

Fullerton College Integrated Plan Student Equity Executive Summary



2017-2019

STUDENT EQUITY EXECUTIVE SUMMARY 2017-2019

Introduction

The mission of Fullerton College is to advance student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associates degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members. The vision of the Fullerton College Student Equity Committee is to cultivate an equitable, inclusive, and just community that understands and responds to the strengths and needs of disproportionately impacted groups, and empowers students to achieve their goals. 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.

Since the initial allocation of Student Equity funds in 2014, Fullerton College has 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, such as the RP Group's *Student Support (Re)defined*¹, has found that 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, programs that focus on particular student groups 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 continue to 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. The essential goal and focus of equity funded programs are to create equitable outcomes for all of the students we serve.

Integrated planning

As we move into developing the integrated plan, the Student Equity Committee has been working to prioritize programs that are clearly supporting a high percentage of disproportionately impacted students. At the same time, the Student Equity Committee is

¹Booth, K., Cooper, D., Karandjeff, K., Large, M., Pellegrin, N., Purnell, R., Rodriguez-Kiino, D., Schiorring, E., & Willett, T. (2013). *Using Student Voices to Redefine Success: What Community College Students Say Institutions, Instructors and Others Can Do to Help Them Succeed*. Berkeley, CA: The Research and Planning Group for California Community Colleges (RP Group).

working with individuals across campus to continue to identify and refine the programs that will be supported with equity funds. Therefore, the programs listed below represent a portion of the total programs that will be funded with equity funds in 2017-2019.

Integrated goal	Activities that address the goal	Estimated Annual Resources
<p>GOAL 1: Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.</p>	<p>Provide tutoring support for students involved in Puente, EOPS, FYSI, Incite, and SDSI.</p> <p>Expand offerings of FC Miles, assessment preparation workshops, or boot camps.</p> <p>Specific programs may include: Puente, EOPS, FYSI, Incite, SDSI</p>	<ul style="list-style-type: none"> • EOPS-\$181,000 • FYSI-\$146,000 • Incite-\$46,200 • Puente-\$41,250 • SDSI-\$123,000 • Educational Partnerships/SDSI Director-\$102,638
<p>GOAL 2: Closing achievement gaps for disproportionately impacted groups.</p>	<p>Provide support to disproportionately impacted students by providing additional resources and support including counseling support, educational resources, focused orientations, college tours, and mental health services.</p> <p>Provide campus cultural events focused on disproportionately impacted students (specifically Latino/a and African American) to create a stronger sense of community and belonging on campus.</p> <p>Focus on inquiry to identify which students are disproportionately impacted and implement strategies to address disproportionate impact.</p> <p>Provide professional development training focused on strategies to support disproportionately impacted students.</p> <p>Specific programs may include: Positions (A&R, Research Analyst, Director of Student Equity, Umoja Manager, Director of Educational Partnerships/SDSI, Manager of SI), Staff Development, DSS, Transfer Center, Entering Scholars Program, EOPS, Ethnic Studies, Foster Youth Success Initiative, Grads to Be, Incite Program, Males Achieving Success, Mental Health Services, Puente, Student Diversity Success Initiative, Summer Bridge, and Umoja</p> <p>*Additional programs added as needed</p>	<ul style="list-style-type: none"> • A&R Technician- \$57,153 • Research Analyst (50%)- \$63,057 • Supplemental Instruction Manager-\$92,415 • Cadena/Transfer Center-\$37,645 • Disability Support Services-\$24,987 • Entering Scholars Program-\$40,000 • EOPS-\$181,000 • Ethnic Studies-\$13,500 • Foster Youth Success Initiative-\$146,500 • Grads to Be (AB540 program)-\$84,780 • Incite program-\$46,200 • Males Achieving Success-\$36,000 • Mental Health Services-\$13,200 • Puente-\$41,250 • Educational Partnerships/SDSI Director-\$102,638 • SDSI program-\$123,000 • Staff Development-\$54,500 • Student Equity Office Operations-\$10,000 • Student Equity Director-\$102,638 • Summer Bridge-\$16,500 • Umoja Manager-\$92,415 • Umoja-\$112,322

