

Fullerton College Student Equity Plan

Executive Summary



2019-2022

STUDENT EQUITY EXECUTIVE SUMMARY 2019-2022

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 Effectiveness, the college ensures that student equity planning is incorporated into institution-wide planning efforts such as accreditation, the educational master plan, Institutional Effectiveness goal setting, and the college goals for the Vision for Success.

The Student Equity plan is intended to help colleges identify areas of disproportionate impact when breaking down student populations by gender in addition to race and ethnicity as well as disability, foster youth, veteran, sexuality and gender identity, or homelessness status. However, the way the state template is designed, conversations about addressing areas of disproportionate impact tend to focus on one aspect of a student's identity and often place an emphasis on specialized programs to help our campus reach our goals in closing equity gaps. We know that we need to see students holistically, recognizing the ways in which their intersectionality creates a unique experience. The essential goal and focus of equity funded programs are to create equitable outcomes for all of the students we serve. 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 we have used a large portion of our equity funding to support specialized programs focused on particular student groups, such as Umoja, Puente, and the Foster Youth Success Initiative. We recognize that our campus still has work to do to better support our minoritized students. We know that specialized programs should not be held fully accountable for increasing outcomes for our African American/Black, Latinx, and Pacific Islander students due to limited resources including financial, personnel, and physical space. Our current student equity plan seeks to continue to recognize the value of

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).

these programs and the work being done by the individuals involved but also recognize that “practitioner engagement in the study of their own practices is the most effective way of changing entrenched practices.”²”

Student Equity Planning

In fall 2017, the Student Equity Committee worked with individuals across campus to identify and refine the programs that are supported with equity funds. As the funding allocation recommendations move from the Student Equity Committee to the newly established (as of fall 2019) Student Equity and Achievement (SEA) Committee, the programs and activities listed below may be re-evaluated as the SEA Committee looks at the larger scope of work that was being done by the Student Equity Committee, Basic Skills and SSSP and continues to refine those activities and programs through the equity lens.

² Center for Urban Education. (2019). *Student Equity Planning Institute Workbook*. Los Angeles, CA: Rossier School of Education, University of Southern California.

Fullerton College Student Equity Plan

Goals and Activities



2019-2022

Metric	Current Baseline Data for overall student population	Goals for Overall student population	Activities that support the goal
<p>Access: Successful Enrollment</p> <p>Definition: Among all applicants, the proportion who enrolled in a community college in the selected year.</p>	31,676	31,928	<ul style="list-style-type: none"> • Increase communication for students who have applied but not registered close to registration dates; follow up again before start of semester
Metric	Current Baseline Data for overall student population	Goals for Overall student population	Activities that support the goal
<p>Retention: Fall to Spring</p> <p>Definition: Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.</p>	16,991	17,293	<ul style="list-style-type: none"> • Reach out to currently enrolled students who miss spring registration appointment date; follow up prior to start of spring semester • Increased professional development to increase understanding about how to best support students

Metric	Current Baseline Data for overall student population	Goals for Overall student population	Activities that support the goal
<p>Completion of Transfer level math and English</p> <p>Definition: Among all students, the proportion who completed transfer- level math and English in their first academic year of credit enrollment within the district.</p>	513	782	<ul style="list-style-type: none"> • Increased group advising or individual counseling appointments to encourage taking TR Math/English in first semester • Encourage students to enroll in co-req courses

Metric	Current Baseline Data for overall student population	Goals for Overall student population	Activities that support the goal
<p>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree (goal completion)</p> <p>Definition: Among all students, the number of students who earned various types of awards and the number of students who enrolled in either a noncredit career education course or any college level credit course.</p>	1,857	2,170	<ul style="list-style-type: none"> • Conduct program mapping in each division/department on campus to ensure availability of classes for students to complete degrees; • Streamline certificate process for students • Automated messages from A&R as students reach unit completion milestones
Metric	Current Baseline Data for overall student population	Goals for Overall student population	Activities that support the goal
<p>Transfer to a four-year institution</p> <p>(Transfer to a four year institution uses 2016-2017 as baseline).</p>	2,675	3,256	<ul style="list-style-type: none"> • Identify students who are at or near 60 units and contact to schedule counseling appointments • Increase availability of counseling hours • Conduct program mapping in each division/department on campus to ensure availability of classes for students to complete degrees

