fullerton College will be experienced as welcoming by all students. Research has clearly demonstrated that when students feel they have a supportive “home” on campus they become better integrated and more successful. This home can vary from population to population, so the specialized programs focused on particular student groups will offer specific supports. More importantly, they will also serve a direct connection between their students and campus-wide student support services with the intention of not duplicating essential services. Therefore, Fullerton College will use the Equity Initiative to expand existing programs that have demonstrated success and promise while strengthening the connection and communication between individual support programs for designated student populations and central campus services that are in place to support student success. Over the initial three years the one major goal, then, is to increase the integration between areas; all with the essential goal and focus of creating equitable outcomes for all of the students we serve.

### *Target Groups*

In research performed for the 2014 FCSEP, two primary target groups rose from the data analysis: African-American students and Pacific Islander students. Hispanic students and students with disabilities also demonstrated disproportionate impact regarding degree completion and transfer. Throughout the original equity plan, and in the current 2015 plan, specific programs, courses, and services are described to improve outcomes for these and other groups. The specific student populations that fall below the 80% index for each success measure are identified here:



Success Measure	Underserved Groups
Access	No populations disproportionately impacted however, the FCSEP does address increasing student access to college programs and services for students from impacted groups and for on-going recruitment efforts
Course Completion	Students who are African-American, Pacific Islander, and Hispanic
ESL and Basic Skills Completion (all basic skills courses)	Students who are African-American and Pacific Islander
<i>Basic Skills ESL Completion</i>	Students who are African-American and Pacific Islander*
<i>Basic Skills English Completion</i>	Students who are African-American, American Indian, Hispanic, Pacific Islander, and students who did not identify their ethnicity (unknown)
<i>Basic Skills Math Completion</i>	Students who are African-American, American Indian, and Hispanic
Degree and Certificate Completion	Students who are American Indian, Hispanic, White, and who have a documented disability
Transfer	Students who are Hispanic, Pacific Islander, White, and students who did not identify their ethnicity (unknown)
Campus and District-wide initiatives impacting several indicators	Fullerton College is using equity funding to support or enhance a number of activities and programs that address the needs of student populations who show disproportionate impact in several areas.

\*Number of students impacted is less than 10

### *Goals for each student group and for each success indicator*

The primary goal of the equity plan is to eliminate the disproportionate impact for the target groups mentioned above. An important secondary goal is to implement an ongoing annual equity review process to ensure meaningful and impactful student equity efforts across the entire college, particularly for those student populations that may not currently demonstrate disproportionate impact but are essential in any equity plan, i.e. former foster youth and veterans. In the first year, the review process will also focus on defining the role, responsibilities, and expectations for a student equity director/dean. All activity-specific goals reflect college efforts to reach equity as defined by the 80-percent rule. Specific goals were set for each metric based on the student populations demonstrating disproportionate impact. With the added section for campus and district-wide initiatives affecting several indicators, we will highlight programs and services that reach a large number of students that fall below the 80%

index in several measures. For example, African-American students and Hispanic students each fall below the 80% index on five measures (when separating basic skills course completion by overall, ESL, Math, and English). Programs such as Puente and Umoja will be supported to address all of these measures.

## **Success Measure and Identified Goals**

### **Access**

- Create clearer pathways for students and incoming freshman to enroll in Fullerton College
- Increase the number of Veterans on Campus by 6% by 2018
- Continue to support outreach efforts for EOPS, Foster Youth Success Initiative, Transfer Achievement Program (TAP), and Veterans with full-color brochures and publicity materials for distribution to prospective students by Fullerton College recruitment staff.
- Increase the number of Filipino students at Fullerton College's Honor's Program by 10% by fall 2016

### **Course Completion**

- Increase course completion for African-American students from 54.5% to 56.5%, Hispanic students from 63% to 65%, and for Pacific Islander students from 53.5% to 55.5% by 2018
- Expand current programs, services, and professional development that contribute to course completion

### **ESL and Basic Skills Completion**

- Increase Basic Skills Mathematics completion among African-American students from 18.3% to 20.3%, among Hispanic students from 30.3% to 32.3%, and among American Indian students from 29% to 31% by 2018
- Increase Basic Skills English completion among African-American students from 28% to 30%, among Hispanic students from 45% to 47%, and among American Indian students from 38% to 40% by 2018
- Increase professional and pre-professional development to support student success

### **Degree and Certificate Completion**

- Increase degree and certificate completion among Hispanic students from 39% to 41% by 2019
- Increase degree and certificate completion among DSPS students from 37% to 39% by 2019

### **Transfer**

- Increase support for programs that serve transfer for all students
- Increase transfer rates for student veterans by 2% by 2019

### **Campus and District-Wide Initiatives**

- Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among African-American and Hispanic students through the Incite and SDSI programs
- Increased tutoring support and supplemental instruction will be available to students through the Academic Support Center, Supplemental Instruction Program, and Entering Scholars Program
- Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among Foster Youth through the Foster Youth Success Initiative (FYSI)
- Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among EOPS students
- Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among Hispanic and African-American students through the Puente and Umoja programs
- Fullerton College will engage in research and inquiry to deepen the institution's understanding of the cause of disproportionate impact among target student populations.

### *Action items the College will undertake*

A detailed description of the activities and related action items that the college will undertake is included in this plan. In order to address the identified success measures, target populations, and goals listed above, the college began a campus-wide submission process for programs that wished to propose initiatives to be funded in 2015-2016. As will be described in more detail in the Planning and Collaboration Process section, proposals were measured using the following criteria:

- Do they serve target populations?
- Do they have measurable outcomes?
- Do they meet Student Equity funding guidelines?
- Do they not supplant existing funds?
- Are they sustainable?
- Did the program provide supporting data?

The following activities represent new and expanded programs, enhanced services, and positions that promote student equity coordination and planning from academic divisions and student service offices across campus.

<b>Success Measure: Access</b>	<b>Activity</b>	<b>Student Equity Funds</b>	<b>Other Funding Sources/Amounts</b>
A.1.1	MAS (Males Achieving Success) at Fullerton	\$30,000	No other funds
A.1.2	Gilbert/La Vista HS Outreach	\$8,562	Fullerton College Strategic Action Plan Funds-- \$14,000
A.1.3	Project Coordinator to support KinderCaminata	\$19,625	General funds-- \$16,000
A.2	From Transition to Terminal Goals for Student Veterans	\$22,480	General funds-- \$329,367 Veterans Education-- \$29,871
A.3	Campus Communications brochures and outreach material for EOPS, Foster Youth Success Initiative, TAP, and Veterans	\$14,500	General funds (for all marketing)-- \$501,265
A.4	Honors Outreach Program for Filipino High School students	\$5,498	General funds-- \$23,361

<b>Success Measure: Course Completion</b>	<b>Activity</b>	<b>Student Equity Funds</b>	<b>Other Funding Sources/Amounts</b>
B.1.1	Improved Completion by African-American & Hispanic Students in the Social and Natural Sciences	\$61,774	Innovation fund-- \$24,975
B.1.2	Boot Camps to prepare the underprepared Chemistry students	\$7,410	Engage in STEM-- \$7,500
B.1.3	Peer Undergraduate Mentoring Program in Chemistry (PUMP)	\$11,944	None
B.1.4	Interventions in and out of the mathematics classroom	\$28,267	General funds (Math Lab)-- \$198,349
B.2.1	Staff Development Programs: New Faculty Seminar, Adjunct Academy, Teaching and Learning Certificate (TLC), and Travel	\$61,960	General funds-- \$129,965

<b>Success Measure: Course Completion</b>	<b>Activity</b>	<b>Student Equity Funds</b>	<b>Other Funding Sources/Amounts</b>
B.2.2	Expansion of Basic Skills Initiative Programs: Growth Mindset, Graduate Student Mentorship Program	\$34,687	Basic Skills funds-- \$27,838
B.2.3	Expanded psychological counseling services	\$12,155	Self-supported programs-- \$140,000 Health Services-- \$1,825,484
B.2.4	Early Commitment Follow-Up Program	\$8,051	General funds (Counseling)- \$2,771,065

<b>Success Measure: ESL and Basic Skills Course Completion</b>	<b>Activity</b>	<b>Student Equity Funds</b>	<b>Other Funding Sources/Amounts</b>
C.1	Multiple Measures in Math	No cost to equity	General funds (Math)-- \$5,224,203
C.2.1	Accelerated English Faculty Training	\$15,218	None
C.2.2	Transfer Achievement Program Accelerated English offering	No cost to equity	General funds-- \$71,311
C.3	Reading Faculty Training to Address Achievement Gap	\$16,040	None

<b>Success Measure: Degree and Certificate Completion</b>	<b>Activity</b>	<b>Student Equity Funds</b>	<b>Other Funding Sources/Amounts</b>
D.1	CA Dreamers: Empowered and Educated	\$74,291	None
D.2	Preventing DSS Students from falling through the cracks	\$21,980	General funds-- \$306,150 FC DSPS-- \$2,893,697

<b>Success Measure: Transfer</b>	<b>Activity</b>	<b>Student Equity Funds</b>	<b>Other Funding Sources/Amounts</b>
E.1.1	Honors Ambassadors Conference Attendance	\$2,500	General funds-- \$23,361
E.1.2	Summer University Experiences for Transfer Students and Transfer Center support for extended hours and services	\$51,902	General funds-- \$319,269
E.1.3	Transfer Achievement Program (TAP) Sophomore Experience	\$12,765	General funds-- \$71,311
E.1.4	Pilot Accelerated Math Course	No cost to equity	General funds (Math)-- \$5,224,203
E.1.5	Increased collaboration between STEM faculty and Counseling	\$3,996	General funds (Counseling)- -\$2,771,065
E.1.6	Business Employment Preparation Initiative	\$82,825	None
E.1.7	Study Abroad - Increasing Access and Equity	\$18,050	Student fees-- \$3,000
E.2	Retraining Veterans for Civilian Careers	\$20,000	General funds-- \$1,849,719 Lottery funds-- \$52,526 Target grant-- \$6,000

<b>Success Measure: Campus and District-Wide Initiatives</b>	<b>Activity</b>	<b>Student Equity Funds</b>	<b>Other Funding Sources/Amounts</b>
F.1	Enhance the Incite (academic support for student athletes) and Student Diversity Success Initiative (SDSI) programs	\$29,935—Incite \$120,494—SDSI \$80,982— Incite/SDSI Special Projects Manager	\$53,246—Basic Skills Initiative \$46,800—SSSP \$7,000—Academic Support Center General funds

<b>Success Measure: Campus and District-Wide Initiatives</b>	<b>Activity</b>	<b>Student Equity Funds</b>	<b>Other Funding Sources/Amounts</b>
F.2.1	Enhance tutoring support in the Academic Support Center -- Tutoring Center, Skills Center, Writing Center, including online tutoring support	\$80,162	General Funds-- \$927,733
F.2.2	Expansion of Basic Skills Initiative Programs: Entering Scholars Program	\$51,341	Basic Skills--\$85,774
F.2.3	Expansion of Supplemental Instruction Program	\$146,677	Basic Skills--\$68,267
F.3	Foster Youth Success Initiative	\$125,458	None
F.4	Increasing Students Served in EOPS	\$174,045	General funds-- \$475,979 EOPS--\$2,292,468
F.5.1	University tours and planning for expansion of Puente program	\$38,045	General funds-- \$5,100 FC Puente Project-- \$3,000
F.5.2	Umoja special projects manager and Umoja programming	\$142,651	General funds-- \$20,000
F.6.1	Support research and inquiry related to student equity with positions including Special Project Director of Student Equity, Research Analyst (50%), and Admissions and Records Classified Support (cohort tracking)	\$169,062	SSSP--\$37,449
F.6.2	Student Equity Summit	\$10,000	None
F.6.3	District-wide Inquiry	\$76,035	
		<b>Total funding allocated 2015-2016</b>	<b>\$1,891,367</b>

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## **Planning Committee and Collaboration**

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## PLANNING COMMITTEE AND COLLABORATION

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In both the 2014 and the current plan, Fullerton College ensured student equity planning be developed with the active involvement of all groups on campus including the faculty senate, instructional faculty and staff, student services representatives, students, and appropriate community members. The 2014 plan was submitted through college and district channels and ultimately approved by the North Orange County Board of Trustees on Dec. 9, 2014.

The Fullerton College Student Equity Committee (FCSEC) is responsible for ongoing development, implementation, and evaluation of the plan. The committee includes a mix of administrators, faculty, staff, researchers, students, and others involved with institution-wide planning and evaluation. Representatives of the Student Equity Committee meet regularly with representatives overseeing the SSSP and BSI plans; and the college's Student Success Committee serves as a clearinghouse as the campus committee responsible for oversight of all Fullerton College initiatives designed for student success.

In addition to elected representatives mentioned above, the committee frequently calls upon individuals from other areas on campus who serve as resource members to the committee. These individuals bring their own perspective to the group and their expertise to ensure that all aspects of student success are being discussed. Specifically, the FCSEC includes members (either elected, or as resources) from

- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS)
- Puente
- Student Success and Support Program (SSSP)
- Programs for foster youth
- Programs for veterans
- CalWORKs
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP)
- Basic Skills Initiative (BSI )

With the support of the college's Office of Institutional Research and Planning, the college ensures that student equity planning is incorporated into institution-wide planning efforts such as accreditation, the educational master plan, the Student Success and Support Program plan, Institutional Effectiveness goal setting, and the Basic Skills plan.

Other areas on campus frequently use student equity as a tool to improve student success. One good example is program review in which the allocation of resources is often linked to outcomes designed to address disproportionately impacted populations.

The college utilized two planning processes in the allocation of resources by the Student Equity funding. First, since the initial funding was provided prior to the submission of the 2014 plan,

the FCSEC allocated funds to areas shown to have a clear link to equity goals. These initiatives fell into four broad areas:

1. **Expansion of current programs and services**, such as Foster Youth Success Initiative, EOPS, the Veterans Center, Puente, Disability Support Programs and Services, Incite (Support for Student Athletes), the Fullerton College Supplemental Instruction Program (FCSI), the Transfer Achievement Program (TAP).
2. **Expansion of curricular initiatives**, such as the Accelerated Developmental English and Math Program, “Just-in-time” remediation for selected Math and English courses, boot camps and other summer bridge activities, college orientation initiatives.
3. **Expansion of faculty and staff development initiatives**, such as the New Faculty Seminar, Adjunct Faculty Training, “in-service” activities to link discipline faculty and Counseling for participating jointly in student placement decisions especially for target student groups such as Veterans, Foster Youth, older returning students.
4. **Other activities**, such as production of promotional and recruitment materials, a comprehensive overhaul of the college’s Summer Success program for incoming students, an Equity Committee planning and assessment retreat, and expansion of data collection and evaluation.

The Committee spent the spring 2015 semester assisting programs in implementing these plans and working on evaluation of their initiatives.

In March 2015, in anticipation of the second round of funding, the college began a campus-wide submission process for programs that wished to propose initiatives to be funded in 2015-2016. 28 proposals were received requesting approximately \$1.8 million. In addition, the committee approved the hiring of Student Equity Director, a Research Analyst (co-funded by SSSP), and key individuals to oversee some of the more comprehensive programs, such as Umoja and INCITE (Support for Student Athletes).

Proposals were measured using the following criteria:

- Do they serve target populations?
- Do they have measurable outcomes?
- Do they meet Student Equity funding guidelines?
- Do they not supplant existing funds?
- Are they sustainable?
- Did the program provide supporting data?

At its April 30, 2015 meeting the SE committee approved a first round of conditional funding to:

- The hiring of a SE Program Director
- The hiring of classified and research support personnel
- Programs that clearly meet equity goals and that met the criteria above:
  - INCITE and SDSI

- Mentoring, Tutoring and other support for AB 540 students
- Mentoring for DSS students
- Increased services in EOPS
- Early Commitment Program designed to work with High School Seniors
- Foster Youth Success initiative
- MAS (Males Achieving Success) - a pilot program to support incoming Hispanic males
- Puente
- Various programs for Veterans
- Extended Hours and Services in the Cadena/Transfer Center
- UMOJA

The committee requested additional information and clarification from other proposals. All funding was contingent on the 2015-2016 state allocation, but programs were given the go-ahead to begin implementation prior to the summer. The Program Director and other key personnel were hired over the summer of 2015.

In July 2015, the college was notified by the state that the FCSEP was accepted, and being showcased as an exemplary plan on the Chancellor's Office website.

In late August 2015, in response to the new state guidelines, the College began to revise its plan to (a) include new populations of students (including Puente, CalWORKs, students served by Student Financial Aid Administration, and students served by the Basic Skills Initiative); (b) more closely coordinate efforts by the three major categorical funds (Equity, SSSP, BSI); and (c) align expenditures with state budget reporting codes.