Integrated goal	Activities that address the goal	Estimated Annual Resources
<p>GOAL 3: Improving success rates in students meeting milestones towards degree attainment, certificate attainment, and transfer.</p>	<p>Provide tutoring support for students involved in Puente, EOPS, FYSI, Incite, SDSI, and Veterans.</p> <p>Expand offerings of FC Miles, assessment preparation, or boot camps</p> <p>Provide support to disproportionately impacted students by providing additional resources and support including counseling support, educational resources, focused orientations, college tours, and mental health services.</p> <p>Provide professional development training focused on strategies to support disproportionately impacted students.</p> <p>Specific programs may include: EOPS, FYSI, DSS, Incite, Puente, SDSI, Staff Development, Umoja, Veterans</p>	<ul style="list-style-type: none"> • DSS-\$24,987 • EOPS-\$181,000 • FYSI-\$146,000 • Incite-\$46,200 • Puente-\$41,250 • SDSI-\$123,000 • Educational Partnerships/SDSI Director-\$102,638 • Staff Development-\$54,500 • Umoja Manager-\$92,415 • Umoja-\$112,322 • Veterans Resource Center-\$27,480
<p>GOAL 4: Improved identification of and support for students at-risk for academic or progress probation.</p>	<p>Provide additional resources and support for programs to identify and connect with students on academic probation.</p> <p>Provide professional development training focused on strategies to support disproportionately impacted students.</p> <p>Specific programs may include: EOPS, FYSI, Grads to Be, Incite, Puente, SDSI, Staff Development, Umoja</p>	<ul style="list-style-type: none"> • EOPS-\$181,000 • FYSI-\$146,000 • Grads to Be-\$84,780 • Incite-\$46,200 • Puente-\$41,250 • Educational Partnerships/SDSI Director-\$102,638 • SDSI-\$123,000 • Staff Development-\$54,500 • Umoja Manager-\$92,415 • Umoja-\$112,322
<p>GOAL 5: Deeper collaborations with high school districts, and community partners, particularly to increase students' college readiness.</p>	<p>Foster connections with surrounding school districts in order to increase enrollment at Fullerton College and knowledge about available programs and resources on campus.</p> <p>Specific programs may include: MAS, Summer Bridge, DSS, EOPS, FYSI, SDSI, Puente, Grads to Be, Ethnic Studies programs, Umoja, Veterans</p>	<ul style="list-style-type: none"> • MAS-\$36,000 • Summer Bridge-\$16,500 • DSS-\$24,987 • EOPS-\$181,000 • Ethnic Studies-\$13,500 • FYSI-\$146,000 • Grads to Be-\$84,780 • Puente-\$41,250 • Educational Partnerships/SDSI Director-\$102,638 • SDSI-\$123,000 • Umoja Manager-\$92,415 • Umoja-\$112,322 • Veterans Resource Center-\$27,480

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 or Latino students and students with disabilities also demonstrated disproportionate impact regarding degree completion and transfer. While there has been progress in some areas to reduce the achievement gap, African-American/Black, Hispanic or Latino, and Pacific Islander students continue to experience disproportionate impact. The specific student populations that fall below the 80% index for each success measure are identified below. Boxes that are shaded indicate areas where no disproportionate impact was found.

	Access	Course Success	Basic Skills English Completion	Basic Skills Math Completion	ESL Completion	Degree or Certificate Completion	Transfer
		<i>Fall 2016 & Spring 2017</i>	<i>Within 1 Year from Fall 2015 & Spring 2016</i>	<i>Within 1 Year from Fall 2015 & Spring 2016</i>	<i>Within 1 Year from Fall 2015 & Spring 2016</i>	<i>Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students</i>	<i>Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students</i>
American Indian /Alaska Native		Not overall, within females					
Asian						Other, Southeast	East, Indian, Southeast
Black /African American							
Hispanic or Latino		Not overall, within females			Not overall, within females		
Filipino			Not overall, within males				
Native Hawaiian/Pacific Islander		Not overall, within females					
White							
Foster youth							
Individuals w/ disabilities		Not overall, within DSS -- African American, Filipino					
Low-income students		Not overall, within African-American, American Indian, Filipino BOG B recipients vs BOG C/None		Not overall, within White Non-Hispanic BOG B&C recipients vs None		BOG B recipients	BOG B recipients