Student Equity Plan 2019-2022

Question 2: In the chart below, enter the three-year goal for each disproportionately impacted group in each metric and identify the activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline # of students who enroll	Goals for Disproportionately Impacted Students (number of students to reach minimum or full equity)		Activities that support the goal
<p>Access: Successful Enrollment</p> <p>Definition: Among all applicants, the proportion who enrolled in a community college in the selected year</p>	Black or African American Females	744	Full equity: Increase enrollment by 127 students	871	<ul style="list-style-type: none"> • More coordination between the Umoja program and A&R to increase direct contact and follow up • Umoja orientation • Umoja Day (spring outreach to H.S. students) • Athletic support programs (Incite and support specialists) and inquiry to look at data related to student athletes • EOPS--orientation and counseling support • Financial Aid support through financial aid counseling and Financial Aid Basic Needs Liaison • Summer Bridge
	Black or African American Males	904	Minimum equity: Increase enrollments by 67 students	971	
	Asian Females	2348	Minimum equity: Increase enrollments by 44 students	2392	<ul style="list-style-type: none"> • Inquiry about who these students are and why they are not enrolling • Summer Bridge
	Native Hawaiian or other Pacific Islander	61	Minimum equity: Increase enrollments by 14 students	75	<ul style="list-style-type: none"> • Inquiry about who these students are and why they are not enrolling • EOPS--orientation and counseling support • Financial Aid support through financial aid counseling and Financial Aid Basic Needs Liaison • Summer Bridge

<p>Access: Successful Enrollment</p> <p>Definition: Among all applicants, the proportion who enrolled in a community college in the selected year</p>	White Females	3003	Baseline	3003	
	White Males	3058	Baseline	3058	
	Foster Youth Females	283	Full equity: Increase enrollment by 40 students	323	<ul style="list-style-type: none"> • FYSI program: Orientation • Increased Counseling Hours • Focused outreach and follow up with community partners • Maintaining level of support currently provided by FYSI and increase advertising/marketing/outreach to let foster youth know about financial, academic, and support services available

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline # of students retained fall to spring	Goals for Disproportionately Impacted Students		Activities that support the goal
<p>Retention: Fall to Spring</p> <p>Definition: Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution</p>	Not economically disadvantaged females	1743	Minimum equity: Increase retention by 13 students	1756	<ul style="list-style-type: none"> Financial aid counseling hours and inquiry to understand who these students are BIT Case management
	Black or African American Females	184	Full equity: Increase retention by 41 students	225	<ul style="list-style-type: none"> Umoja--case management, more coordination with Financial Aid/Career and Life Planning Center, EOPS, Incite Increased tutoring and study skills support in programs like Umoja and Incite Professional development (disaggregated data by course but also by assignment, TMOC certificate program) through Staff Development and Educators for Equity SDSI BIT Case management Academic Role Modeling support Ethnic studies programming Hornet Leadership Program
	Black or African American Males	276	Full equity: Increase retention by 44 students	320	
	Ethnicity: Some other race Female	235	Baseline	235	<ul style="list-style-type: none"> Inquiry about who students are BIT Case Management Hornet Leadership Program
	White Female	1524	Baseline	1524	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline # of students retained fall to spring	Goals for Disproportionately Impacted Students		Activities that support the goal
<p>Retention: Fall to Spring</p> <p>Definition: Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution</p>	LGBT Females	286	Full equity: Increase retention by 27 students	313	<ul style="list-style-type: none"> • Umoja • Incite • Increased tutoring and study skills support • SDSI • BIT Case management • Identify and promote LGBTQ+ campus liaison • Professional development--safe space training • Student Leadership Training related to inclusivity • Inquiry about who these students are and why they are not retained (support could be provided by other programs listed above and/or Health Services, Grads to Be, FYSI, EOPS, Puente, Veterans...) • Ethnic Studies programming • Financial Aid counseling and Basic Needs Liaison • Hornet Leadership Program
	LGBT Males	212	Full equity: Increase retention by 34 students	246	
	First Generation Males	3411	Full equity: Increase retention by 143 students	3554	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline # of students who complete	Goals for Disproportionately Impacted Students		Activities that support the goal
<p>Completion of Transfer level math and English</p> <p>Definition: Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district</p>	American Indian or Alaska Native	N/A	Baseline	1	
	Black or African American Female	1	Full equity: Increase by 8 students	9	<ul style="list-style-type: none"> FC Miles Umoja: Increased counseling and tutoring support, textbook loans, Laptop lending library EOPS--increased counseling tutoring support
	Black or African American Male	6	Full equity: Increase by 12 students	18	
	Hispanic or Latino Female	101	Full equity: Increase by 54 students	155	<ul style="list-style-type: none"> FC Miles Work with students involved with Puente, Anaheim Pledge, Fullerton Partnership to encourage enrolling in transfer level classes in first semester Summer Bridge EOPS--increased counseling and tutoring support Puente-classes and tutoring Grads to Be counseling
	Hispanic or Latino Male	125	Full equity: Increase by 33 students	158	
	Native Hawaiian or other Pacific Islander Females	N/A	Full equity: Increase by 1 student	1	<ul style="list-style-type: none"> FC Miles EOPS--increased counseling and tutoring support
	Some other race Male	8	Full equity: Increase by 6 students	14	<ul style="list-style-type: none"> FC Miles Inquiry to find out who students are
	Foster Youth Male	N/A	Full equity: Increase by 1 student	1	<ul style="list-style-type: none"> FC Miles FYSI book support FYSI counseling support to encourage TL Math/English in first semester