During the development of the 2015 plan, and the associated budget allocation report, the FCSEC continued to meet bi-weekly to discuss the status of the report, receive updates from equity-funded programs, and to provide resources and assistance to programs as they begin to collect data to analyze the success of their initiatives

Coordination with our sister college, Cypress and the NOCCCD takes place with frequent meetings of the two campus Student Equity Directors, and the District Vice Chancellor of Educational Services and Technology. The Director and other key personnel attend both local and state wide functions related to Equity, such as the statewide SE Director training, and in September 2015 Fullerton College hosted the 3CSN sponsored Southern California Equity Summit.

### Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Mark Greenhalgh	Dean of Mathematics and Computer Science	Management, Co-Chair
Mary Bogan	Reading Instructor	Faculty, Co-Chair
Deb Perkins	Director, Student Equity	Management
Amber Gonzalez	Ethnic Studies Instructor	Faculty
Kendrick Kim	Business Instructor	Faculty
Jose Miranda	Automotive Instructor	Faculty
Sylvia Pimentel	Counselor	Faculty
Chuck Helms	Instructional Aide, Academic Support Center	Classified
Jennifer LaBounty	Director of EOPS/CARE, CalWORKs and Foster Youth	Management
Rita Wainess		Student
Francisco Avila		Student
Daphne Ruiz		Student
Cecilia Arriaza	Director of the Cadena/Transfer Center	Resource Member
Carlos Ayon	Director of Institutional Research and Planning	Resource Member
Rena Martinez Stluka	Registrar	Resource Member
Aghabi Khalil	Coordinator, Veterans' Resource Center	Resource Member
Ruth Sipple	Interim Director, Disability Support Services	Resource Member
Lisa McPheron	Director of Campus Communications	Resource Member
Greg Ryan	Director of Financial Aid	Resource Member
Justin Campbell	Manager, Umoja Program	Resource Member
Jose Ramón Núñez	Vice President of Instruction	Resource Member
Dani Wilson	Dean of Library/Learning Resources	Resource Member

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# Access

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**CAMPUS-BASED RESEARCH: ACCESS**

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**A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

**Overview**

As the data analysis in this section show, Fullerton College currently only has a small portion of areas that demonstrate disproportionate impact. While we are proud of this fact, our plan will address specific programs and services to help eliminate any area of disproportionate impact while simultaneously seeking to support the continued success of all Fullerton College students.

Student Access by Gender

Gender	Count	Percent
Female	12,087	50.18%
Male	11,635	48.31%
Unknown	363	1.51%
Total	24,085	100%

Veteran Student Access by Gender

Gender	Count	Percent
Female	75	14.85%
Male	417	82.57%
Unknown	13	2.57%
Total	505	100%

Foster Youth Student Access by Gender

Gender	Count	Percent
Female	41	61.19%
Male	25	37.31%
Unknown	1	1.49%
Total	67	100%

Student Access by Ethnicity

Ethnicity	Count	Percent
African-American	768	3.19%
American Indian	75	0.31%
Asian	3,573	14.84%
Hispanic	12,133	50.38%
Multi-Ethnicity	763	3.17%
Pacific Islander	97	0.40%
White	5,799	24.08%
Unknown	877	3.64%
Total	24,085	100%

Service Area<sup>1</sup> Ethnicity<sup>2</sup> - All Ages

Ethnicity	Percent
African-American	2.19%
American Indian	0.22%
Asian	17.08%
Hispanic	42.74%
Multi-Ethnicity	2.05%
Pacific Islander	0.31%
White	35.23%
Other	0.18%

The two tables above show Fullerton College has higher ratios of African-American, American Indian, Hispanic, and Pacific Islander students than its service area.

Veteran Student Access by Ethnicity

Ethnicity	Count	Percent
African-American	39	7.72%
American Indian	6	1.19%
Asian	64	12.67%
Hispanic	206	40.79%
White Non-Hispanic	184	36.44%
Unknown	6	1.19%
Total	505	100%

Foster Youth Student Access by Ethnicity

Ethnicity	Count	Percent
African-American	11	16.42%
Asian	7	10.45%
Hispanic	32	47.76%
White Non-Hispanic	17	25.37%
Total	67	100%

Student Access by DSPTS Status

DSPTS Status	Count	Percent
DSPTS	1,223	5.08%
Non-DSPTS	22,862	94.92%
Total	24,085	100%

<sup>1</sup>Cities included: Anaheim, Brea, Buena Park, Fullerton, La Habra, Placentia, and Yorba Linda

<sup>2</sup>Source: Center for Demographic Research, California State Fullerton, Orange County 2010 Census Demographic Profiles, April 2014

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**GOAL A.**

While Fullerton College does not have any groups experiencing disproportionate impact, the college will focus on these three target groups with a primary goal of increasing students’ access to programs and services that support their success.

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic students			
Veteran students		Increase by 6%	2018
Filipino students			

**ACTIVITIES: A. ACCESS**

**A.1 Create clearer pathways for students and incoming freshman to enroll in Fullerton College**

**Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.1	Hispanic students	560

• **Activity Implementation Plan**

**Activity A.1.1**

With a large number of Latino males attending Fullerton College and an even larger number of Latino males attending the junior high and high schools in Fullerton’s surrounding community, Fullerton College is well-positioned to establish a Latino male-based



program. Additionally, Fullerton College's strong relationships with Fullerton Joint Union High School District and the Anaheim School District pave the way for a robust partnership and support for such a program. Working through the existing High School Outreach program at Fullerton College, the Males Achieving Success (MAS) program will work to encourage and support Latino males in 12<sup>th</sup> grade to pursue a higher education degree by attending Fullerton College. MAS is a new program that is being established with Student Equity funding. A small pilot program began in spring 2015. A major goal of MAS will be to recruit Latino males for the following Fullerton College programs: Puente, EOPS, DSS, Honors, Entering Scholars Program (ESP), Transfer Achievement Program (TAP), and Umoja. Components of the program include a college/career pathways visit for students to come on campus for a day of career and educational exploration and peer monitoring that pairs Fullerton College students with high school students. There will be Spanish/English parent educational seminars to educate parents on higher education options, financial aid and scholarship opportunities, developing a college preparation checklist, and understanding the community college as it relates to vocational and transfer options. With peer monitoring, Fullerton College students will act as a mentor and advisor to encourage students to enroll at Fullerton College. Local high schools will also be invited to bring 11<sup>th</sup> and 12<sup>th</sup> grade male students to a MAS conference that will feature an inspirational speaker, a panel of current college students, information about understanding higher education, and tips on what makes a successful college student.

#### **Activity A.1.2**

La Vista and Gilbert High Schools are continuation high schools located in the cities of Fullerton and Anaheim, respectively. Beginning in fall 2015, teams of Fullerton College student services professionals will make targeted and regularly scheduled weekly visits to the schools. Visits will include focused target groups with students to determine their constructs of college. In order for this effort to be successful, the high school students must first be engaged in listening to the college message. In addition to Fullerton College Outreach staff, current Fullerton Colleges students who have graduated from Gilbert or other continuation high schools will be asked to participate as role models and mentors to the high school students. Students, parents, and staff from La Vista and Gilbert High Schools will be given the opportunity to visit Fullerton College's campus in order for both the parents and students to feel more comfortable with the students attending Fullerton College in fall 2016.

#### **Activity A.1.3**

KinderCaminata is a Fullerton College annual event. Through a campus-wide collaborative effort, kindergarten students (with their teachers and parents) visit the college. The goal is to provide a college experience that helps students and their families realize that higher education, a college degree or certificate, is a possibility for them. Based on a county-wide program initiated in 1994 to provide an interactive experience for kindergartners, their teacher, and families, KinderCaminata supports teachers in providing a venue on a college campus where the students can explore and think about pursuing higher education. It is never too

early to instill in each student the importance of a good education and staying in school in order to have the opportunity to reach their dreams and goals. It is also important to let students know early in their education that college can be a realistic part of their future; college can be a pathway to reach their goals. While KinderCaminata has been in place since 1996, the program has always relied on leadership through faculty volunteers. Through Equity funding, a project coordinator will be hired to assist in all aspects of the planning of KinderCaminata including coordinating student volunteers, working with faculty on organizing station activities, and developing stronger partnerships with local schools. Part of the partnership with the elementary schools will be to train a representative from each school (approximately 70 participate each year) on topics related to college access, including information on financial aid resources and the Dream Act. In addition to providing connections and access within the community, the event relies on faculty and student volunteers. Students host stations for the kindergartners in collaboration with academic departments or clubs. Examples from last year’s event include Builders of Tomorrow (Architecture Club), Gone Fishing (Earth Science department), and Make your voices be heard (Political Science department).

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.1.1	Spring 2015-Fall 2018	\$30,000	No other funds
A.1.2	Fall 2015-Fall 2018	\$8,562	Fullerton College Strategic Action Plan funds \$14,000
A.1.3	Fall 2015-Fall 2018	\$19,625	General funds--\$16,000

• **Link to Goal**

**Activities A.1.1, A.1.2**

One of the Fullerton College’s campus goals is to strengthen connections with the community by strengthening partnerships with local feeder high schools and universities. By bringing students on campus and involving their parents, they can begin to have a better understanding of the college experience. The peer mentoring component of both programs will help students see that college attendance is a real option for them. Fullerton College students acting as mentors will form a bridge for the high school students with the goal of acclimating to the college. The mentors will be able to introduce the high school students to student activities, resources on campus such as tutoring and the Academic Support Center, and strategies to overcome obstacles for a smooth transition from high school to community college.

### **Activity A.1.3**

Not only does KinderCaminata build partnerships with local elementary schools and begin to impact kindergarten students, parents and family members are also a key component of the event. Rather than asking for parent participation as has been done in previous years, this year the event will focus on asking for participation from a “caring adult.” A caring adult could be an older sibling, an aunt or uncle, or close family friend who will act as a chaperone for the students and help guide them through the day’s activities. By exposing caring adults to the campus, the campus is opening the door for an older child or even the parents to pursue higher education. In addition, the caring adult and training provided through the elementary school will allow the kindergarteners to have adults in their lives who will continue to discuss higher education opportunities through elementary, middle, and high school.

- **Evaluation**

#### **Activity A.1.1**

Students who participate in MAS will be tracked by name and birthdate. The Outreach Staff have relationships with the high school staff and are working with programs that have already been established in order to gather some of this information. A goal of this program is to provide students with information and access to participate in programs such as Puente, EOPS, DSS, TAP, Umoja, and Entering Scholars Programs so we anticipate an increase in the number of students who apply and participate in these programs.

#### **Activity A.1.2**

The La Vista and Gilbert High Schools Strategic Outreach and College Orientation Program is intended to increase the number of students from both La Vista and Gilbert High Schools who attend college. In fall 2013, 58 students from Gilbert High School enrolled in Fullerton College. The goal of this program is to increase that number by at least 30 for fall 2016. Students who participate in the program will be tracked with their name and birth date to determine if they register and enroll during fall 2016.

#### **Activity A.1.3**

Last year’s KinderCaminata event brought over 2,100 kindergarten students, teachers, and parents to campus. In addition, over 275 Fullerton College students volunteered. However, because there has not been consistent leadership for the event, data has not been collected to measure the impact on the community or on Fullerton College students. Beginning this year, Fullerton College students will be surveyed to gauge how the event impacts their engagement to the campus. The project coordinator will also work with the new Equity Research Analyst to determine methods of collecting data on the impact to the elementary students and their families.

**A.2 Increase the number of Veterans on campus by 6% by 2018**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.2	Veterans	505

• **Activity Implementation Plan**

This will be a continuation and expansion on the 2014-2015 equity activities to support Veteran students. Staff in the Veterans Resource Center will develop and implement an online orientation for new Veteran students that will provide information on how to register, necessary steps to receive priority registration, financial aid information, and accessing resources once on campus. The Veterans Resource Center staff will also develop and implement a campus-wide Veteran Sensitivity and Awareness training program to ensure faculty, staff, and administrators understand the unique needs of Veteran students. A third project will be to develop and implement a Veteran Welcome event during the first week of the fall semester for Veterans and their families to provide information about resources on campus and in the community to support veterans with their education, housing, and veteran benefits.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.2	Spring 2015-Fall 2018	\$22,480	General funds--\$329,367 Veterans Education--\$29,871

**Link to Goal**

The online orientation will be focused on providing information about enrolling and being successful at Fullerton College for Veterans who are preparing to or in the process of discharging from their military service while the Veteran Welcome event will provide information for students who are already enrolled. The Veteran Sensitivity and Awareness Training will help faculty, staff, and administrators create a more welcoming campus for Veteran students.

**Evaluation**

The Veterans Resource Center staff has run into challenges when trying to establish a system to track the number of views and subsequent enrollments of individuals who complete the online orientation. This issue will continue to be examined. The Veteran Welcome event and staff training will include sign-in sheets to track attendance and satisfaction surveys in order to determine if this will become an annual event. The Veteran Resource Center staff will also work with Admissions and Records staff and staff from the Office of Institutional Research and Planning in order to better identify and track Veteran students, especially students who are not receiving services through the Veteran Resource Center.

**A.3 Continue to support outreach efforts for EOPS, Foster Youth Success Initiative, Transfer Achievement Program (TAP), and Veterans with full-color brochures and publicity materials for distribution to prospective students by Fullerton College recruitment staff.**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.3	EOPS students	1,400
	Foster youth	106
	Students in TAP	318
	Veteran students	505

• **Activity Implementation Plan**

This will be a continuation and expansion on the 2014-2015 equity activities to support Foster Youth, Veteran students, students in the Transfer Achievement Program (TAP), and prospective students in EOPS. Fullerton College currently serves a higher proportion of traditionally under-represented student populations than similar residents in its service area; therefore, our goal is to better inform all incoming students from these groups about the programs and services available to support their success. If

staff working with these programs have quality materials describing these programs, they will be able to more effectively communicate with perspective students about their resources.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.3	Spring 2015-Fall 2018	\$14,500	General funds--\$501,265

**Link to Goal**

Materials will be made available to students, which we anticipate will increase the number of students who contact program support staff, thus contributing to increased student participation in the EOPS, Foster Youth, TAP, and Veterans programs.

**Evaluation**

The Office of Campus Communications has been working to establish better methods to track the number of students who access links through the electronic publication, *President’s Weekly*, and the recently created Fullerton College News Corner. By tracking student views of emails, websites, and social media outlets, program administrators from EOPS, Foster Youth, TAP, and Veterans will be able to identify the best methods of outreach. Data will be evaluated and communicated back to the departments (EOPS, Foster Youth, TAP, and Veterans) each semester.

**A.4 Increase the number of Filipino students at Fullerton College’s Honor’s Program by 10% by fall 2016**

**Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

**• Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.4	Filipino students	10-15

• **Activity Implementation Plan**

The Fullerton College Honors Program offers a variety of courses that fulfill the general education requirements of most majors. Honors students have access to an Honors’ Counselor with expertise in honors-related curriculum. Courses that are designated as honors are often smaller than other classes and allow for student participation with a seminar-style format. Benefits for students participating in the Honors Program include close academic and social interaction with other highly motivated honors students and faculty, honors transfer agreements with colleges and universities, and an honors designation on college transcripts and the Associates Degree. To increase awareness about the program, Honors Ambassadors, hired with Equity funding, will visit college fairs and high schools to increase the number of underserved students enrolled in the Honors Program. The Honors Club will develop a partnership with the UCLA Asian Pacific Islander Club to recruit Filipino high school students who wish to transfer to UCLA from the FC Honors Program.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.4	Spring 2015-Fall 2018	\$5,498*	General funds--\$23,361

\*Total allocation \$7998 (with activity E.1.1)

**Link to Goal**

By sending ambassadors to the high schools and college fairs, high school students may see Fullerton College and participation in the Honors Program as a pathway to a CSU or UC. The honors ambassadors were started in spring 2015 with initial equity funding. In fall 2015, the program saw a 10% increase in applications from Anaheim Union High School District, a district identified as a target for recruiting underserved honors students.

**Evaluation**

The number of new applications for the Honors Program will be tracked each semester. The Honors Program application allows students to indicate how they heard about the program which can potentially indicate the effectiveness of the Honors Ambassadors.

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## **Success Indicator: Course Completion**

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## CAMPUS-BASED RESEARCH: COURSE COMPLETION

- B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

All Student Course Completion by Gender

Gender	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Female	34,841	50.20%	23,577	51.24%	67.67%	1.02	97.62%
Male	33,568	48.37%	21,746	47.26%	64.78%	0.98	93.45%
Unknown	991	1.43%	687	1.49%	69.32%	1.05	100%
Total	69,400	100%	46,010	100%	66.30%	1.00	

All Student Course Completion by Ethnicity

Ethnicity	Cohort		Outcome		Success Rate	Prop. Index	80% Index
	Count	Percent	Count	Percent			
African-American	2,547	3.67%	1,388	3.02%	54.50%	0.82	74.79%
American Indian	213	0.31%	144	0.31%	67.61%	1.02	92.78%
Asian	9,834	14.17%	7,166	15.57%	72.87%	1.1	100%
Hispanic	35,055	50.51%	22,304	48.48%	63.63%	0.96	87.32%
Multi-Ethnicity	2,261	3.26%	1,468	3.19%	64.93%	0.98	89.10%
Pacific Islander	286	0.41%	153	0.33%	53.50%	0.81	73.42%
White	16,696	24.06%	11,878	25.82%	71.14%	1.07	97.63%
Unknown	2,508	3.61%	1,509	3.28%	60.17%	0.91	82.57%
Total	69,400	100%	46,010	100%	66.30%	1	

While the proportionality index for all student groups rises above the 0.80, African-American and Pacific Islander student subpopulations do not meet the 80% index. Programs and services for these groups are detailed below.