	Access	Course Success	Basic Skills English Completion	Basic Skills Math Completion	ESL Completion	Degree or Certificate Completion	Transfer
		<i>Fall 2016 & Spring 2017</i>	<i>Within 1 Year from Fall 2015 & Spring 2016</i>	<i>Within 1 Year from Fall 2015 & Spring 2016</i>	<i>Within 1 Year from Fall 2015 & Spring 2016</i>	<i>Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students</i>	<i>Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students</i>
Veterans							

Progress on previous plan goals

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, such as former foster youth and veterans. The chart below provides a summary of the equity goals from the 2015-2016 plan and a brief update on the progress. Specific goals were set for each metric based on the student populations demonstrating disproportionate impact. The data is based on statewide data from 2013 compared to 2015. Since hiring a Research Analyst for Student Equity (50%), we have been able to start collecting and examining local data which in many cases is showing larger increases in success. We are also requiring individuals coordinating equity-funded programs to complete a yearly program update which provides an overview of the goals, indicators, and data collected for each program.

2015-2016 Student Equity Plan Goals and Progress

Goal	Progress
Create clearer pathways for students and incoming freshman to enroll in Fullerton College.	On track. The primary areas of focus included targeted outreach to Latino males and students in continuation high schools as well as increased outreach to local elementary schools to begin to create a college going culture in the community. A summer bridge was also held to address this goal. We will focus on evaluating enrollment from the schools involved in these outreach efforts to see if there is an increase.
Increase the number of Veterans on campus by 6% by 2018.	On track. 2013 data showed 505 veterans enrolled. Fall 2017 data shows 565 unduplicated veterans enrolled. Activities have included in-person and online orientation and campus-wide veteran sensitivity training.
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.	Completed. The Office of Campus Communications worked with the EOPS, FYSI, TAP, and Veterans programs to create print and online marketing material. Additional requests will be made directly to the Office of Campus Communications for outreach as needed.

Goal	Progress
Increase the number of Filipino students at Fullerton College's Honor's Program by 10% by fall 2016.	Suspended. Student demographic data from 2016-2017 needs to be analyzed. This may not be an area of focus going forward.
Increase course completion for African-American students from 54.5% to 56.5%, Hispanic or Latino students from 63% to 65%, and for Pacific Islander students from 53.5% to 55.5% by 2018.	On track. The Student Equity Committee is working on focusing funding allocations to more closely align with programs that are showing increased outcomes for African-American, Hispanic or Latino, and Pacific Islander students. Hispanic or Latino students were not previously disproportionately impacted but increasing course success addresses a campus goal. Overall, Hispanic or Latino students' course completion rates increased from 63.6% to 64%, Pacific Islander students' course completion rates increased from 53.5% to 57%, and African American students' course completion rates decreased from 54.5% to 53%. Pacific Islander and African American students continue to be disproportionately impacted.
Expand current programs, services, and professional development that contribute to course completion.	On track. The Student Equity Committee is working on focusing funding allocations to more closely align with programs that are showing increased outcomes for African-American, Hispanic or Latino, and Pacific Islander students.
Increase Basic Skills Mathematics completion among African-American students from 18.3% to 20.3%, among Hispanic or Latino students from 30.3% to 32.3%, and among American Indian students from 29% to 31% by 2018.	On track. Overall progression from basic skills course to transfer-level course within three years has increased; however, African-American, Asian (East, Southeast), Hispanic or Latino, and white students are still disproportionately impacted. Completion rates have increased for African American students (from 18.32% to 31%) and Hispanic or Latino students (from 30% to 35%). The completion rate for American Indian students decreased from 29% to 25% but the number of students decreased as well.