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline # of students who complete	Goals for Disproportionately Impacted Students		Activities that support the goal
<p>Completion of Transfer level math and English</p> <p>Definition: Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district</p>	Economically disadvantaged Female	150	Full equity: Increase by 38 students	188	<ul style="list-style-type: none"> EOPS: book award, lending library- includes laptop, calculator, Math access codes Continue to support additional counseling hours, one-on-one tutoring support
	Economically disadvantaged Male	162	Full equity: Increase by 45 students	207	
	First generation Female	94	Full equity: Increase by 45 students	139	<ul style="list-style-type: none"> EOPS: book award, lending library- includes laptop, calculator, Math access codes Continue to support additional counseling hours, one-on-one tutoring support
	First generation Male	120	Full equity: Increase by 26 students	146	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline # of students reaching goal completion	Goals for Disproportionately Impacted Students		Activities that support the goal
<p>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree (goal completion)</p> <p>Definition: Among all students, the number of students who earned various types of awards and the number of students who enrolled in either a noncredit career education course or any college level credit course in...</p>	American Indian/ Alaska Native Female	1	Minimum equity: Increase by 1 student	2	<ul style="list-style-type: none"> EOPS
	Asian Male	86	Full equity: Increase by 40 students	126	<ul style="list-style-type: none"> Inquiry about who students are Increase communication with students as part of a grad check
	African American or Black Females	25	Full equity: Increase by 7 students	32	<ul style="list-style-type: none"> Increase communication with students as part of a grad check in Umoja program Increase counseling support in Umoja
	Filipino Females	17	Minimum equity: Increase by 9 students	26	<ul style="list-style-type: none"> Inquiry about who students are Increase communication with students as part of a grad check
	Not economically disadvantaged	165	Full equity: Increase by 79 students	244	<ul style="list-style-type: none"> FASFA/CADA awareness; increased marketing of Financial Aid services (outreach on the quad 2-3 hours/day)
	Some other race Male	20	Minimum equity: Increase by 12 students	32	<ul style="list-style-type: none"> Inquiry about who students are and increase communication with students as part of a grad check-- possibly as part of EOPS
	LGBT Female	20	Minimum equity: Increase by 19 students	39	<ul style="list-style-type: none"> Increase Safe Space on campus Designated counselor or therapist Identify and promote LGBTQ+ campus liaison
	LGBT Male	15	Minimum equity: Increase by 13 students	28	