All Student Course Completion by DSPS Status

DSPS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
DSPS	3,140	4.52%	2,075	4.51%	66.08%	1.00	99.65%
Non-DSPS	66,260	95.48%	43,935	95.49%	66.31%	1.00	100%
Total	69,400	100%	46,010	100%	66.30%	1.00	

All Student Course Completion by Economically Disadvantaged Status

EDS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
EDS	626	0.90%	385	0.84%	61.50%	0.93	92.70%
Non-EDS	68,774	99.10%	45,625	99.16%	66.34%	1.00	100%
Total	69,400	100%	46,010	100%	66.30%	1.00	

All Student Course Completion by Veteran Status

Veteran Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Veteran	1537	2.21%	1119	2.43%	72.80%	110%	100%
Non-Veteran	67,863	97.79%	44,891	97.57%	66.15%	99.78%	90.86%
Total	69,400	100%	46,010	100%	66.30%	1	

All Student Course Completion by Foster Youth Status

Foster Youth Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Foster Youth	191	0.28%	116	0.25%	60.73%	91.61%	91.59%
Non-Foster Youth	69,209	99.72%	45,894	99.75%	66.31%	100%	100%
Total	69,400	100%	46,010	100%	66.30%	1	

**COURSE COMPLETION: BASIC SKILLS**

Basic Skills Course Completion by Gender

Gender	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Female	3,611	53.74%	2,353	57.08%	65.16%	1.06	100%
Male	3,005	44.72%	1,705	41.36%	56.74%	0.92	87.08%
Unknown	104	1.55%	64	1.55%	61.54%	1.00	94.44%
Total	6,720	100%	4,122	100%	61.34%	1.00	

Basic Skills Course Completion by Ethnicity

Ethnicity	Cohort		Outcome		Success Rate	Prop. Index	80% Index
	Count	Percent	Count	Percent			
African-American	214	3.18%	96	2.33%	44.86%	0.73	64.44%
American Indian	9	0.13%	8	0.19%	88.89%	1.45	127%
Asian	665	9.90%	463	11.23%	69.62%	1.14	100%
Hispanic	4,235	63.02%	2,507	60.82%	59.20%	0.97	85.03%
Multi-Ethnicity	181	2.69%	110	2.67%	60.77%	0.99	87.29%
Pacific Islander	38	0.57%	17	0.41%	44.74%	0.73	64.26%
White	1,132	16.85%	753	18.27%	66.52%	1.08	95.55%
Unknown	246	3.66%	168	4.08%	68.29%	1.11	98.09%
Total	6,720	100%	4,122	100%	61.34%	1	

Both proportionality index and the 80% index are low for African-American and Pacific Islander student subpopulations in this measure. Programs and services for these groups are detailed in the Goals and Activities of this section and the ESL and Basic Skills completion section of the plan.

Basic Skills Course Completion by DSPS Status

DSPS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
DSPS	455	6.77%	254	6.16%	55.82%	0.91	90.41%
Non-DSPS	6,265	93.23%	3,868	93.84%	61.74%	1.01	100%
Total	6,720	100%	4,122	100%	61.34%	1.00	

Basic Skills Course Completion by Economically Disadvantaged Status

EDS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
EDS	106	1.58%	63	1.53%	59.43%	0.97	96.84%
Non-EDS	6614	98.42%	4059	98.47%	61.37%	1.00	100%
Total	6720	100%	4122	100%	61.34%	1.00	

Basic Skills Course Completion by Veteran Status

Veteran Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Veteran	147	2.19%	88	2.13%	59.86%	97.59	97.54%
Non-Veteran	6,573	97.81%	4,034	97.87%	61.37%	100%	100%
Total	6,720	100%	4,122	100%	61.34%	1	

Basic Skills Course Completion by Foster Youth Status

Foster Youth Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Foster Youth	22	0.33%	9	0.22%	40.91%	66.69	66.62%
Non-Foster Youth	6,698	99.67%	4,113	99.78%	61.41%	100%	100%
Total	6,720	100%	4,122	100%	61.34%	1	

Both proportionality index and the 80% index are low for Foster Youth students in this measure. Programs and services for these groups are detailed in the Goals and Activities of this section and the Campus-Wide Initiatives section of the plan.

**COURSE COMPLETION: TRANSFER**

Transfer Course Completion by Gender

Gender	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Female	29,733	50.30%	20,225	51.24%	68.02%	1.02	100%
Male	28,544	48.29%	18,666	47.29%	65.39%	0.98	96.13%
Unknown	829	1.40%	583	1.48%	70.33%	1.05	103%
Total	59,106	100%	39,474	100%	66.79%	1.00	

### Transfer Course Completion by Ethnicity

Ethnicity	Cohort		Outcome		Success Rate	Prop. Index	80% Index
	Count	Percent	Count	Percent			
African-American	2,218	3.75%	1,232	3.12%	55.55%	0.83	75.99%
American Indian	182	0.31%	121	0.31%	66.48%	1	90.94%
Asian	8,812	14.91%	6,442	16.32%	73.10%	1.09	100%
Hispanic	29,008	49.08%	18,640	47.22%	64.26%	0.96	87.91%
Multi-Ethnicity	1,991	3.37%	1,298	3.29%	65.19%	0.98	89.18%
Pacific Islander	242	0.41%	133	0.34%	54.96%	0.82	75.18%
White	14,533	24.59%	10,358	26.24%	71.27%	1.07	97.50%
Unknown	2,120	3.59%	1,250	3.17%	58.96%	0.88	80.66%
Total	59,106	100%	39,474	100%	66.79%	1	

While the proportionality index for all student groups rises above 0.8, African-American and Pacific Islander student subpopulations do not meet the 80% index. Programs and services for these groups are detailed below.

### Transfer Course Completion by DSPS Status

DSPS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
DSPS	2,324	3.93%	1,550	3.93%	66.70%	1.00	99.87%
Non-DSPS	56,782	96.07%	37,924	96.07%	66.79%	1.00	100%
Total	59,106	100%	39,474	100%	66.79%	1.00	

### Transfer Course Completion by Economically Disadvantaged Status

EDS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
EDS	458	0.77%	275	0.70%	60.04%	0.90	89.83%
Non-EDS	58,648	99.23%	39,199	99.30%	66.84%	1.00	100%
Total	59,106	100%	39,474	100%	66.79%	1.00	

### Transfer Course Completion by Veteran Status

Veteran Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Veteran	1345	2.28%	978	2.48%	72.71%	109%	100%
Non-Veteran	57,761	97.72%	38,496	97.52%	66.65%	100%	91.66%
Total	59,106	100%	39,474	100%	66.79%	1	

### Transfer Course Completion by Foster Youth Status

Foster Youth Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Foster Youth	177	0.30%	108	0.27%	61.02%	91.36%	91.34%
Non-Foster Youth	58,929	99.70%	39,366	99.73%	66.80%	100%	100%
Total	59,106	100%	39,474	100%	66.79%	1	

## COURSE COMPLETION: VOCATIONAL

Vocational Course Completion by Gender

Gender	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Female	13,240	47.75%	9,063	48.76%	68.45%	1.02	100%
Male	14,065	50.73%	9,235	49.68%	65.66%	0.98	95.92%
Unknown	421	1.52%	290	1.56%	68.88%	1.03	100%
Total	27,726	100%	18,588	100%	67.04%	1.00	

Vocational Course Completion by Ethnicity

Ethnicity	Cohort		Outcome		Success Rate	Prop. Index	80% Index
	Count	Percent	Count	Percent			
African-American	1,103	3.98%	576	3.10%	52.22%	0.78	70.85%
American Indian	89	0.32%	69	0.37%	77.53%	1.16	105%
Asian	3,612	13.03%	2,662	14.32%	73.70%	1.1	100%
Hispanic	13,894	50.11%	8,986	48.34%	64.68%	0.96	87.76%
Multi-Ethnicity	910	3.28%	598	3.22%	65.71%	0.98	89.16%
Pacific Islander	96	0.35%	51	0.27%	53.13%	0.79	72.09%
White	6,954	25.08%	5,038	27.10%	72.45%	1.08	98.30%
Unknown	1,068	3.85%	608	3.27%	56.93%	0.85	77.25%
Total	27,726	100%	18,588	100%	67.04%	1	

Both the proportionality index and the 80% index are low for African-American and Pacific Islander student subpopulations while students who did not identify their ethnicity fall below the 80% index. Programs and services for these students are detailed below.

Vocational Course Completion by DSPS Status

DSPS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
DSPS	1,242	4.48%	796	4.28%	64.09%	0.96	95.40%
Non-DSPS	26,484	95.52%	17,792	95.72%	67.18%	1.00	100%
Total	27,726	100%	18,588	100%	67.04%	1.00	

Vocational Course Completion by Economically Disadvantaged Status

EDS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
EDS	276	1.00%	173	0.93%	62.68%	0.93	93.43%
Non-EDS	27,450	99.00%	18,415	99.07%	67.09%	1.00	100%
Total	27,726	100%	18,588	100%	67.04%	1.00	

Vocational Course Completion by Veteran Status

Veteran Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Veteran	383	1.38%	294	1.58%	76.76%	114%	100%
Non-Veteran	27,343	98.62%	18,294	98.42%	66.91%	100%	87.16%
Total	27,726	100%	18,588	100%	67.04%	1	

Vocational Course Completion by Foster Youth Status

Foster Youth Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Foster Youth	23	0.08%	18	0.10%	78.26%	117%	117%
Non-Foster Youth	27,703	99.92%	18,570	99.90%	67.03%	100%	100%
Total	27,726	100%	18,588	100%	67.04%	1	

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**


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**GOAL B.**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
African-American students	-18%, 2013	Increase success rate by 2%	2018
Pacific Islander students	-19%, 2013	Increase success rate by 2%	2018
Hispanic students	-9%, 2013	Increase success rate by 2%	2018

Although Hispanic students do not fall below the 80% index for overall course completion, they are identified in Fullerton College's goals and objectives. Fullerton College's goals for 2015-2017 include reducing the achievement gap. This includes increasing the retention, success, and persistence rates of Hispanic students by 2%.

**ACTIVITIES: B. COURSE COMPLETION**

**B.1 Increase course completion for African-American students from 54.5% to 56.5%, Hispanic students from 63% to 65%, and for Pacific Islander students from 53.5% to 55.5% by 2018**

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
B.1	Hispanic students	12,133
	African-American students	768
	Pacific Islander students	97

- **Activity Implementation Plan**

- Activity B.1.1**

Faculty from Natural Sciences (specifically Earth Science and Nutrition), Anthropology, and Ethnic Studies have recognized lower rates of success from the target groups identified. Activities have been designed to allow greater numbers of students to participate in out of class educational activities including Day of the Dead, Kwanzaa, guest speakers, and field trips designed for students to complete required fieldwork experiences. By providing transportation and tickets to identified activities, students will not be restricted by lack of transportation or funds to participate. When selecting guest speakers, faculty will work to identify individuals who are local and national experts in their field and also represent the targeted student populations. In some instances, the students may also be given the opportunity to spend time with the speakers after the lectures to ask questions or receive individualized support. There will be additional Natural Sciences tutoring support which focuses on general success skills related to the Sciences, rather than content-based tutoring. The tutors will also be trained in Reading Apprenticeship strategies in order to employ these techniques with students. In addition, faculty from Natural Sciences have identified professional development opportunities to learn about differentiated methods of instruction which have been shown to be successful with African-American and Hispanic students. Faculty from Social Sciences will conduct an analysis of the Social Sciences division student data to identify factors that that impact student success in their courses.

- Activity B.1.2**

Natural science faculty will offer boot camps to students in sequential courses and for special topics. These boot camps are workshops, four to twelve hours in length, depending on the course. During the boot camps, topics and skills are reviewed to prepare students for the next level course. These topics are often the reason that students who receive B and C course grades are unsuccessful in the subsequent course in a series. For that reason, these students will be targeted for the boot camps. Boot camps will run prior to the start of the fall and spring semester. Boot camps will be led by faculty from Chemistry and Biology with the assistance of an hourly employee during time spent in the lab.

- Activity B.1.3**

Peer Undergraduate Mentoring Program (PUMP) pairs Fullerton College STEM students from target groups with academically outstanding senior level STEM students from California State University, Fullerton (CSUF). PUMP aims to improve Fullerton College STEM student success by providing weekly individual meetings with CSUF mentors. Fullerton College STEM students will complete an application in order to participate. Priority for participation will be given to African-American, Hispanic, and Pacific Islander students who have previously received a B or C in a STEM course. At each weekly meeting, mentors will share their strategies and techniques for academic success. Fullerton College STEM students will also be introduced to an array of programs and resources to aid in their transition to Fullerton College and eventual transfer to a four-year university.



#### Activity B.1.4

The Math division will develop and enhance interventions in and out of the classroom to increase success rates for students in basic skills and transfer-level math courses. The Math division began offering boot camps or similar workshops beginning summer 2015 using 2014 equity funds. These boot camps were offered to students in both basic skills and transfer-level courses and included information about how to succeed in math courses and overcoming test anxiety, in addition to test and content review. In addition to boot camps, the Math department will work with Fullerton College alumni to provide guidance to students during symposia during the year. The alumni will share information about career pathways, information about four-year universities, potential challenges with transferring, and degree programs. With this year's additional equity funding, the division will pilot new technology through a program called ALEKS that will provide students with personalized study plans. This will help students identify their specific challenges within that class and work to address those challenges. The Math Lab will expand tutoring in the Math Lab and other venues to provide the support that students need to overcome their challenges. The Math division will partner with the Academic Support Center to provide more varied and program specific courses for groups such as student athletes and other identified groups.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1.1	Fall 2015-Fall 2018	\$61,774	Innovation fund--\$24,975
B.1.2	Fall 2015-Fall 2018	\$7,410	Engage in STEM-\$7,500
B.1.3	Fall 2015-Fall 2018	\$11,944	None
B.1.4	Spring 2015-Fall 2018	\$28,267	General funds (Math Lab)--\$198,349

- **Link to Goal**

#### Activity B.1.1

By providing fewer barriers for students to participate in activities both on and off campus, students have the opportunity to receive a dual benefit: completing the activities required for the course and developing relationships with their faculty and peers. In addition, activities such as Day of the Dead and Kwanzaa provide an opportunity for participation from community members, particularly family members of current students. These events allow students to share their learning experience with their families, which is especially important for the identified groups. The Ethnic Studies department has shown that participation in extracurricular programming has contributed to students' success in their courses. In fall 2014, 95% of the students in Introduction to Chicano/Chicana Studies and 100% of the students in Introduction to Ethnic Studies who participated in the Day of the Dead activities passed with a C or higher. Guest speakers will provide opportunities for students to be more engaged with the material they are learning and to see how the skills and knowledge they are learning in their classes can be applied in the "real world." These activities also address the campus goal of reducing the achievement gap by increasing the number of underrepresented students participating in STEM activities. These activities provide opportunities for students to become engaged and feel connected; two of the

tenets of Student Support (Re)defined (RP Group)<sup>2</sup>. Data from spring 2015 show rates of improvement among African-American and Hispanic students in an Earth Science class that offered differentiated instruction and assessment.

### **Activity B.1.2**

Observation from Chemistry and Biology faculty have found that students enrolled in Science courses, particularly those from the target groups, begin science course sequences with weak problem solving skills. Many students are able to pass the first science course with lower grades and shaky understanding of concepts, but then are unable to complete the science sequence because of their weaker foundation. This can contribute to students dropping out of science courses or from college altogether. The boot camps will target students who received a B or C in their first science course and allow them to review topics and skills that need to be understood in order to succeed in the higher level course. This activity also addresses the campus goal of reducing the achievement gap by increasing the number of underrepresented students participating in STEM activities.

### **Activity B.1.3**

Many students have difficulty adjusting to the rigor of college academics, specifically in STEM courses. Six of the 15 meetings between CSUF mentors and FC mentees will be spent addressing how to overcome common challenges including poor study habits, time management, and organization. In addition, the mentor will serve as a role model for these students who often lack support at home. The goal of this program is to improve a student's STEM study strategies which can greatly impact success in STEM courses and future endeavors. Focusing on STEM specific strategies will maximize the program's impact on students' college careers. This activity also addresses the campus goal of reducing the achievement gap by increasing the number of underrepresented students participating in STEM activities.