Goal	Progress
<p>Increase Basic Skills English completion among African-American students from 28% to 30%, among Hispanic or Latino students from 45% to 47%, and among American Indian students from 38% to 40% by 2018.</p>	<p>On track. Overall progression from basic skills course to transfer-level course within three years has increased; however, African-American and Hispanic or Latino students are still disproportionately impacted. Completion rates have increased for African American (from 28% to 32%), Hispanic or Latino (from 45% to 48%), and American Indian (from 38.46% to 56%).</p>
<p>Increase professional and pre-professional development to support student success.</p>	<p>On track. Professional development offerings have focused on training for faculty teaching accelerated courses, strategies for reading instructors to help close the achievement gap, year-long new faculty and adjunct faculty seminars, and training related to teaching and supporting men of color.</p>
<p>Increase degree and certificate completion among Hispanic or Latino students from 39% to 41% by 2019.</p>	<p>On track. Hispanic or Latino students increased their Student Progress and Attainment Rate (SPAR) from 39% to 42% from 2013 to 2015; however, they are still disproportionately impacted in this area. A new program, Grads to Be, was created to focus on degree and certificate completion particularly for undocumented Hispanic or Latino students.</p>
<p>Increase degree and certificate completion among DSPS students from 37% to 39% by 2019.</p>	<p>On track. Students with disabilities increased their SPAR from 37% to 49% from 2013 to 2015. They are no longer showing disproportionate impact in this area.</p>
<p>Increase support for programs that serve transfer for all students.</p>	<p>On track. All racial/ethnic groups have disproportionately lower transfer rates than their Asian counterparts. However, Hispanic or Latino students increased their transfer rate from 32.65% to 44%.</p>
<p>Increase transfer rates for student veterans by 2% by 2019.</p>	<p>Discontinued. While the previous student equity plan did not include MIS data related to transfer rates for veterans, this was an area our campus wanted to focus on. As we examined local data more carefully, it was determined that this was a student population that was not experiencing disproportionate impact related to transfer.</p>

Goal	Progress
<p>Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among African-American and Hispanic or Latino students through the Incite and SDSI programs.</p>	<p>On track. The Incite program enrolled 297 student athletes during the 2015-2016 academic year. African American/Black students had a course completion rate of 88% compared to 77% for students not in any kind of support program. Hispanic or Latino students had a course completion rate of 93% compared to 82% for students not in any program. We will continue to monitor basic skills completion as well as degree, certificate, and transfer rates.</p> <p>The SDSI program increased from 120 students in 2014-2015 to 228 students served 2015-2016. African American and Hispanic or Latino students participating in the program who completed at least 9 hours of study hall time had course success rates of 70% and 78% compared to 55% and 64% for African American and Hispanic or Latino students as a whole. SDSI is also helping students complete basic skills math courses more quickly through the FC Miles program which uses the ALEKS program, tutors, and faculty-led workshops to build students' math foundation skills. The program also focuses on degree, certificate, and transfer completion by requiring students to meet with a counselor and by partnering with the Transfer Center for university campus tours.</p>

Goal	Progress
<p>Increased tutoring support and supplemental instruction will be available to students through the Academic Support Center, Supplemental Instruction Program, and Entering Scholars Program.</p>	<p>On track. In the Academic Support Center, increased tutoring support was offered through increasing the number of tutors tutoring basic skills courses in the Tutoring Center, providing additional tutoring for students in ESL courses in the Writing Center, increasing front desk staff in the Skills Center, and offering online tutoring in both the Tutoring Center and Writing Center. The SI program grew from 11 transfer-level courses in fall 2013 to 86 transfer-level courses in fall 2016. The focus of these courses continues to be on courses that have high enrollment but low rates of success. With equity funding, the Entering Scholars Program was able to expand beyond basic skills courses to offer support in transfer-level English courses.</p>
<p>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).</p>	<p>On track. The number of foster youth participating in the FYSI program increased from 69 students in spring 2015 to 96 students in spring 2016 (138 unduplicated for 2015-2016). The program does outreach activities particularly by partnering with local agencies. Course success rates increased from 59% in fall 2013 to 60% in fall 2016 for all courses. Students are required to meet with an academic counselor at least three times per semester to ensure they are on track for completion of their degree or certificate goals. In 2015-2016, 7 students completed an AA/ADT degree and 2 students completed certificates.</p>

