

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



**November 9, 2015**

## 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-America and Pacific Islander
<i>Basic Skills ESL Completion</i>	Students who are African-America 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 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, 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%
- Increase degree and certificate completion among students from DSPS 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%

**Campus and District-Wide Initiatives**

- Fullerton College will increase access, course completion, and transfer among African-American and Hispanic students through the Incite and SDSI programs
- Increased tutoring and supplemental instruction support will be available to students through the Academic Support Center, Supplemental Instruction, and Entering Scholars Programs
- Fullerton College will increase access, course completion, and transfer among Foster Youth through the Foster Youth Success Initiative (FYSI)
- Fullerton College will increase access, course completion, basic skills completion, and transfer among EOPS students
- Fullerton College will increase access, course 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	\$17,157	Fullerton College Strategic

<b>Success Measure: Access</b>	<b>Activity</b>	<b>Student Equity Funds</b>	<b>Other Funding Sources/Amounts</b>
			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, 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	\$14,919	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	\$79,944	General funds-- \$129,965
B.2.2	Expansion of Basic Skills Initiative Programs: Growth Mindset, Graduate Student Mentorship Program	\$34,687	Basic Skills funds-- \$27,838

<b>Success Measure: Course Completion</b>	<b>Activity</b>	<b>Student Equity Funds</b>	<b>Other Funding Sources/Amounts</b>
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	None
C.2.1	Accelerated English Faculty Training	\$15,218	None
C.2.2	Transfer Achievement Program Accelerated English offering	No cost to equity	\$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 State DSS funds-- \$2,893,697 Lottery funds-- \$1,817 VTEA funds-- \$32,005

<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	\$66,027	General funds-- \$319,269
E.1.3	Transfer Achievement Program (TAP) University Tour and 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	Career Success Center (CSC)	\$82,825	None
E.1.7	Study Abroad - Increasing Access and Equity	\$18,004	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 \$92,551— 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	\$46,457	Basic Skills--\$85,774
F.2.3	Expansion of Supplemental Instruction program	\$250,977	Basic Skills--\$68,267
F.3	Foster Youth Success Initiative	\$125,447	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 fund-- \$5,100 FC Puente Project-- \$3,000
F.5.2	Umoja special projects manager and Umoja programming	\$175,614	General fund-- \$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)	\$226,013	SSSP--\$45,642
F.6.2	Student Equity Summit	\$10,000	None
		<b>Total funding allocated 2015-2016</b>	<b>\$2,064,386</b>

*Contacts:*

**Mark Greenhalgh, Dean of Mathematics & Computer Science**

[mgreenhalgh@fullcoll.edu](mailto:mgreenhalgh@fullcoll.edu)

**(714) 992-7041**

**Deb Perkins, Director of Student Equity**

[dperkins@fullcoll.edu](mailto:dperkins@fullcoll.edu)

**(714) 992-7108**