### **Activity B.1.4**

This is a continuation and expansion of activities that began in summer 2015. The Math department will work to provide more support for students both in and out of class. Instructors will be able to develop boot camp activities that target specific stumbling blocks for students and provide just-in-time remediation activities for students who are falling behind. Students will also be supported by additional tutors in the Math Lab and with access to online programs that help students identify and remediate skill gaps.

## **• Evaluation**

### **Activity B.1.1**

Students participating in field trips for anthropology and Earth Science will be tracked by ID number and given a survey that includes opportunities for both qualitative and quantitative responses. Larger activities, such as Day of the Dead, Kwanzaa, and guest speakers, will be

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<sup>2</sup> Cooper, Darla. *Student support redefined: Using student voices to redefine support*. RP Group. January 2013. Web. 12 October 2015.

available for all students on campus and members of the community to attend. Instructors who provide extra credit or incentives for students to participate will be able to track attendance by collecting ID numbers of students who attend and have students complete a short activity related to the activity they attended. Students in Ethnic Studies courses will be required to participate in the planning and implementation of Day of the Dead and Kwanzaa. Faculty from the Natural Sciences department will share information they learn at their professional development activities with other faculty in the sciences and through campus activities.

**Activity B.1.2**

Students who participate in the science boot camps will be given a qualitative pre- and post- assessment. Using student ID numbers, data will be collected to track the students’ success and retention in their subsequent science courses. This will be done each semester starting with the semester following the initial boot camp.

**Activity B.1.3**

Using student ID numbers, data will be collected to track the students’ success and retention in their subsequent science courses. This will be done each semester starting with the semester following the mentoring program. Students will also complete a satisfaction survey at the end of the semester.

**Activity B.1.4**

Students who visit the Math Lab, attend a boot camp, or symposia will be tracked by ID number. Students who attend the boot camp will be surveyed before and after the study sessions and their progress in subsequent courses will be monitored. Students who are provided with personalized study plans will be tracked to see if their performance in courses increases once these skill gaps are known. We expect to see an increase in course completion and degree completion/transfer if students are provided with personalized paths through their math courses.

**B.2 Expand current programs, services, and professional development that contribute to course completion**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected*</b>
B.2	Hispanic students	12,133
	African-American students	768
	Pacific Islander students	97

\*While the activities identified to meet this goal could impact every student on campus, the focus of the activities will look at addressing the needs of the groups identified to be experiencing disproportionate impact.

- **Activity Implementation Plan**

- Activity B.2.1**

Staff Development will redesign and expand several programs to give more focus on equity-related issues including understanding and reducing the achievement gap; lessons learned from Umoja and Puente for serving African-American and Hispanic populations; institutional alienation and at-risk students; among many others focused on improving classroom instruction.

Staff Development’s New Faculty Seminar provides professional learning to newly-hired full-time instructors over the course of their whole first year of instruction. This seminar will be offered to thirty to forty-five newly hired full-time faculty in 2015-2016.

Staff Development’s Adjunct Academy provides professional learning to adjunct instructors over the course of two intensive days of training that occur two weeks before the semester begins. The purpose is to provide time for the adjunct faculty member to implement changes to his or her class syllabus and session plans. Workshops are focused on helping adjunct faculty understand the community college population and improving classroom instruction. As the number of adjuncts increases to staff classes added due to growth, the Adjunct Academy will continue to expand to meet the needs of the adjuncts. The Adjunct Academy will be offered before the start of both fall and spring semesters.

Staff Development’s Teaching and Learning Certificate (TLC) is designed to provide Fullerton College educators (classified staff, managers, and faculty, both full-time and part-time) with opportunities for professional learning that help them improve their practice and contribute meaningfully to student success. In order to receive a certificate, participants must complete a total of twenty hours of professional development activities related to five categories: instructional practice and student success, habits of mind, institutional effectiveness, health and wellness, and equity and diversity.

Staff Development will provide travel support to allow faculty, staff, and administrators to attend conferences and professional learning workshops. In order to receive funding support from Staff Development, conference attendees must complete an application and adhere to the

dissemination expectations upon their return. Dissemination expectations include developing professional learning workshops to share high impact practices that reduce achievement gaps.

### **Activity B.2.2**

The Basic Skills Office will redesign and expand several programs to offer support in basic skills and content-area classes with a focus on addressing and closing the achievement gap.

The Graduate Student Mentorship Program pairs graduate student interns with faculty mentors in order to provide assistance to students both in and outside the classroom. The Basic Skills Office has been working with graduate interns in basic skills classes since fall 2008. Equity funding will allow the program to expand to additional basic skills math classes and to content-area classes. With faculty mentor guidance, the interns provide tutoring and success strategy workshops throughout the semester. Interns are identified from local four-year universities as individuals who are interested in pursuing a career in community college teaching and often serve as role models to students. In addition, many graduate student interns who complete their master's degree then return to the campus as adjunct faculty.

The Growth Mindset initiative provides increased support to basic skills students who may or may not be enrolled in a basic skills course. Faculty are trained on the Growth Mindset pedagogy and are given activities for students to complete over the course of the semester. This pilot program is starting in fall 2015 with twenty-eight faculty in disciplines including English, reading, math, cosmetology, speech, sociology, health, Japanese, and nutrition.

### **Activity B.2.3**

The Fullerton College Equity plan proposes to address inequities which may lead to lack of academic success in various student populations (African-American, Hispanic, Pacific Islanders, students with disabilities, veteran students, and Foster Youth). A preponderance of research shows that conditions that lead to academic failure in these and other populations also affect health and lead to health disparities in these populations. Between 9/1/2014 and 4/7/2015, there were 396 psychological counseling appointments at the Health Center. This number represents approximately 66 students, 0.25% of all enrolled students. The goal of this project is to expand the availability of psychological services. Unfortunately, due to space issues, the Health Center cannot increase the number of hours for the two psychological staff employed by the center. Therefore, the Director of Health Services will initiate collaborative relationships with community agencies that can provide necessary individual and group counseling/psychological appointments for students and work with community agencies to conduct at least one group counseling session on the Fullerton College campus.

#### Activity B.2.4

The Early Commitment follow up program (CREATE) is a continuation of a project that began in spring 2015 with support from student equity funds. The Counseling Department's High School Outreach staff has partnered with a number of local area high schools/districts to promote the pursuit of higher education and to facilitate the matriculation of students interested in attending Fullerton College. During each spring semester, Outreach staff will conduct an Early Commitment Program for high school seniors enrolled at each of the partner campuses. Informational Outreach presentations and college group orientations (offered as an alternative to the online orientation) are held at each high school site. Then, on subsequent Fridays, students are bussed to the Fullerton College campus for assessment testing and additional college preparation workshops. The CREATE follow up program will provide an enhancement to the existing Early Commitment program by providing a summer orientation and counseling workshop program. Students will also have the opportunity to enroll in transfer-level English and Math courses that offer supplemental instruction during fall 2015. The summer orientation will provide students with a binder filled with handouts related to campus resources and student success activities as well other essential school supplies. During the fall semester, there will be targeted outreach and support for these students including monitoring students' success in enrolled courses, academic and social events for students, completion of a comprehensive education plan, and a peer mentoring component. Peer mentors will receive training in order to better support these students.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.2.1	Spring 2015-Fall 2018	\$61,960	General funds--\$129,965*
B.2.2	Spring 2015-Fall 2018	\$34,687	Basic Skills funds--\$27,838
B.2.3	Spring 2015-Fall 2018	\$12,155	Self-supported programs--\$140,000 Health Services--\$1,825,484
B.2.4	Spring 2015-Fall 2018	\$8,051	General funds (Counseling)-- \$2,771,065

\*Includes administrative assistant salary and benefits

- **Link to Goal**

#### Activity B.2.1

Staff development is a key component to affect change on a campus. While Staff Development activities are designed to provide training for faculty, staff, and administrators, the primary projects supported with equity funding impact faculty since students spend the majority of time on campus in the classroom. The objectives identified by Staff Development for these activities include 1) increasing the number of participants in the New Faculty Seminar, Adjunct Academy, and TLC; 2) participants will have a greater understanding of the learning needs of targeted student populations; 3) participants will learn about instructional strategies that best contribute to success for targeted student populations;

and 4) Staff Development will follow-up with participants to identify the strategies that have been implemented and how they have contributed to students' performance.

### **Activity B.2.2**

The Basic Skills office will work with graduate interns and Fullerton College faculty to provide training on understanding and addressing the needs to students who assess into basic skills level classes. As mentioned above, graduate mentors will provide assistance to students through out of class tutoring and by offering student success workshops. In previous evaluation of the program for fall 2013, students in the Graduate Student Mentorship program courses had higher retention and success rates compared to other students in a similar section without similar interventions. In spring 2015, equity funds allowed 218 more basic skill students to benefit from having a graduate intern in the classroom for a total of 324 students enrolled. Additionally 16 more Student Success workshops were offered in the spring, allowing 560 more students from across campus to attend. The Growth Mindset activities are supported by research (Dweck, 2007<sup>3</sup>) that has found that teaching educators and students about the principles of growth mindset leads to students setting higher academic goals, being more resilient when faced with challenges, and achieving higher rates of academic success.

### **Activity B.2.3**

According to the California State Chancellor's Office Advisory Group on Student Mental Health, underserved racial and ethnic groups are adversely impacted by mental health issues which have a negative impact on their course completion and success. By being able to better support students' mental health, students have the potential to be more adequately prepared to succeed academically.

### **Activity B.2.4**

We anticipate that students who participate in the spring campus visit and summer programming will begin the fall semester feeling more connected to the campus and prepared for the start of their first semester of college. They will have knowledge of academic and student support resources available to them and will be able to apply skills learned during the summer orientation and workshops to be more successful in their classes. By working with a counselor to complete a Student Educational Program Plan (SEPP), students will have a better sense of focus and direction to reach their academic goals, two factors that contribute to success according to Student Support Redefined. In addition, by enrolling in selected English and math courses that provide supplemental instruction, they will have the opportunity to participate in a program that is internationally recognized for improving success and retention rates. Students will also have connections to other students on campus. This program is also supported by SSSP.

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<sup>3</sup> Dweck, Carol. *Mindset: The new psychology of success*. New York: Ballantine Books, 2007. Print.

## ***Evaluation***

### **Activity B.2.1**

All participants of Staff Development on-campus activities will record their attendance and be asked to complete a survey that allows for qualitative and quantitative responses. Participants will be asked to evaluate the activity and discuss how the information learned during the activity will be used when working with students. Faculty, staff, and administrators who receive funding support to participate in professional development activities off campus will be required to develop a dissemination proposal prior to completing the professional development activity. Prompts for the dissemination proposal include: Describe what you seek to learn by attending the conference and how you hope it will contribute to improvement of your classroom or workplace practice; and Discuss how this learning might be connected to the following: a. The goals articulated in your department's Program Review self-study and/or b. College goals. Upon return, participants will be required to present information to others on campus, typically through a Staff Development advertised workshop or as part of the Teaching and Learning Certificate program.

### **Activity B.2.2**

Success and retention data is currently being collected each semester for students enrolled in a class participating in the Graduate Mentorship and Growth Mindset programs. Data is disaggregated by ethnicity. In addition, students will take an end of semester satisfaction survey which includes Likert-type scale and short-answer questions.

### **Activity B.2.3**

The Health Center is currently working on implementing a system to establish baseline data for the students who utilize psychological support services. A new portal is being developed which will allow the Health Center to track students while maintaining their privacy. Once baseline data has been established, the Health Center will be able to set goals to increase usage from targeted student populations.

### **Activity B.2.4**

This program was planned during spring 2015 with implementation in summer 2015. Students participating in the summer program and enrolling in the designated math and English class will be tracked by ID number. Surveys and data regarding retention, success, and persistence will be available after the fall 2015 semester. This will help the planning team determine if the program will continue and/or make changes to the design and implementation of the enhanced program.



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## **Success Indicator: ESL and Basic Skills Completion**

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**CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION**

**C. ESL and Basic Skills Completion.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

**BASIC SKILLS: ESL**

Basic Skills Completion in ESL by Gender

Gender	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Female	176	61.11%	57	60.00%	32.39%	0.98	95.32%
Male	103	35.76%	35	36.84%	33.98%	1.03	100%
Unknown	9	3.13%	3	3.16%	33.33%	1.01	98.09%
Total	288	100%	95	100%	32.99%	1.00	

Basic Skills Completion in ESL by Ethnicity

Ethnicity	Cohort		Outcome		Success Rate	Prop. Index	80% Index
	Count	Percent	Count	Percent			
African-American	8	2.78%	2	2.11%	25.00%	0.76	73.27%
American Indian	-	-	-	-	-	-	-
Asian	147	51.04%	49	51.58%	33.33%	1.01	97.68%
Hispanic	85	29.51%	29	30.53%	34.12%	1.03	100%
Multi-Ethnicity	-	-	-	-	-	-	-
Pacific Islander	4	1.39%	1	1.05%	25.00%	0.76	73.27%
White	24	8.33%	8	8.42%	33.33%	1.01	97.68%
Unknown	20	6.94%	6	6.32%	30.00%	0.91	87.92%
Total	288	100%	95	100%	32.99%	1	

Basic Skills Completion in ESL by DSPS Status

DSPS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
DSPS	9	3.13%	3	3.16%	33.33%	1.01	101%
Non-DSPS	279	96.88%	92	96.84%	32.97%	1.00	100%
Total	288	100%	95	100%	32.99%	1.00	

Basic Skills Completion in ESL by Economically Disadvantaged Status

EDS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
EDS	188	65.28%	78	82.11%	41.49%	1.26	80.50%
Non-EDS	100	34.72%	17	17.89%	51.54%	0.52	100%
Total	288	100%	95	100%	100%	1.00	

## BASIC SKILLS: ENGLISH

### Basic Skills Completion in English by Gender

Gender	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Female	1228	48.21%	654	53.21%	53.26%	1.10	100%
Male	1281	50.29%	561	45.65%	43.79%	0.91	82.22%
Unknown	38	1.49%	14	1.14%	36.84%	0.76	69.17%
Total	2547	100%	1229	100%	48.25%	1.00	

### Basic Skills Completion in English by Ethnicity

Ethnicity	Cohort		Outcome		Success Rate	Prop. Index	80% Index
	Count	Percent	Count	Percent			
African-American	103	4.04%	29	2.36%	28.16%	0.58	45.82%
American Indian	26	1.02%	10	0.81%	38.46%	0.8	62.58%
Asian	301	11.82%	185	15.05%	61.46%	1.27	100.00%
Hispanic	1145	44.95%	514	41.82%	44.89%	0.93	73.04%
Multi-Ethnicity	-	-	-	-	-	-	-
Pacific Islander	17	0.67%	8	0.65%	47.06%	0.98	76.57%
White	741	29.09%	378	30.76%	51.01%	1.06	83.00%
Unknown	214	8.40%	105	8.54%	49.07%	1.02	79.84%
Total	2547	100%	1229	100%	48.25%	1	

Both the proportionality and the 80% index are low for the African-American student subpopulation in this measure. Additionally, the 80% index is low for American Indian, Hispanic, and Pacific Islander students. Programs and services for all of these groups are detailed in the Goals and Activities section.

### Basic Skills Completion in English by DSPS Status

DSPS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
DSPS	198	7.77%	107	8.71%	54.04%	1.12	113%
Non-DSPS	2349	92.23%	1122	91.29%	47.77%	0.99	100%
Total	2547	100%	1229	100%	48.25%	1.00	

### Basic Skills Completion in English by Economically Disadvantaged Status

EDS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
EDS	1470	57.71%	706	57.45%	48.03%	1.00	98.90%
Non-EDS	1077	42.29%	523	42.55%	48.56%	1.01	100%
Total	2547	100%	1229	100%	48.25%	1.00	

## BASIC SKILLS: MATHEMATICS

### Basic Skills Completion in Mathematics by Gender

Gender	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Female	1508	51.77%	550	55.33%	36.47%	1.07	100%
Male	1362	46.76%	424	42.66%	31.13%	0.91	85.36%
Unknown	43	1.48%	20	2.01%	46.51%	1.36	127%
Total	2913	100%	994	100%	34.12%	1.00	

### Basic Skills Completion in Mathematics by Ethnicity

Ethnicity	Cohort		Outcome		Success Rate	Prop. Index	80% Index
	Count	Percent	Count	Percent			
African-American	131	4.50%	24	2.41%	18.32%	0.54	41.01%
American Indian	24	0.82%	7	0.70%	29.17%	0.85	65.30%
Asian	244	8.38%	109	10.97%	44.67%	1.31	100%
Hispanic	1294	44.42%	392	39.44%	30.29%	0.89	67.81%
Multi-Ethnicity	-	-	-	-	-	-	-
Pacific Islander	22	0.76%	10	1.01%	45.45%	1.33	101.75%
White	944	32.41%	345	34.71%	36.55%	1.07	81.82%
Unknown	254	8.72%	107	10.76%	42.13%	1.23	94.31%
Total	2913	100%	994	100%	34.12%	1	

Both the proportionality and the 80% index are low for the African-American student subpopulation in this measure. Additionally, the 80% index is low for American Indian and Hispanic students. Programs and services for all of these groups are detailed in the Goals and activities section.