Goal	Progress
<p>Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among EOPS students.</p>	<p>On track. The EOPS program is working on doing outreach to high schools and on campus to recruit more students. The number of students in the program has grown from 1179 unduplicated students in 2013-2014 to over 1587 students in 2015-2016. EOPS students had a course completion rate of 84% in fall 2015 compared to a 66% course completion rate for the general student population. All students must meet with an academic counselor and EOPS Specialist to ensure they are on track for completion of their degree or certificate goals. In 2015-2016, 253 (16% of EOPS students) completed a degree or certificate.</p>
<p>Fullerton College will increase access, course completion, basic skills completion, degree and certificate completion, and transfer among Hispanic or Latino and African-American students through the Puente and UMOJA programs.</p>	<p>On track. The Puente program expanded to include a second cohort plus an additional transfer-level English course. Program components include tutoring, connection to the campus and community through volunteer opportunities and mentoring, and a university tour.</p> <p>The Umoja program has been focused on outreach primarily through on campus activities. Students are encouraged to participate in workshops, celebrations, and conferences and field trips as well as use the Umoja center to study or meet with a counselor. The programs has focused on math completion with a math boot camp and on transfer through the HBCU college tour.</p>
<p>Fullerton College will engage in research and inquiry to deepen the institution's understanding of the cause of disproportionate impact among target student populations.</p>	<p>On track. Fullerton College has hosted a number of equity-focused professional development activities in addition to the first annual District Equity Symposium which raised awareness and understanding about student equity and how to support our disproportionately impacted students. In addition, the Student Equity Committee consulted with an outside facilitator to further clarify the vision, mission, and purpose of the committee.</p>

Detailed accounting of equity funding expenditures

Below is a summary of the equity funds expended by program for each year of equity funds through September 2017. Funds expended include mid-year reallocations and special reallocation funds received in spring 2016 from the State Chancellor's Office. Because the deadline to expend 2016-2017 funds is June 30, 2018, some programs are still in the process of spending their 2016-2017 allocations. The State Chancellor's Office requires an expenditure report for all equity funds. Links to the previous year expenditure reports can be accessed through the Student Equity website (equity.fullcoll.edu) or by clicking [here](#).

	Program	2014-2015 Spending*	2015-2016 Spending*	2016-2017 Spending*
Access	Campus Communications	\$ 48,947.80	\$ 22,315.50	\$ -
Access	Gilbert and La Vista High Schools Outreach	\$ -	\$ 5,040.06	\$ -
Access	Males Achieving Success	\$ 29,908.79	\$ 96,930.32	\$ 33,711.63
Access	Summer Bridge	\$ 22,410.15	\$ 5,961.84	\$ 13,041.70
Access	KinderCaminata Coordinator	\$ 7,000.00	\$ 34,158.28	\$ 36,450.96
Access	KinderCaminata Supplies	\$ 1,473.29	\$ -	\$ -
Access	Veteran's Center	\$ 57,937.82	\$ 34,353.91	\$ 9,581.28
Activity impacting several indicators	A&R Technician	\$ -	\$ 43,300.53	\$ 53,123.47
Activity impacting several indicators	ASC	\$ 441.97	\$ -	\$ -
Activity impacting several indicators	Skills Center	\$ 18,902.04	\$ 1,851.55	\$ -
Activity impacting several indicators	Tutoring Center	\$ -	\$ 37,231.86	\$ 23,842.84
Activity impacting several indicators	Writing Center	\$ 8,990.13	\$ 21,180.69	\$ 14,651.10
Activity impacting several indicators	Entering Scholars Program (ESP)	\$ 32,986.87	\$ 36,743.90	\$ 36,141.12
Activity impacting several indicators	EOPS	\$ 177,236.68	\$ 282,656.99	\$ 179,956.27
Activity impacting several indicators	Foster Youth Success Initiative (FYSI)	\$ 111,192.47	\$ 211,174.99	\$ 128,676.00
Activity impacting several indicators	Incite program	\$ 20,082.35	\$ 33,008.58	\$ 22,728.63
Activity impacting several indicators	Incite/SDSI Manager	\$ -	\$ 111,520.53	\$ 68,618.42
Activity impacting several indicators	Puente	\$ -	\$ 32,507.46	\$ 47,546.70
Activity impacting several indicators	Research Analyst	\$ 1,301.35	\$ 57,253.20	\$ 45,697.97
Activity impacting several indicators	SDSI program	\$ 95,805.62	\$ 105,335.25	\$ 103,401.50
Activity impacting several indicators	Student Equity Director	\$ 34,184.78	\$ 105,091.27	\$ 77,895.32
Activity impacting several indicators	Student Equity Office travel	\$ -	\$ 2,724.11	\$ 6,316.50

