

Fullerton College Student Equity Summary Sheet

Fullerton College's Disproportionately Impacted Groups (2015-2016 Equity Plan)

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.

Fullerton College Equity Allocation	Amount allocated plus additional funds (state reallocation, district equity funds)	Timeline to spend	Number of Projects supported
2014-2015	\$1,063,714	July 1, 2014-Dec. 31, 2015	21
2015-2016	\$2,112,632	July 1, 2015-Dec. 31, 2016	38
2016-2017	Expecting \$1.9-2 million	July 1, 2016-Dec. 31, 2017	34

Student Equity Planning is administered through SSSSP at the State Chancellor's Office. For purposes of this plan, student equity is defined as helping students achieve equal outcomes on success indicators as compared to either their own percentage in the community or college student body, or to other student groups. Each community college is required to maintain a student equity plan that includes campus-based research as to the extent of equity for high-need student groups; goals for access to, and completion of courses, basic skills improvement, transfer and degree and certificates for all students and for high-need students; and a set of evidence-based activities to help students and the college meet these goals. The Governor and legislature created requirements in June 2014 (Education Code §78220 – 78221) specifying additional student populations that must be addressed in equity plans. Plans must address students with the following characteristics:

- Current or former foster youth
- Students with disabilities
- Low-income students
- Veterans

The State Budget Act (SB860) of 2014 also added new requirements related to coordinating with other programs. Colleges are now required to coordinate equity planning and activities with the following:

- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS) and Special Services.
- Math, Engineering, Science Achievement (MESA), Puente and Middle College High School Programs
- Student Success and Support Program (SSSP)
- Programs for foster youth
- Programs for veterans
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP)
- Basic Skills Initiative (BSI)

Success Indicators 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.

Fullerton College 2015-2016 Student Equity Plan:

<http://equity.fullcoll.edu/wp-content/uploads/sites/22/2016/02/Fullerton-College-Student-Equity-Plan-2015-2016.pdf>

State Chancellor's Student Equity Website:

<http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>