### Basic Skills Completion in Mathematics by DSPS Status

DSPS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
DSPS	219	7.52%	74	7.44%	33.79%	0.99	98.95%
Non-DSPS	2694	92.48%	920	92.56%	34.15%	1.00	100%
Total	2913	100%	994	100%	34.12%	1.00	

### Basic Skills Completion in Mathematics by Economically Disadvantaged Status

EDS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
EDS	1635	56.13%	514	51.71%	31.44%	0.92	84%
Non-EDS	1278	43.87%	480	48.29%	37.56%	1.10	100%
Total	2913	100%	994	100%	34.12%	1.00	

There is currently no state level MIS data available in this category for Veteran and Foster Youth student. We intend to begin collecting data and analyzing our own data as statewide data becomes available.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**

**GOAL C.**

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
African-American	-33% English, -26% Math, 2013	Increase by 2%	2018
Hispanic	-17% English, -14% Math, 2013	Increase by 2%	2018
American Indian	-23% English, -16% Math, 2013	Increase by 2%	2018

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1 Increase Basic Skills Mathematics completion among African-American students from 18.3% to 20.3%, among Hispanic students from 30.3% to 32.3%, and among American Indian students from 29% to 31% by 2018**

• **Activity Type(s)**

Outreach		Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation		Professional Development	

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.1	African-American	131
	Hispanic	1294
	American Indian	24

• **Activity Implementation Plan**

Activities described in B.1.4, B.2.1, B.2.2, F1, F2, and F5 address the goals of increasing Basic Skills Mathematics completion.

**Activity C.1**

The college will continue with efforts described in the 2014-2015 equity plan. The college will develop strategies to ensure multiple measures are applied to all students when determining math placements. Multiple measures ensure students are correctly placed in their math classes upon entering, allowing them to move on to their transfer-level math as quickly as possible and more importantly, to succeed in the first math class. The Math Department opened Elementary Algebra (Math 020) as an option for incoming students starting fall 2014. Remediation is available if needed, which is something being done nationwide at community colleges. Students will be tracked using data provided by faculty and the college over the next three years to determine if they are succeeding when starting Math 020 sooner and thus allowing them to complete their transfer-level math more quickly.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.1	Spring 2015-Fall 2018	No funding needed	General funds (Math)--\$5,224,203

**Link to Goal**

As the college increases the use of multiple measures in the placement process, students will be placed more accurately leading to higher rates of success in the courses in which they are placed. By allowing students to start at Math 020 and providing focused support through in-class and out of class activities when students struggle with specific material, students may be able to complete the math requirements one to two semesters sooner.

**• Evaluation**

The college will be gathering data over the next three years from success rates in Math 20 for students that may not have tested into Math 020 but started there in order to determine if our plan of allowing student into Math 020 initially will increase success rates in their basic skills math classes and improve their ability to complete their transfer-level math classes more quickly. The Mathematics division will monitor the program. Research indicates that the longer a student remains in basic skills classes, the least likely they are to complete a degree.

**C.2 Increase Basic Skills English completion among African-American students from 28% to 30%, among Hispanic students from 45% to 47%, and among American Indian students from 38% to 40% by 2018.**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.2	African-American students	103
	Hispanic students	1145
	American Indian students	26

• **Activity Implementation Plan**

Activities described in B.2.1, B.2.2, F1, F2, and F5 address the goals of increasing Basic Skills English completion.

**Activity C.2.1**

The Accelerated Developmental English Program, initially piloted during summer 2014 with the support of basic skills funds, contributes to the ability of all populations to complete their basic skills English requirement in a more timely fashion: one semester rather than two or three semesters. This is a continuation and enhancement to the activity described in the 2014-2015 plan. Preliminary data from the pilot offerings also show that students who enter College Writing from the accelerated pathway succeed in the transfer-level course, have a higher success rate than students who reach English 100 through the traditional sequence, and certainly in less time. Faculty training allowed the department to increase English 99 course offerings from nine sections in fall 2014 to seventeen in spring 2015. Increased funding through Equity for training allowed an additional twelve faculty to receive training during the summer of 2015. The training has been revised from the original model piloted by the Basic Skills office to provide additional information about supporting students identified in the student equity plan as well as the addition of mentoring support to faculty participants.

### Activity C.2.2

The Transfer Achievement Program (TAP) serves students who initially place in basic skills courses in two of three areas (English, math, reading) by providing a cohort experience that includes: enrollment in Counseling 101 and 151 in the first year; mandatory supplemental instruction for basic skills courses; seats in college-level, general education courses, and pro-active counseling support throughout their career at Fullerton College. Sections of English 59 and 60 have historically been a part of the TAP Program with supplemental instruction provided. TAP courses have a higher proportion of Hispanic students than regular developmental courses. Beginning in fall 2014, the TAP English 59 course has been replaced with a section of the new English 99 course, a one-semester option for completing the basic skills English requirement.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.2.1	Fall 2014-Fall 2018	\$15,218	None
C.2.2	Fall 2014-Fall 2018	No additional funds needed for this activity	General funds--\$71,311

- **Link to Goal**

Statewide data from the RP Group<sup>4</sup> on accelerated English sections shows that students in an accelerated pathway, which leads directly to College Writing, succeed in the transfer course at nearly two and a half times the rate of students who reach the transfer course via a three-semester sequence. This study also shows that achievement gaps for Hispanic students in these accelerated pathways are dramatically reduced.

- **Evaluation**

#### Activity C.2.1

Students who enroll in an accelerated course will be tracked by ID number. Baseline disaggregated data will be collected on their retention and success in the English 99 class and also their enrollment into, success, and retention in subsequent English courses. Students will also complete a satisfaction survey at the end of the semester. The survey includes Likert-type scale and short-answer questions. In addition, because Equity funding is supporting the training component of this program rather than the actual class, the faculty who participate will also be asked for feedback on how well the training prepared them for the class, their interaction with the faculty mentor, and the implementation of course materials.

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<sup>4</sup> Hayward, Craig and Terrance Willet. *Curricular Redesign and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project*. RP Group, April 2014. Web. 12 October 2015.



**Activity C.2.2**

TAP is a well-established program on campus. In a previous evaluation of the program, over a five-semester period, students enrolled in English 59 (two levels below transfer) had a 4% higher retention rate and 13% higher success rate than students in a non-TAP class while students in English 60 (one level below transfer) had a 10% higher retention rate and 14% higher success rate than students in a non-TAP class. Students are tracked by ID number for retention, success, and transfer. The goal of this activity is increased basic skills English completion for Hispanic and African-American TAP students who place below college English to meet or exceed target success rates.

**C.3 Increase professional and pre-professional development to support student success**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.3	African-American students	214
	Hispanic students	4,235
	Pacific Islander students	38
	American Indian students	26

• **Activity Implementation Plan**

The Reading faculty will attend training to address the achievement gap. The two-day training will include four modules that cover topics including instructional strategies shown to reduce achievement gaps (collaborative learning and just-in-time remediation), digital literacy, social-emotional learning including growth mindset pedagogies, and vocabulary instruction. These trainings will be coordinated by one of the reading faculty members and additional full-time reading faculty will help develop and present training topics. In addition to hands-on activities during the training, the participants will be asked to complete pre- and post- training activities that allow them to adjust their course material to apply the information from training. These activities will also provide team building and collaboration in the department.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.3	Summer 2015-Summer 2018	\$16,040	None

- **Link to Goal**

The training will result in a cadre of instructors (15-20) who are prepared to use instructional methods shown to increase student retention and success while reducing the achievement gap and increasing reading course completion. The training will instill a commitment to the value of ongoing professional learning to enable the faculty to meet the needs of basic skills students while reducing and/or eliminating the achievement gap. The training will expand the existing reading faculty training by introducing four new training modules.

- **Evaluation**

The initial training was held during the summer of 2015 with one session in June and one in August. Twenty faculty attended the first training in June and seventeen attended the August training. All faculty attending the trainings completed a satisfaction survey in addition to participating in the group Facebook and Blendspace pages. We expect to see higher rates of retention and success among students enrolled in reading classes as faculty members continue to receive training and apply the information from training. The success and retention rates of students enrolled in reading courses will need to be disaggregated by ethnicity.

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## **Success Indicator: Degree and Certificate Completion**

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**CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION**

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**D. Degree and Certificate Completion.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Awards by Gender

Gender	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Female	1668	50.51%	877	53.28%	52.58%	1.05	100%
Male	1579	47.82%	747	45.38%	47.31%	0.95	89.98%
Unknown	55	1.67%	22	1.34%	40.00%	0.80	76.07%
Total	3302	100%	1646	100%	49.85%	1.00	

Awards by Ethnicity

Ethnicity	Cohort		Outcome		Success Rate	Prop. Index	80% Index
	Count	Percent	Count	Percent			
African-American	98	2.97%	54	3.28%	55.10%	1.11	82.24%
American Indian	21	0.64%	7	0.43%	33.33%	0.67	49.75%
Asian	503	15.23%	337	20.47%	67.00%	1.34	100%
Hispanic	1283	38.86%	497	30.19%	38.74%	0.78	57.82%
Multi-Ethnicity	-	-	-	-	-	-	-
Pacific Islander	16	0.48%	11	0.67%	68.75%	1.38	102%
White	1077	32.62%	575	34.93%	53.39%	1.07	79.69%
Unknown	304	9.21%	165	10.02%	54.28%	1.09	81.01%
Total	3302	100%	1646	100%	49.85%	1	

Both the proportionality index and the 80% index are low for American Indian and Hispanic student subpopulations in this measure and below the 80% index for White student subpopulations. Programs and services for Hispanic students are detailed in the Goals and activities section of the plan and programs for Hispanic, American Indian, and White students are described in the Campus-wide Initiatives section.

Awards by DSPS Status

DSPS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
DSPS	189	5.72%	69	4.19%	36.51%	0.73	72.07%
Non-DSPS	3113	94.28%	1577	95.81%	50.66%	1.02	100%
Total	3302	100%	1646	100%	49.85%	1.00	

This is the sole measure for which students with disabilities fall below the proportionality index and the 80% index. Programs and services for these students are detailed below.

Awards by Economically Disadvantaged Status

EDS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
EDS	2047	61.99%	969	58.87%	47.34%	0.95	87.75%
Non-EDS	1255	38.01%	677	41.13%	53.94%	1.08	100%
Total	3302	100%	1646	100%	49.85%	1.00	

There is currently no state level MIS data available in this category for Veteran and Foster Youth student. We intend to begin collecting data and analyzing our own data as statewide data becomes available.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic	-28%, 2013	Increase by 2%	2019
American Indian	-34%, 2013	Increase by 2%	2019
DSS students	-14%, 2013	Increase by 2%	2019

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1 Increase degree and certificate completion among Hispanic students from 39% to 41% by 2019**

***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group(s)	# of Students Affected
D.1	AB540 students	969

• ***Activity Implementation Plan***

Activities described in F.1, F.2, F.3, F.4, and F.5 address the goals of increasing degree and certificate completion among Hispanic students

There is a need for all students, but AB540 students in particular, to receive accurate information as they navigate the complex systems that include immigration, educational institutions and employment. Currently, a large number of educational institutions have resource centers specifically for AB540 students. The California Dreamers project is a new project that will establish a Resource Center focused on the needs of AB540 students. This would greatly enhance access for an underserved and underrepresented population. Services will include student mentors, organized study groups and tutoring through the Academic Support Center, financial aid and scholarship information, and conferences. In addition, program staff will develop a resource website and collaborate with various campus entities in order to increase awareness and develop resource materials.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
D.1	Fall 2015-Fall 2018	\$74,291	None

• **Link to Goal**

The Hispanic population has been historically disadvantaged and within this population exists a sub group whose needs are magnified by their undocumented status. AB540 students face additional challenges placing them at greater risk of dropping out. The fear of deportation, limited financial resources, multiple demands to working without a proper permit, while attempting to focus on their studies, proves to be an insurmountable task at times. The Resource Center, tutoring/mentoring support, and professional development activities will address many of the areas students struggle with. By empowering students with information we hope to prepare them to successfully navigate their educational journey.

• **Evaluation**

The project coordinator will work with the Office of Institutional Research and Planning to establish baseline data on this group of students. Students who utilize the Resource Center and participate in tutoring, mentoring, or workshops will be tracked by ID number. Students will also be given satisfaction surveys to evaluate the services they utilize.

**D.2 Increase degree and certificate completion among students from DSPS from 37% to 39% by 2019.**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
D.2	DSS students	189

- **Activity Implementation Plan**

Students with disabilities are faced with many challenges at the college level following high school special education programs and classes that dictate their daily regimen. Success is predicted by their ability to be more independent than they have ever had to be in the past. When this is not accomplished, students with disabilities often fall through the cracks. Activities supported by equity funding will help identify and implement methods to further assist students in DSS through phases of transition, participation in campus courses and resources, and completion of degrees and certificates with a focus on self-advocacy and independence along the way. Equity funding from 2014-2015 allowed the DSS office to purchase new software and provide additional tutoring support in the Adaptive Computer Lab as well as providing academic success workshops for students. Projects for 2015-2016 include developing new outreach material for incoming DSS high school students, creating programs where DSS staff and/or faculty follow-up with all continuing DSS students at least once per year, enhancing the DSS instructional component and support offered in the Adaptive Computer Lab through the utilization of mentors, tutors, and professional experts, and increasing the integration of Career Technical Education programs for students with disabilities. The DSS office will also develop and implement support groups focusing on prevalent psychological and social issues of DSS students that interfere with academic success. These projects will be accomplished by increasing hourly and professional expert staff to do outreach with high school students and to support students in the DSS office and Adaptive Computer Lab.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.2	Spring 2015-Fall 2018	\$21,980	General funds--\$306,150 FC DSPS--\$2,893,697

- **Link to Goal**

By providing students with clearer communication about utilizing DSS services and accessing resources at Fullerton College before they enroll in college, connecting students with peer tutoring and mentoring support in the DSS office and Adaptive Computer lab, and providing psychological support through support groups, students have the potential to earn degrees and certificates more quickly.



- ***Evaluation***

Students who utilize the Adaptive Computer Lab are tracked by ID number and data can show a correlation between time spent in the Lab and course completion. However, the sign-in procedure needs to be improved to provide better tracking as to what class students are working on in the lab and the amount of time spent with a tutor. There will be more follow up with students who are struggling with a specific class or program throughout the semester to help connect students to the specific services they need. Students who use the Adaptive Computer Lab and/or attend a workshop complete satisfaction surveys.

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# Transfer

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## CAMPUS-BASED RESEARCH: TRANSFER

- E. Transfer.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Transfer by Gender

Gender	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
Female	1207	51.96%	540	54.05%	44.74%	1.04	100%
Male	1078	46.41%	448	44.84%	41.56%	0.97	92.89%
Unknown	38	1.64%	11	1.10%	28.95%	0.67	64.71%
Total	2323	100%	999	100%	43.00%	1.00	

Transfer by Ethnicity

Ethnicity	Cohort		Outcome		Success Rate	Prop. Index	80% Index
	Count	Percent	Count	Percent			
African-American	51	2.20%	29	2.90%	56.86%	1.32	95.20%
American Indian	10	0.43%	7	0.70%	70.00%	1.63	117%
Asian	365	15.71%	218	21.82%	59.73%	1.39	100%
Hispanic	873	37.58%	285	28.53%	32.65%	0.76	54.66%
Multi-Ethnicity	-	-	-	-	-	-	-
Pacific Islander	13	0.56%	5	0.50%	38.46%	0.89	64.39%
White	792	34.09%	363	36.34%	45.83%	1.07	76.73%
Unknown	219	9.43%	92	9.21%	42.01%	0.98	70.33%
Total	2323	100%	999	100%	43.00%	1	

Both the proportionality index and the 80% index are low for the Hispanic student subpopulation in this measure. Additionally, the 80% index is low for the Pacific Islander, White, and unknown ethnicity student subpopulations. Programs and services for these groups are detailed in the Goals and Activities section below.