	Program	2014-2015 Spending*	2015-2016 Spending*	2016-2017 Spending*
Activity impacting several indicators	Supplemental Instruction	\$ 88,314.27	\$ 133,014.33	\$ 244,824.07
Activity impacting several indicators	Supplemental Instruction Manager	\$ -	\$ 105,333.00	\$ 58,893.04
Activity impacting several indicators	Umoja	\$ 35,367.31	\$ 65,300.03	\$ 104,037.00
Activity impacting several indicators	Umoja Manager	\$ 18,767.52	\$ 101,225.29	\$ 64,632.27
Activity impacting several indicators	VP Admin Services	\$ 1,591.64	\$ -	\$ -
Basic Skills and ESL Completion	Reading Faculty Training	\$ 16,175.13	\$ 12,339.61	\$ 333.33
Basic Skills and ESL Completion	Acceleration Training	\$ 6,713.00	\$ 17,806.00	\$ 3,039.00
Basic Skills and ESL Completion	Basic Skills SI faculty training	\$ -	\$ 6,508.00	\$ -
Course Completion	Anthropology	\$ -	\$ 6,820.18	\$ 8,040.32
Course Completion	Graduate Mentorship Program	\$ 3,261.00	\$ 24,096.00	\$ 27,841.88
Course Completion	Chemistry Boot Camps	\$ -	\$ 5,492.02	\$ 3,260.41
Course Completion	CREATE (Early Commitment)	\$ -	\$ -	\$ -
Course Completion	Create (Early Commitment) English assistance	\$ 182.01	\$ -	\$ -
Course Completion	Ethnic Studies	\$ -	\$ 11,802.45	\$ 7,338.55
Course Completion	Health Center Psychological Services	\$ -	\$ 2,800.00	\$ 4,166.40
Course Completion	Math	\$ 21,988.87	\$ 34,174.40	\$ -
Course Completion	Natural Science Summer Program	\$ 5,368.51	\$ -	\$ -
Course Completion	Natural Science Improving Completion	\$ -	\$ 51,593.46	\$ 12,178.52
Course Completion	PUMP (Chemistry mentoring)	\$ -	\$ 9,733.04	\$ -
Course Completion	Social Sciences	\$ 7,242.67	\$ -	\$ -
Course Completion	Staff Development	\$ 38,452.92	\$ 75,378.50	\$ 48,203.56
Course Completion	Growth Mindset and Educators for Equity training, conference attendance	\$ 20,000.00	\$ 14,849.00	\$ 3,039.81
Course Completion	Summer Embedded Tutoring	\$ 6,874.14	\$ -	\$ -
Degree and Certificate Completion	CA Dreamers	\$ -	\$ 50,116.59	\$ 46,174.86
Degree and Certificate Completion	CA Dreamers Counselor	\$ -	\$ 39,385.00	\$ 39,646.84
Degree and Certificate Completion	Disability Support Services (DSS)	\$ 44,784.29	\$ 23,650.63	\$ 24,037.57
Transfer	Business Division Career Success	\$ -	\$ 21,687.18	\$ 15,260.69
Transfer	Cadena Transfer Center	\$ 67,076.40	\$ 41,454.69	\$ 34,250.41
Transfer	Honors Program	\$ 21,849.31	\$ 6,615.49	\$ 8,148.38

	Program	2014-2015 Spending*	2015-2016 Spending*	2016-2017 Spending*
Transfer	Library resources for Veterans	\$ -	\$ 16,210.63	\$ -
Transfer	Study Abroad	\$ -	\$ 2,766.60	\$ 1,310.88
Transfer	Transfer Achievement Program (TAP)	\$ 9,318.82	\$ 9,702.05	\$ 2,951.78
	Grand Total	\$ 1,075,416.92	\$ 2,145,880.99	\$ 1,659,951.98

*Spending period refers to the expenditures charged to each budget number. Due to the eighteen month spending timeline allowed by the state, spending period may be more than twelve months for some programs.

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