Transfer by DSPS Status

DSPS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
DSPS	118	5.08%	42	4.20%	40.68%	0.83	93.73%
Non-DSPS	2205	94.92%	957	95.80%	43.40%	1.01	100%
Total	2323	100%	999	100%	43.00%	1.00	

Transfer by Economically Disadvantaged Status

EDS Status	Cohort		Outcome		Success Rate	Proportionality Index	80-Percent Index
	Count	Percent	Count	Percent			
EDS	10	0.43%	4	0.40%	40.00%	0.93	92.98%
Non-EDS	2313	99.57%	995	99.60%	43.02%	1.00	100%
Total	2323	100%	999	100%	43.00%	1.00	

There is currently no state level MIS data available in this category for Veteran and Foster Youth student. We intend to begin collecting data and analyzing our own data as statewide data becomes available.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**

**GOAL E.**

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic	-27%, 2013	Increase by 2%	2019
Pacific Islander	-21%, 2013	Increase by 2%	2019
White	-14%, 2013	Increase by 2%	2019

**ACTIVITIES: E. TRANSFER**

**E.1 Increase support for programs that serve transfer for all students**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
E.1	Hispanic students	873
	Pacific Islander students	13
	White students	792
	Unknown ethnicity	213

- **Activity Implementation Plan**

- Activity E.1.1**

The Honors Program has been very successful at transferring Honors Certified students; however, to meet the needs of a fast-growing program, it plans to expand the courses offered. The Honors coordinator Jodi Balma, has been recruiting more faculty who are willing to teach courses in the program and giving the staff support to help transition courses into curriculum. The main issue is the amount of time it takes for the approval process to complete. The goal is to add ten more courses to the program by the end of 2015. This is a continuation from the 2014-2015 plan but does not have any funding requirements. The Honors Program will also support current students by providing the opportunity to attend the Western Regional Honors Conference. This conference not only provides innovative ideas to develop and enhance the college's Honors Program, it gives an opportunity for students to present research as part of a panel, workshop, or poster session.

- Activity E.1.2**

The Cadena Transfer Center works to facilitate transfers to colleges and universities. It is available to all Fullerton College students and helps them stay motivated, excited, and prepared to transfer to a four-year university. The Cadena Transfer Center, originally established through a Title III Hispanic-Serving Institution grant from the US Department of Education and now institutionalized, assists students in programs of study by offering advising and counseling, college fairs, class presentations, transfer receptions, transfer hall of fame, university tours, scheduled visits by university representatives, and workshops and seminars. With equity funds from 2014-2015, the Cadena Transfer Center was able to offer additional counseling appointments, reflecting a 38% increase as compared to the same period last year. Additional clerical support allowed the center to better serve the needs of the students with additional outreach activities including reaching out to Fall 2015 applicants to assist with application follow-up issues, such as ADT verification. The Cadena Transfer Center recorded a 50% increase in student traffic within the first three months of implementing additional staff as compared to last year. Another project from 2014-2015 was to begin moving the transfer information presentations onto Comevo and assessing the Center's online presence. These projects will be continued and expanded in 2015-2016. Counseling hours will be expanded to allow for more appointments. In addition, the Center will be open one Saturday per month throughout the fall and spring semesters to provide opportunities for students to receive counseling, application assistance, workshops, and personal statement assistance. In the spring, the focus will be on assisting students with follow up activities including setting up university portals, ADT information, and appeals process.

Another key function of the Cadena Transfer Center is to bring representatives from universities on campus and to provide opportunities for students to visit colleges and universities for tours and information. During spring 2015, a Northern California

Universities tour was offered using equity funds. This tour was open to all students in order to provide an opportunity to visit UC Berkeley, UC Santa Cruz, and San Francisco State University. In addition to receiving a campus tour, the Cadena Transfer Center arranged for students to meet with a Fullerton College alumni attending the university in order to provide students with a first-hand account of the transfer process and specific advice on what students could be doing at Fullerton to prepare for their transfer. The Transfer Center is also exploring opportunities to provide more seamless transfer to local universities. This includes looking into a possible partnership with UCLA to participate in the UCLA SITE summer program and collaborating with CSU Fullerton to develop a new student orientation and advising specifically for Fullerton College students who will be transferring to CSU Fullerton.

### **Activity E.1.3**

Equity funds will be used to enhance the Transfer Achievement Program (TAP). A recruitment video that was started with 2014-2015 equity funds will be edited by the Office of Campus Communications to reflect a more applicable cross representation of the student population. Additional staff will be hired to provide outreach and contact prospective students. This funding will also provide an opportunity for thirty TAP students to participate in a Southern California university tour with the Cadena Transfer Center. An additional enhancement to the program will be a new Summer Academy/Sophomore Year Experience. This summer academy for twenty to forty TAP students will focus on Habits of Mind, Growth Mindset, mindfulness, transfer, and cohort building.

### **Activity E.1.4**

The Math Department has created a new course to assist students through Basic Skills Algebra classes in a single semester. The course, MATH 041 which will include Elementary and Intermediate Algebra, MATH 020 and MATH 040, will be offered for the first time fall 2015. It will allow students to proceed to their transfer level Math class in their second semester if they are not cleared of the Basic Skills Math requirement and can start their transfer Math in their second semester. Since Math is a requirement for all majors to transfer, this should accelerate the ability of all students to complete their Math requirement, which is often cited as the reason they do not complete their course work to transfer. The Math Division along with Counseling will be using multiple measures for course placement and will then be monitoring the statistics for success with this new class.

### **Activity E.1.5**

Counseling, in conjunction with faculty from the Math Division and the Natural Sciences Division, will be available to help math and science students select the correct transfer math and science classes for their major thus increasing transfers in the STEM areas. Math and Natural science faculty will provide additional academic support to science, Math, and computer science

students. Math is often a problem for the Hispanic population so having academic support could be particularly helpful for them. Counselors and discipline faculty will meet with students majoring in these areas to make sure they are on track to transfer and help them with scheduling classes and labs to assist them in getting their transfer courses completed in a timely manner. This is currently taking place in such programs as the ENGAGE in STEM initiative and others and will be expanded upon. The change to the 16-week semester has made it very difficult for science students in particular to manage their class schedules that include laboratories.

### **Activity E.1.6**

The purpose of the Business Employment Preparation Initiative is to provide practical skills, knowledge, internship opportunities, and professional attire to students majoring in Business in order to help students prepare for transfer to a four-year institution. Activities that will be implemented include brown bag sessions; a website with how-to videos for networking and interviewing tips; samples of documents needed for professional success; a professional dress Career Closet; and a comprehensive website with links to the numerous resources available both on and off campus. The brown bag sessions will include topics of general interest to the student population with speakers from local businesses, universities, and Fullerton College. Specific topics include Careers in Accounting, a CSU Fullerton Business School representative, Internships, Linked In and Networking, Scholarships, Interviewing tips, and Careers in CIS. The activities will be designed by the Business faculty in collaboration with campus resources where appropriate. Students will be encouraged to use the resources in Counseling, the Transfer Center, the Career and Life Planning Center, and the Workforce Center to understand transfer procedures and career options. Equity funding for this project will include providing staff to coordinate the workshops, development of the website and outreach materials, coordination and staff to support the Career Closet, and hospitality for the workshops.

### **Activity E.1.7**

Study Abroad is shown to be a high impact practice for all college students, particularly for underrepresented minority students<sup>5</sup>. However, Study Abroad programs are often out of reach for these students due to financial and other concerns. As Fullerton College's Study Abroad programs transitions to increase the number of study abroad opportunities from one per year to three, the Study Abroad coordinator and Dean of Library/Learning Resources, Instructional Support Programs and Services will work to increase the number of participants, especially those from underrepresented populations (namely African-American and Hispanic students, students from low-socioeconomic backgrounds, foster youth, veterans, and students with disabilities). In

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<sup>5</sup> Finley, Ashley, and Tia McNair. *Assessing Underserved Students' Engagement in High-Impact Practices*. Washington, DC, Association of American Colleges and Universities, 2013. Web. 12 October 2015.



order to do this, the program coordinator and dean will attend conferences that focus on supporting underrepresented students. The identified conferences include Generation Study Abroad (fall 2015 in Washington, D.C.), Regional NASFA: Association of International Educators (fall 2015 in Oahu), FORUM on Education Abroad (spring 2016 in Atlanta), and National NAFSA (spring 2016 in Boston). Three student ambassadors will be hired to visit high schools so even before beginning college, students can start thinking about participating in a study abroad experience. In order to encourage more Fullerton College students to participate in the program, new financial workshops will be developed that focus on scholarship opportunities and planning ahead for study abroad.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1.1	Fall 2015-Fall 2021	\$2,500*	General funds--\$23,361
E.1.2	Spring 2015-Fall 2021	\$51,902	General funds--\$319,269
E.1.3	Spring 2015-Fall 2021	\$12,765**	General funds--\$71,311
E.1.4	Fall 2015-Fall 2021	No cost to equity	General funds (Math)--\$5,224,203
E.1.5	Fall 2015-Fall 2021	\$3,996	General funds (Counseling)-- \$2,771,065
E.1.6	Fall 2015-Fall 2021	\$82,825	None
E.1.7	Fall 2015-Fall 2021	\$18,050	Student fees--\$3,000

\*Funding for conference attendance. Funding for Honors ambassadors included in activity A.4

\*\*Funding for campus tours included with Cadena Transfer Center (E.1.2); Funding for recruitment video with Campus Communication (A.3)

• **Link to Goal**

**Activity E.1.1**

The Honors Program demographics closely mirrors those of the college in general, thus the program serves the transfer goal to whites, Hispanic, foster youth, and veterans. However, the Honors Program hopes to increase the number of students in traditionally underrepresented areas, particularly Pacific Islander, Hispanic, DSPS status, veterans, and African-American students on campus through the Honors Ambassador Program. The Honors Program will serve more students intending to transfer, which can impact transfer percentages across all student categories. Undergraduate research, which students will be able to present at the Western Regional Honors Conference, is one of the high impact practices that leads to high rates of success identified by Finley and McNair<sup>6</sup>.

<sup>6</sup> Finley, Ashley, and Tia McNair. *Assessing Underserved Students' Engagement in High-Impact Practices*. Washington, DC, Association of American Colleges and Universities, 2013. Web. 12 October 2015.

**Activity E.1.2**

Providing students with transfer information and giving students the opportunity to visit and engage in activities at the university makes a significant impact on the transfer success of students. These experiences can motivate students to complete their transfer requirements, allows them to make informed decisions about there to apply, and facilitates the transition process.

**Activity E.1.3**

TAP is a comprehensive program designed to assist at-risk students entering Fullerton College in developing the skills necessary for college success and achieving their expressed goal of transferring to a four-year college or university. It achieves this purpose with the following components: faculty from several disciplines, counselors, student facilitators, supplemental instruction, recruitment, New Student and Family Orientation, and events that celebrate achievement. TAP is staffed with faculty from English, math, reading, counseling, and other content areas, as well as student facilitators who conduct supplemental instruction, and student hourly workers who support program recruitment and administration. Supporting students during the summer before their sophomore year with a university tour and targeted material will help them be more prepared to transfer the following year.

**Activity E.1.4**

Since completing all required Math courses is often cited in the inability to transfer in all majors, shortening the time a student is in Basic Skills Math classes should mean that students of all majors are able to transfer more quickly. Statewide data from the RP Group<sup>7</sup> on accelerated math shows that students in an accelerated pathway, which leads to transfer level math, succeed in the transfer course at nearly four and a half times the rate of students who reach the transfer course in traditional remediation.

**Activity E.1.5**

A campus goal is to increase the number of students participating in STEM activities. Activities identified in B.1 will help students in STEM classes with course completion. An additional focus of those activities and focused meetings between students and counselors or faculty will ensure students are enrolling in the correct courses and on track to transfer.

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<sup>7</sup> Hayward, Craig and Terrance Willet. *Curricular Redesign and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project*. RP Group, April 2014. Web. 12 October 2015.

**Activity E.1.6**

During the first year of the equity plan implementation, the equity supported activities will provide programs that reach across the broad student population with a particular emphasis on groups including veterans, students with disabilities, Pacific Islanders, African-American, and Hispanic students.

**Activity E.1.7**

In order to participate in Study Abroad, students need to have completed 12 college-level units including transfer-level English. However, the majority of students who participate are in their final semester before transfer. Students need to start thinking about participating in study abroad early in their college careers, or even before beginning college, in order to plan their courses and finances. As mentioned above, study abroad has been found to be a high impact practice particularly for underrepresented students to engage in deeper learning experiences. Financial aid workshops and student ambassadors will help students see participation in a study abroad experience as a feasible opportunity.

- **Evaluation**

**Activity E.1.1**

Students must apply to participate in the Honors Program and must maintain certain academic standards to remain in the program. Students must meet additional standards to transfer as Honors Certified. Students who meet these standards and complete the Honors Certification form can be tracked by ID number. Data on current students will be disaggregated by ethnicity to ensure the program is reaching the target student populations. Students who attend the Western Regional Honors Conference will be expected to present on what they learned to other students in the semester following their conference attendance.

**Activity E.1.2**

The Cadena Transfer Center has identified the need to expand the research it collects so that it can be used to show the impact of the center and provide outreach to underrepresented populations. There is currently a self-reported transfer questionnaire for transferring students, but this needs to be expanded. The Cadena Transfer Center has a variety of online outreach efforts. Analytics have been run on Facebook, Twitter, and Constant Contact. Analytics summaries guided the formation of survey questions used in the Center. A preliminary observation of the content and structure of the website has been conducted. The next phase of this project is to release an online survey for students to complete so that we can gather information on their usage and how we can better serve our students. Students who participated in the Northern California Universities tour were tracked by ID number and counseling appointments are tracked by the SARS-Grid scheduling system.

**Activity E.1.3**

In previous evaluation of TAP by the Fullerton College Student Success Committee, the program showed higher rates of (six-year) transfer for students from almost every ethnicity, including Hispanic, White, African-American, Asian/Pacific Islander, and American Indian/Native Alaskan. Increased phone contact with perspective TAP students and the new recruitment video will contribute to the goal of increasing enrollment in the program by 20%. Students enrolling in the program will receive more personalized information about the program which we anticipate will lead to higher rates of retention and success. Upon completing the university tour, students will complete a survey indicating increased interest in attending one of the visited colleges or universities. TAP faculty and counselors will follow up with students who participate in the tours to find out if they apply to one of the visited schools. We expect that exposure to visited colleges and universities will lead to increased rates of transfer at one of these schools.

**Activity E.1.4**

Each division will need to track the number of transfers in their area to determine if shortening the Basic Skills sequence in Math is increasing transfers instead of having students drop their math class and not move on. Data will need to be accessed to indicate length of time in Basic Skills Math classes compared to those taking longer to complete the Basic Skills Math. Faculty will use that data to monitor if there is a difference in transfers for all majors.

**Activity E.1.5**

The college will monitor the number of transfers to the universities over the next three years from the sciences, Math and Computer Science and note yearly increases to determine if the above activity is successful in increasing transfers in areas of the sciences.

**Activity E.1.6**

As a new activity, the program coordinators will document the following measures to create a benchmark for future academic years: number of brown bag sessions, quality of student evaluation of session effectiveness, number of participants at brown bag sessions, number of students using the Career Closet, and number of visitors to the newly created resource website.

**Activity E.1.7**

There are currently thirty to forty students who participate in study abroad each year. Fullerton College currently only offers one study abroad opportunity each year with the goal of increasing to three experiences per year by fall 2017. By fall 2017, the program coordinator hopes to have 100 students participate each year. Students who participate in study abroad can be tracked

by ID number but there is not currently any tracking of students after they leave Fullerton College. The program coordinator will be working to track the number of study abroad participants who transfer as well as future success beyond transfer.

**ACTIVITIES: E. TRANSFER**

**E.2 Increase transfer rates for student veterans by 2% by 2019**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
E.2	Veteran students	505

• **Activity Implementation Plan**

Fullerton College Library seeks to increase veteran’s retention, success, and transfer rates through the provision of print books and specialized library instruction. This project, developed in collaboration with the Academic Support Center and the Veterans Resource Center, will complement current programs via specialized library instruction for individual and groups of veterans and print book supporting resources for check-out by veterans, veteran tutors, and the student body.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.2	Fall 2015-Fall 2021	\$20,000*	General funds--\$1,849,719 Lottery funds--\$52,526 Target grant--\$6,000

\*Cost of print materials only. No additional funding needed for specialized library instruction

• **Link to Goal**

The Fullerton College Library will work with the Academic Support Center to enhance the Fullerton College Library and Academic Support Center collections of: tutor and instructor handbooks; print books relating to reintegration learning for student

veterans; and supplemental math, science, and English books. The Dean of the Library/Learning Resources, Instructional Support Programs and Services, Librarians, Director of Academic Support Programs and Services, and Director of Veterans Resource Center will collaborate and survey students to determine which materials are most needed.

- ***Evaluation***

There is no current state level MIS data for degree and certificate completion or transfer for Veteran students. The Library staff will work with the Office of Institutional Research to determine how to correlate the use of the library with course completion and transfer. Students who utilize the Veterans Resource Center will be given a survey to understand how their use of library materials facilitated their course completion and transfer.

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## **Other College- or District-wide Initiatives Affecting Several Indicators**

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**

**ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS**

**F.1** Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among African-American and Hispanic students through the Incite and SDSI programs.

• *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• *Activity Type(s)*

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected:*

ID	Target Group	# of Students Affected
F.1	African-American students	11
	Hispanic students	65
	Students who did not state their ethnicity	24
	Student Athletes	350-500



- **Activity Implementation Plan**

The Incite program provides a comprehensive range of support for student athletes, such as: an orientation (where program guidelines are discussed); required study hall with monitored attendance and tutorial assistance; counselor assistance for educational planning; academic success workshops (with topics that include time management, budget management, note-taking, test-taking strategies etc.); a staff member who serves as a liaison between the various coaches and the Incite Program, transfer/culture-related campus activities and field trips; a comprehensive student survey; and monitoring of academic progress. The program was first piloted in spring 2009 to address the disproportionate overrepresentation of student athletes in basic skills courses. While a significant number of Incite participants fall into the target population, more research is needed to disaggregate numbers of participants and success rates by ethnicity. Program data shows that achievement gaps in course success rates for African-American and Hispanic students compared to White and Asian students in the program are reduced. During spring 2012, the success rate of student athletes in all non-PE courses by ethnicity showed African-American student athletes had a 65% success rate, Hispanic student athletes had a 59% success rate, Asian/Pacific Islander student athletes had a 74% success rate, and White student athletes had an 81% success rate. When looking at course success rate for all non-PE courses in spring 2012, all students who completed time in the Incite program had higher rates of success than student athletes who did not participate. With equity funds, the Incite Program will partner with the Student Health Center to provide health-related workshops and trainings including topics related to personal wellness, tolerance, and anti-violence. The program will also increase the availability of study hall hours, the number of tutors during study hall, and the tutoring subjects. The Incite program will continue to receive funds from the Basic Skills Initiative in addition to equity funding.

The Student Diversity Success Initiative (SDSI) is designed to increase success among at-risk African-American and Latino male students. "At-risk" is primarily defined as earning below a 2.0 GPA, though some students are enrolled for other life situations that cause them to require additional support. SDSI supports these at-risk students by providing specialized services including a program orientation, academic counseling, life skills coaching, tutoring, monitoring academic progress, and specialized workshops for SDSI students. Individualized attention is given to SDSI students, including a private in-take session with an academic counselor and life skills coach. During summer 2015, the program used equity funds to implement a new math boot camp component. The boot camp provided access to the ALEKS software and tutoring support. In 2012-2013, the program served 109 students, while in 2013-2014, 85 students were served. In the 2014-2015 academic year, SDSI anticipates reaching 120 students. Increased outreach as well as additional funding will enable the program to reach a greater number of at-risk students, including students from the Pacific Islands. SDSI will continue to receive funds from the Academic Support Center and will also be receiving support from SSSP for a portion of the counselors' time.

In addition, a Special Projects Manager was hired beginning summer 2015 to coordinate the SDSI and Incite programs.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.1	Ongoing	\$29,935—Incite \$120,494—SDSI \$80,992—Incite/SDSI Special Projects Manager	\$53,246—Basic Skills Initiative \$46,800—SSSP \$7,000—Academic Support Center General funds

• **Link to Goal**

Incite and SDSI offer individual attention and support to assist students in identifying and completing their academic goals. Both programs focus on course completion and basic skills course completion by providing tutoring support. They focus on degree/certificate completion and transfer by requiring all participants to meet with a counselor. In addition, these programs meet Fullerton College’s objectives of increasing retention, success, and persistence of Hispanic and African-American students by at least 2%.

• **Evaluation**

Program participants scan in and out of the Academic Support Center when using an academic lab (Skills Center, Tutoring Center, and Writing Center), spending time in study hall, or meeting with a counselor or life skills coach. Beginning in 2012, data for both programs was disaggregated by ethnicity; however, this has not been completed on a regular basis. In addition, program participants complete a registration form at the beginning of the semester and an end of semester survey with Likert-type scale and short-answer questions. Data is evaluated on a yearly basis after the end of the spring semester.

**F.2 Increased tutoring support and supplemental instruction will be available to students through the Academic Support Center, Supplemental Instruction Program, and Entering Scholars Program.**

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected*
F.2	African-American students	768
	Hispanic students	12,133
	Pacific Islander students	97
	DSS students	1,223
	Veteran students	505

\*These activities, particularly the Academic Support Center services, are available to all students

• **Activity Implementation Plan**

**Activity F.2.1**

The Academic Support Center houses the Skills Center, Tutoring Center, and Writing Center. Equity funding will be used to provide additional tutors for students who need support above and beyond what is currently offered. These students typically include ESL students and students involved with EOPS, DSS, and SDSI. In addition, the Tutoring Center and Writing Center will begin offering online tutoring through Smarthinking, which allows students to receive tutoring support 24 hours per day, seven days a week. This tutoring will be primarily advertised to students in hybrid or entirely online courses.

**Activity F.2.2**

The Entering Scholars Program, designed for first-time freshmen, began in spring 2010 through the Basic Skills Initiative. This program was offered in developmental reading and English courses prior to expanding to transfer-level English and reading courses in spring 2015 with the use of equity funds. The program provides faculty collaboration with counseling and student services, an in-class tutor, and a student support professional that visits the class throughout the semester. It also provides specific collaborative course activities (such as a campus tour/scavenger hunt, library workout, Career and Life Planning Center

activity, and a program-wide social event) designed to familiarize students with campus services and study skills. Prior to receiving equity funds, the program offered between 16 and 22 sections each semester but has increased to 28 sections each semester. The registration for these classes was designed so that the classes opened for enrollment at the time that new students begin registering. With the addition of equity funds, the registration process has been adjusted to provide spaces for foster youth, veterans, and DSS students, who receive priority registration. Program data shows that achievement gaps in course success rates for African-American and Hispanic students compared to White and Asian students in the program are reduced.

**Activity F.2.3**

The Fullerton College Supplemental Instruction Program (FCSI) is designed to provide support for basic skills and transfer-level, general education courses with high enrollment and low success rates. The Basic Skills Supplemental Instruction program began in spring 2012 with transfer-level classes added the following spring. In this program, student facilitators attend all class sessions and then provide two separate hours of supplemental instruction each week on topics determined by the class instructor. The SI session plans are developed by the SI facilitators with significant help from a faculty SI trainer. While the SI sessions are optional for students, they are highly encouraged by the faculty members. In these SI sessions, the SI leader facilitates collaborative learning activities focused on the weekly topic to help deepen student engagement with and learning of the course material. While the FCSI Program has been supported as a pilot for the last three semesters by money designated to fund Program Review requests, equity funding will allow SI to be available to all interested faculty across campus with priority given to classes that are required for students completing degrees and traditionally have low rates of success. This program is exploring ways to increase access and completion for at-risk student populations by collaborating with programs that offer priority registration to make them aware of classes offering Supplemental Instruction. In addition, a Special Projects Coordinator was hired beginning summer 2015 to coordinate the SI program.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
F.2.1	Spring 2015-Fall 2021	\$80,162	General Funds--\$927,733
F.2.2	Spring 2015-Fall 2021	\$51,341	Basic Skills--\$85,774
F.2.3	Spring 2015-Fall 2021	\$146,677	Basic Skills--\$68,267

• **Link to Goal**

**Activity F.2.1**

Data collected on the Academic Support Center shows that students who take advantage of the resources available in the three centers have higher rates of success and retention. In fall 2010, student who used the Tutoring Center had a 77% course success

rate compared to 66% success rate for students who did not. Students who used the Writing Center had 78% course success rates compared to 66% success rate for students who did not attend any Writing Center appointments. With a focus on providing additional support to students who need the resources the most, additional tutoring support has the potential to impact course completion, basic skills completion, degree and certificate completion, and lead to higher rates of transfer.

### **Activity F.2.2**

Equity is specifically funding transfer-level English and Reading sections of the Entering Scholars Program. We have identified the growing need for basic skills learning strategies and techniques by students who progress from basic skills-level classes to college-level classes and by students who may assess or place beyond the developmental course sequence, specifically in English. By including transfer-level courses in the ESP program, we are not only ensuring that more of our students are obtaining the basic skills necessary to succeed in college-level classes, but we are also improving these students' chances of degree completion and transferring to a four-year university. In the academic year of fall 2012 – spring 2013, students who participated in the Entering Scholars Program succeeded at higher rates overall than students in similar courses without program interventions. A similar trend occurred with student retention. In addition, when breaking down success and retention by ethnicity, the achievement gap was reduced. From pre- and post- surveys measuring changes in student help-seeking and other successful behaviors, students reported increases in their understanding of aspects important to student success including academic counseling, academic goal setting, and comfort seeking tutoring. These changes were statistically significant over the course of the semester.

### **Activity F.2.3**

The Supplemental Instruction program is designed to follow the University of Missouri, Kansas City (UMKC) model. Program staff received training from the UMKC during the summer to learn procedures for selecting SI courses and leaders, evaluation of the program, theoretical framework underlying the SI model, and effective strategies and activities to be used in SI sessions. Supplemental instruction is an internationally recognized approach to increase retention, student grades, and graduation rates.

- **Evaluation**

#### **Activity F.2.1**

Program participants scan in and out of the Academic Support Center when using an academic lab (Skills Center, Tutoring Center, and Writing Center). Baseline data disaggregated by ethnicity has been collected in the past but not on a consistent basis. The staff from the Academic Support Center will work with the Office of Institutional Research and Planning to collect data once a year, at a minimum. Students complete satisfaction surveys at least once during the semester.

**Activity F.2.2**

Because students are enrolled in an English or Reading course attached to the Entering Scholars Program, data can be collected by CRN and ID number. Data has previously been disaggregated by ethnicity and shows higher rates of success and retention particularly for Hispanic and African-American students when compared to students enrolled in courses without a similar intervention. Data from fall 2012-spring 2013, shows success rates for Hispanic students at 73%, African-American students at 74%, Asian/Pacific Islander students at 76%, and White students at 78%. Attendance is recorded for students who participate in tutoring and all students complete an end of semester survey with Likert-type scale questions.

**Activity F.2.3**

Like the Entering Scholars Program, Supplemental Instruction is linked to a course, so data can be collected by CRN and ID number. Baseline data disaggregated by ethnicity has been collected in the past but not on a consistent basis. The staff from the Supplemental Instruction program will work with the Office of Institutional Research and Planning to collect data for both fall and spring semesters once a year, at a minimum. All students enrolled in a class that offers Supplemental Instruction complete a satisfaction survey at the end of each semester.

**F.3 Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among Foster Youth through the Foster Youth Success Initiative (FYSI)**

- **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

X	Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.3	Foster Youth	106

• **Activity Implementation Plan**

**Access**

This will be a continuation and expansion on the 2014-2015 equity activities to support Foster Youth. The Foster Youth Liaison and adult hourly staff will continue to outreach to Foster Care Agencies including Orangewood Children’s Foundation, Crittenton and Olive Crest, CASA, and Independent Living Programs (ILP) in Orange County, and also to current and former Foster Youth students. The Foster Youth Liaison will work in coordination with feeder high school districts, the Orange County Department of Education, and other Foster Care Agencies to host an Annual College “JumpStart” conference that targets Foster Youth. EOPS/FYSI will establish a Foster Youth Advisory Committee with representation from college personnel, EOPS/FYSI Staff, Foster Youth students, feeder high school district personnel, social services, community and business sector members, and four-year colleges where possible. The Foster Youth Advisory Committee will meet at least once during each academic year. Support will be given to new or returning students that self-identify as a current or former foster youth by giving priority registration after the student provides documentation to verify their “ward of the court” status. During EOPS application periods, 5% of the slots apportioned for the new students will be designated for foster youth. EOPS will take applications for foster youth on a year-round basis to allow flexibility into the program in order to improve access into the EOPS program. Prior to the start of the fall 2015 semester, the FYSI program held a mini-conference to ensure foster youth students have registered for classes, have a completed FAFSA filed, and to provide information on updates and changes to FYSI or Social Services that may impact students.

**Course Completion**

Foster youth students will receive priority for a 10% exception allowance waiver of the full-time requirements based on the Title 5 regulations that allows first semester EOPS students to enroll in between 9-11.5 units rather than full-time status. The FYSI will provide access to additional counseling support and encourage students to take Counseling 168: Personal Growth and Life Transitions (course not paid for by Equity funding). This course will allow students to develop a cohort with other foster youth while teaching them how to identify and overcome barriers as well as academic and career success strategies. FYSI will provide direct support to students through textbook grants, transportation assistance, print cards, and educational survival kits to reduce these challenges to course completion. In addition, the program will assist foster youth with childcare costs so students can work fewer hours and dedicate more time to their education.

**ESL and Basic Skills Completion**

The FYSI will require all students who are enrolled in basic skills and ESL courses to complete a minimum of three hours of tutoring in the campus Tutoring Center, Writing Center, or Adaptive Computer lab. Students may also complete hours by attending a Supplemental Instruction session or tutoring through the Entering Scholars Program (ESP). Foster youth will be encouraged to participate in a series of workshops presented by FYSI staff that will cover study skills and organizational tools for student success. Students will receive an academic planner and study skills textbook. FYSI will work on developing and conducting training involved in the delivery of services to foster youth students that place in basic skills courses regarding the specialized needs of foster youth and strategies for supporting their success.

**Degree and Certificate Completion**

FYSI will hire an adjunct counselor (supported fifty percent by SSSP) to meet with foster youth students at least twice during the semester. In addition, FYSI staff will work with any student who is on probation or financial aid disqualification to attend a one-hour appointment with an academic counselor in order to discuss strategies to return to good academic standing. The program staff will also collaborate with the Financial Aid office technician that works directly with the Chafee Grant and Orangewood Children’s Foundation-Children’s Trust Fund in order to ensure that foster youth are accessing all the financial aid in which he or she may be eligible to receive and that students are able to maintain financial aid throughout degree or certificate completion.

**Transfer**

The FYSI program will coordinate campus tours to CSU, UC, and private universities throughout California that offer programs for foster youth. These tours will allow students to network with staff members from foster youth programs at four-year institutions. The program staff will work diligently to establish a better pipeline for Fullerton College foster youth students to transfer to CSU Fullerton’s Guardian Scholars program. We anticipate that this will lead to higher rates of transfer for foster youth to CSU Fullerton. In addition, a network of Fullerton College foster youth alumni students will be created to conduct workshops related to transfer in order to motivate, inspire, and prepare current Fullerton College students on transfer options to CSU, UC, and private universities.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.3	Spring 2015-Spring 2018	\$125,458	None



- **Link to Goal**

The Foster Youth Success Initiative Program is dedicated to providing over and above services to current and former foster youth students. The goal is to increase the retention and success rates for this student population. Students who participate in the FYSI program will utilize support services and resources at Fullerton College to help them in the pursuit of their educational objectives as well as learn successful strategies to navigate their lives. There has been little support for foster youth students attending Fullerton College prior to spring 2015 when Student Equity funding made it possible to provide direct services for these students. The Fullerton College Student Equity Plan and funds provided an opportunity to design a program specifically for this underrepresented student population. As a result, with this continued funding and program support, FYSI will add to the base level data and over time, will be able to provide data that demonstrates student success for foster youth students. It is expected that the data will show the success of this student population by increasing the number of students served and their rates of course completion, retention, and graduation and/or transfer.

- **Evaluation**

Baseline data is being established by the Office of Institutional Research and Planning. There is potentially a much larger foster youth population at Fullerton College than previously projected by EOPS and financial aid records. The FYSI is working to increase outreach and recruitment efforts to make all foster youth aware of the resources available to them through this program. The program has a goal of increasing the number of foster youth enrolled at Fullerton College by 20% in the next three years. Retention, success, and completion data will be collected for students who are participating in the FYSI. The program has a goal of increasing course completion from 61% to 64% and from 41% to 44% in basic skills level classes by 2018. Program staff are also working to have the number of foster youth who complete three consecutive semesters at or above the general student population and increase degree or certificate completion from 78% to 81% by 2018.

**F.4 Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among EOPS students**

**Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.4	EOPS students	1,400

• **Activity Implementation Plan**

EOPS received funding from the Student Equity plan for 2014-2015 and will continue to build on the historically successful EOPS model and provide resources to increase the number of students admitted into the program. EOPS has traditionally served approximately 6% of Fullerton College’s student population. One goal for EOPS is to increase the number of students it serves to 8-10% of the student population. College data demonstrates that an even higher percentage of the general student population at Fullerton College may qualify and be eligible for EOPS services if funding were available. With increased funding for 2014-2015, EOPS was able to increase the number of students who were participating by 10%. The goal for 2015-2016 is to increase the program participants by another 10% (approximately 130 additional students). The Director of EOPS is working with the Office of Campus Communications on outreach material. In addition, the program will be hosting an outreach event on campus within the first month of the fall semester. While the program has an application deadline for most students, foster youth, veteran students, students in DSS, single parents on cash aid, and AB540 students can apply and be admitted to the program at any time.

Other services that have been expanded or enhanced with Equity funds include additional tutoring in the Tutoring Center and Writing Center and workshops, direct student support in the form of textbook awards, increasing the number of textbooks on reserve at the library specifically for students in EOPS, providing support with childcare, and providing services to students who are enrolled in summer classes. In addition, a counselor was added (supported fifty percent by SSSP) to ensure all students are able to complete their three required counselor visits each semester. The program will be introducing a new Academic Progress Report that all students must complete by the eighth week of the semester. This progress report was previously only required for

students enrolled in a math or English course. Any student who has a D or F must meet with a counselor to discuss intervention strategies which will include additional academic support. Another new component of the program will be campus tours to encourage students to pursue transfer opportunities. The EOPS staff will also pursue staff development opportunities to provide professional development for their own staff and to provide training to faculty and staff who work with students in EOPS to better address the needs of these students.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.4	Spring 2015-Spring 2018	\$174,045	General funds--\$475,979 EOPS--\$2,292,468

• **Link to Goal**

EOPS will use these funds to increase the number of students served in the EOPS program by 10%. EOPS serves a large number of Hispanic, Asian, Pacific Islander, African-American, disabled students, veteran students, and foster youth. Historically students who participate in EOPS have high rates of course completion, ESL and basic skills completion, degree and certificate completion rates, and transfer rates.

• **Evaluation**

Baseline data is being established by the Office of Institutional Research and Planning. The application for new EOPS students was revised to gather additional data pertaining to students identified in the Student Equity Plan. Program staff are working on updating the online orientation and finding ways to track when students complete the orientation. Textbooks that are checked out through the library reserves are tracked through an excel sheet but a survey is being established to look at how the use of resources may impact rates of student success. All counseling appointments are tracked using the SARS Grid scheduling system.

**F.5 Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among Hispanic and African-American students through the Puente and Umoja programs**

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.5	Hispanic students	27
	African-American students	768*

\*The Umoja program is targeted to all African-American students

• **Activity Implementation Plan**

The Puente Project and Umoja Community are programs that are nationally recognized as providing holistic support to educationally disadvantaged students, typically Hispanic and African-American students respectively.

**Activity F.5.1**

The Puente Project is an established and proven program that helps underrepresented students persist and succeed at Fullerton College and ultimately transfer to a four-year college or university. Puente students are a cohort that becomes a learning community, taking two Counseling courses per academic year alongside two English courses (either one level below transfer or transfer-level). The curriculum is multi-cultural in order to help students connect to the material and therefore, persist and succeed. Students also participate in a mentorship programs that connects the students to community professionals that help mentor them about college and possible career paths. Furthermore, students participate in out of class cultural and social activities as well as campus tours which allow the students to bond with others in Puente and provides them with tangible and specific goals connected to their transfer institution. While the Puente Project is fully supported by the campus, Equity funds will allow the program to enhance opportunities and resources for participants. In addition, 2015-2016 will provide a time of inquiry for the Puente Project administrators to discuss developing a second cohort of Puente students or creating a Puente-like program that would reach greater numbers of students. Enhancements to the current program include funding for a Northern California transfer tour, purchasing textbooks and course materials for students enrolled in the Puente classes to utilize,

dedicated tutoring for Puente students in the campus Tutoring Center, and hosting a high-profile motivational speaker who will focus on overcoming non-cognitive barriers to success. In previous evaluation of the Puente program by the Student Success Committee, fall to fall persistence for Puente students for the three cohorts analyzed is steady at about 90%. There is a slight increasing trend of full-time persistence from the 2009-2010 cohort to the 2011-2012 cohort. Overall Puente students have higher retention and success rates when compared to similar students (first-time freshmen) in English 60 & 100 and Counseling 101 & 163 courses.

**Activity F.5.2**

The Umoja Community is designed to enhance, encourage, and promote success particularly among students of African descent; however, the program is open to all students regardless of ethnicity, age, sexual orientation, etc. After five years of operation, the Umoja experience has evolved into a unique mentoring, career and leadership development program that assists students with identifying and achieving their educational and career goals, while helping them learn how to meet some of their most basic needs. Equity funding has allowed the Umoja program to hire a Special Projects Manager to oversee the program as well as two professional experts and two hourly staff. One focus for the fall semester will be on planning and development in order to establish an Umoja Center which officially opened in Fall 2015 and is in the process of being fully equipped with computers, a community area and study tables. This will be an academic, social, and cultural hub for students to receive support and equitable access to on and off campus resources. This year will also focus on recruitment and outreach as well as developing partnerships with other campus programs that also support student success. Umoja is also working with on campus, as well as off campus resources to help meet the varying basic needs of their student population. The Umoja Community will also sponsor a series of five restorative justice workshops in the fall and work to secure an educational and culturally motivating speaker for the spring. Using previous year equity funds, Umoja held a summer boot camp for approximately thirty students. Using resources provided by the Legacy Roundtable Accelerated Tutorial Project/Curriculum, the primary focus of the boot camp was on building students’ math skills. However, the participants also received support from a Fullerton College Counselor, math pre- and post-tests, and cultural information and motivation. Next summer, the program plans to collaborate with the SDSI program to host a coordinated boot camp.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
F.5.1	Fall 2015-Spring 2018	\$38,045	General funds--\$5,100 FC Puente Project--\$3,000
F.5.2	Spring 2015-Spring 2018	\$142,651	General funds--\$20,000

- ***Link to Goal***

- Activity F.5.1**

- By using an integrated, three-component approach that includes basic skills and transfer-level English instruction; academic counseling; and mentoring, the Puente Project promotes seamless transfer for underserved student populations in California community colleges. Overall Puente students have higher retention and success rates when compared to similar students (first-time freshmen) in English 60 & 100 and Counseling 101 & 163 courses. Using Equity funding will increase access by examining the possibility of a second cohort, basic skills and transfer-level course completion by providing tutoring and access to textbooks, and higher rates of transfer by providing funding for local and state-wide university tours.

- Activity F.5.2**

- Umoja understands that equity involves but is not limited to a focus on the numbers or closing the racial achievement gap. Rather, Umoja believes that equity is realized when the unique cultural, socioeconomic, and academic needs of each student are met through individualized programming, a welcoming and supportive environment, a sense of value and connectedness, and culturally responsive policies and practices on the part of the faculty and staff who participate in the program (De Anza Equity Plan, 2014). Traditionally institutions have focused on closing the achievement gap by focusing solely on students according to race, gender, and at times socioeconomic status as it relates to instructional practices and student developmental programs. However, Umoja believes that our efforts must shift in the direction of holistic equity, which requires that instructors and the institution at large, must examine instructional practices and even basic need deficiencies as well as structural barriers to student success. This means that Umoja will be collaborating with Staff Development to help our instructors equitize our classrooms. Programming is designed to therefore shift the institutional culture from one that focuses on the cultural deficiency of students to a more holistic and institutional equity framework (De Anza Equity Plan, 2014). Programming will allow students to uncover and promote self-identification, learn healthy habits that allow for students' to make positive life choices and identify structural barriers to success such as isolation, depression, loneliness, other health/wellness issues, single-parent needs, basic food and housing, financial needs and lack of career planning and academic success skills. By engaging the affective domain—emotion, trust, hope, trauma, healing—Umoja will move the discourse away from addressing only academic needs, and begin to address students as whole persons. This then causes us to make sure that all of what we do in our programs is applied, connected, and relevant to the overall students' lives. The question: "How is this affecting students in a way that is helping them survive in their daily lives?"— is part of the consciousness of Umoja. Our program's focus on increasing the quality of life for our students in turn becomes a part of our students' consciousness so they can take the culturally contingent life skills they discover, with them to their lives once they leave our campus. Once these holistic needs are met, students will be able strengthen their

academic skills in the following areas: recognition of learning styles and how to adapt activities to those styles; gain courage to tackle previously challenging academic areas, particularly math; and develop and/or strengthen reading skills.

- **Evaluation**

- **Activity F.5.1**

Retention and success data have been collected on the Puente Project. Future data should examine student degree completion and transfer. In addition, surveys will be used to examine program components such as mentoring by community members, tutoring, and the campus tour to identify how these activities contribute to the success of the participants.

- **Activity F.5.2**

Students who participated in the Umoja boot camp during summer 2015 were tracked by ID number. They completed a math pre- and post- assessment as well as a satisfaction survey at the end of the 24-hour program. Students shared positive feedback about the experience as well as saw improvement in their math scores. Several of the boot camp attendees are now part of the Umoja Community. While some students may take advantage of cultural, academic, or social activities supported by Umoja, not all students will identify as being participants of the Umoja Community. The program staff will support all students who participate in the Umoja sponsored activities and track students’ attendance at events. However, the program staff will identify participants as students who complete an intake with the manager or project coordinator, complete an assessment, and meet with a counselor.

**F.6 Fullerton College will engage in research and inquiry to deepen the institution’s understanding of the cause of disproportionate impact among target student populations.**

- **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
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	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.6	African-American students	768
	Hispanic students	12,133
	Pacific Islander students	97
	American Indian students	75
	Veteran students	505
	Foster youth	106

• **Activity Implementation Plan**

**Activity F.6.1**

Fullerton College hired a Special Projects Director, Student Equity beginning summer 2015 to provide comprehensive administrative direction, coordination, and support for the Fullerton College Student Equity Plan. The Director will work in collaboration with the Fullerton College Student Equity Committee to provide administrative oversight, coordination, and support to programs and services addressing the goals of the Student Equity Plan. The Director will communicate and coordinate student equity efforts among the Student Equity Committee; instructional and student service areas, particularly the Basic Skills Office, Counseling and SSSP, Veterans Office, DSS, EOPS/CARE/CalWorks and Foster Youth, and financial aid; staff development; the Office of Institutional Research and Planning; and other relevant areas. Working with the Student Equity Committee and the Office of Campus Communications, the Director will promote student equity activities campus wide, with community partners, and in other venues. In partnership with the Counseling and Outreach office, opportunities for collaboration with feeder high schools and the college will be further established to ease students' transition. The Director will also provide a connection to the State Chancellor's Office and other California Community Colleges by participating in professional development activities that promote the discussion of equity-related activities.

The Office of Institutional Research and Planning will hire a Research Analyst to support Equity and SSSP initiatives. Duties for this position include performing extensive statistical and technical planning, design, research and evaluation related to institutional projects; assisting in collection, analyzing, and preparing statistical information from multiple sources including



surveys, studies, MIS, reports, internal office and external agencies; and preparing statistical analysis and reports which can be designed in decision making, planning, and federal and state reporting requirements.

The Office of Admissions and Records will hire an Admissions and Records Technician and hourly support staff to provide technical information to students and staff regarding admissions, registration, records, enrollment, and other areas of student services. The individual in this position will specifically focus on identifying and tracking cohorts directly supported by the Student Equity plan.

**Activity F.6.2**

Fullerton College, in collaboration with the California Community College Success Network (3CSN) will host an Equity Summit during the fall of 2015. The summit will focus on helping colleges take action to eliminate disproportionate impact. Theories and beliefs that guide the creation of equity plans will be addressed by the keynote speaker and through breakout sessions. A goal of the summit will be develop participants “to become equity-minded change agents to create colleges that manifest equity” (3CSN.org).

**Activity F.6.3**

Collaboration with our sister college, Cypress College, as well as the School of Continuing Education provides for ongoing communication regarding best practices for expending Equity funding at the district level. Activities may include collaborating with the Center for Urban Education to further the equity conversation or providing additional assessment support.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
F.6.1	Fall 2015-ongoing	\$169,062	SSSP--\$37,449
F.6.2	Fall 2015	\$10,000	None
F.6.3	Spring 2016-ongoing	\$76,035	

\*Total funding reserved at the district level

• **Link to Goal**

Our campus-based research demonstrates that while there are measures for a small number of student populations that do need to be improved to reach both the proportionality index and 80% index, as a whole Fullerton College currently has a high level of equity in outcomes related to student success across all groups. There are many programs and services currently available as well as the dedicated faculty and staff that support those programs and services are highly effective. However, we

recognize a need to continue to identify ways to support students who are disproportionately impacted and be aware of groups that could fall below the threshold.

- **Evaluation**

- **Activity F.6.1**

- By providing administrative, research, and Admissions and Records support, we expect to see a decrease in disproportionate impact among all identified groups. There will be an emphasis on collaboration between the Student Equity Committee, SSSP, Basic Skills, and other campus constituents to ensure programs are being developed and implemented to meet equity goals without overlap or duplication of services. These positions will impact all activities and goals of the Student Equity Plan.

- **Activity F.6.2**

- The Student Equity Summit is open to faculty, staff, and administrators across California. However, because it is sponsored by Fullerton College, we expect to see a large number of participants from our campus. This event will encourage dialogue and action on our campus to further identify gaps and allow faculty, staff, administrators, and students to develop effective programming to support all students. A follow-up activity specifically for Fullerton College or the North Orange County District may be developed as a result of the Equity Summit.

- **Activity F.6.3**

- The activities initiated from the North Orange County District Office will encourage dialogue and action on each of the campuses to further identify gaps and allow faculty, staff, administrators, and students to develop effective programming to support all students. Follow up activities for each campus or for the North Orange County District may be developed as a result.

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## **Summary Budget**

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See attached Summary Budget

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## Summary Evaluation

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## SUMMARY EVALUATION SCHEDULE AND PROCESS

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Throughout this plan we have identified those areas with disproportionately impacted student populations and the primary basis for evaluating this aspect of the plan will be through the core metrics determined by the state: access, course completion, English as a Second Language (ESL) and basic skills completion, degrees, certificates and transfer. Where statewide MIS data was available, this plan has presented target goals for these metrics, which will be evaluated by the Fullerton College Office of Institutional Research and Planning at the end of the academic year and included in the campus-wide institutional effectiveness and program review process. We at Fullerton College are proud that our student success rates in these areas tend to be positive and believe that with the increased support for programs called for in this plan we will make positive headway in eliminating all disproportionate impact in the coming years. These gains will be evaluated and reported in our annual review document, as recommended by the State Chancellors Office.

Beyond the basic college-wide metrics described above, individual programs serving designated student populations will evaluate the performance of the students they serve on an annual basis at minimum, with assistance from the Fullerton College Office of Institutional Research and Planning. The new Research Analyst position, whose time will be split evenly between Equity and SSSP, will be filled in early fall. This individual will meet with all program administrators to develop comprehensive evaluation plans that include establishing or refining program mission, goals, and objectives in addition to data collection tools. Program evaluation will have both quantitative and qualitative aspects. These programs will report on the five metrics required by the state in order to determine the direct impact the programs have on the essential measures. Initial data collection has begun for programs that began in spring and summer 2015 with the collection of participant ID numbers and completion of satisfaction surveys.

While we believe that there will be direct evidence in these metrics, it is also crucial to collect qualitative data that might not be directly reflected in those quantitative measures. For example, if through a particular support program student participants report they felt valued, encouraged, welcomed, and a part of the college, that feeling and perception of belonging can itself add to student success even though it might not be directly captured in purely quantitative measures. Because of the increased financial support for program staff, it is reasonable to expect qualitative evaluations based on brief student interviews, ideally on a term-by-term basis, but annually at a minimum. All three of these forms of evaluation will be used by the Fullerton College Student Equity Committee to determine ongoing adjustments to this plan and for creating annual equity plan reports. Outcomes and program updates will be reported to the Student Success Committee where representatives from Basic Skills, Equity, and SSSP serve on the Executive Committee and through the Office of Institutional Research and Planning's Council of Chairs committee. During these meetings, representatives from every academic department, classified staff, students, administrators, and campus committees will have the opportunity to provide feedback and recommendations.

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# Attachments

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This form was sent to all Deans and Managers to develop the activities included in the Equity Plan.

**PROPOSAL FOR STUDENT EQUITY FUNDED PROJECT 2015 – 2016**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Dept./Area:** \_\_\_\_\_

**Extension:** \_\_\_\_\_

**Title of Project:**

**Description of Project (Maximum 75 words):**

**Proposal Measurable Objectives to meet Equity Goals**

*A copy of the 2014 Student Equity Plan is available on the college J: drive. Additional material relating to the Fullerton College Equity Plan can be found at [www.studentequity.org](http://www.studentequity.org)*

**Time Line** (Note: 2015 funds must be expended by June 30, 2016)

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Is this a new initiative? YES \_\_\_\_\_ NO \_\_\_\_\_

If NO, which prior initiative is being continued? What data do you have to validate the effectiveness of the initiative in meeting college equity goals?

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**Budget**

*Student Equity funding guidelines are available on the college J: drive*

BUDGET ITEM	COST

Total funding requested: \$ \_\_\_\_\_

Signature: \_\_\_\_\_

Signature of Division Dean: \_\_\_\_\_



## Proportionality Index and 80 Percent Index

### Proportionality Index

The proportionality methodology **compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group.** The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

Proportionality Index	Interpretation
1.0	Proportions of subgroups are equal
Less Than 1.0	Subgroup is less prevalent in the outcome group
More Than 1.0	Subgroup is more prevalent in the outcome group

### 80 Percent Index

The “80% Rule” methodology **compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup.** The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice. The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered an adverse – or disproportionate - impact. Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome is calculated by dividing the outcome frequency into the cohort frequency. The second step of this methodology compares the completion rate of each non-reference disaggregated subgroup to the completion rate of a reference subgroup. The subgroup with the highest completion rate is typically chosen as the reference group. The 80 Percent Index is calculated by dividing the completion rate of a non-reference subgroup into the completion rate of the reference subgroup. A result of less than 80 percent is considered evidence of a disproportionate impact.