	First generation male	243	Full equity: Increase by 133 students	376	<ul style="list-style-type: none"> • Inquiry about who students are and increase communication with students as part of a grad check possibly as part of EOPS • SDSI • Grads to Be
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Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline # of students who transfer	Goals for Disproportionately Impacted Students		Activities that support the goal
Transfer to a four-year institution Definition: Among all students, the number who transferred to a four- year institution	American Indian/Alaska Native Female	2	Full equity: Increase transfer by 1 student	3	<ul style="list-style-type: none"> • Inquiry about who students are • Transfer Center University Ambassadors • Increased Saturday hours • Increased counseling hours
	Black or African American Female	26	Full equity: increase transfer by 10 students	36	<ul style="list-style-type: none"> • Identify students who are at or near 60 units and contact to schedule counseling appointments • Increased counseling availability specifically in Umoja and Incite • Athletic student support specialists • Increase number of students who attend HBCU tour and marketing to promote trip • More collaboration between Umoja and Transfer Center to promote transfer • SDSI University Ambassadors • Transfer Center University Ambassadors, • Increased Saturday hours • Increased counseling hours
	Hispanic or Latino Male	416	Full equity: Increase transfer by 194 students	610	<ul style="list-style-type: none"> • Identify students who are at or near 60 units and contact to schedule counseling appointments • Athletic student support specialists SDSI University Ambassadors • Puente--college tours and counseling courses/support EOPS • Grads to Be mentoring • Transfer Center University Ambassadors, increased Saturday hours, increased counseling hours

	More than one race male	28	Baseline	28	<ul style="list-style-type: none"> • Inquiry about who students are • Identify students who are at or near 60 units and contact to schedule counseling appointments • Transfer Center University Ambassadors • Increased Saturday hours • Increased counseling hours
	Male Students with Disabilities	55	Minimum equity: Increase transfer by 11 students	66	<ul style="list-style-type: none"> • Identify four-year institutions with strong disability support services • Continued focus on math tutoring and support in order for students to complete their transfer requirements • Transfer Center University Ambassadors • Increased Saturday hours • Increased counseling hours

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline # of students who transfer	Goals for Disproportionately Impacted Students		Activities that support the goal
Transfer to a four-year institution Definition: Among all students, the number who transferred to a four-year institution	Foster Youth Females	11	Full equity: Increase transfer by 4 students	15	<ul style="list-style-type: none"> • Identify students who are at or near 60 units and contact to schedule counseling appointments • Increased counseling availability in FYSI program • Increase number of students participating in FYSI college tours • Transfer Center University Ambassadors • Increased Saturday hours • Increased counseling hours
	Foster Youth Males	3	Full equity: Increase transfer by 6 students	9	
	LGBT Males	19	Full equity: Increase transfer by 15 students	34	<ul style="list-style-type: none"> • Identify four year institutions with strong LGBT centers or programming • Identify and promote LGBT campus liaison • Inquiry about these students to find out what other programs might already be supporting them • Transfer Center University Ambassadors • Increased Saturday hours • Increased counseling hours

	First generation Females	427	Full equity: Increase transfer by 154 students	581	<ul style="list-style-type: none"> • Identify students who are at or near 60 units and contact to schedule counseling appointments • Increased counseling availability specifically in Umoja and Incite • Athletic student support specialists • Increase number of students who attend HBCU tour and marketing to promote trip • More collaboration between Umoja and Transfer Center to promote transfer • Puente--college tours
	First generation Males	262	Full equity: Increase transfer by 186 students	448	<ul style="list-style-type: none"> • EOPS • FYSI college tours • SDSI University Ambassadors • Transfer Center University Ambassadors, increased Saturday hours, increased counseling hours

Target Groups

In research performed using the new method of calculating disproportionate impact using the percentage point gap, two primary target groups rose from the data analysis: African-American or black male and female students and LGBTQ+ male students. The chart below shows areas where disproportionate impact has been found using the percentage point gap and state data. While this data provides a framework for our equity planning, we will continue to have conversations in the Student Equity Committee and across campus about student experiences that may not be identified by the current methods of calculating disproportionate impact. In particular we have set aside funds to develop focus groups, faculty inquiry groups and other methods to investigate the reasons behind the DI measures of newer groups such as homeless and LGBTQ+ and from those conversations develop strategies in the appropriate areas to reduce these gaps.

		Enrolled in the Same Community College				Retained from Fall to Spring at the Same College				Completed Both Transfer-Level Math and English within the District				Attained the Vision Goal Completion Definition				Transferred to a Four-Year Institution			
		BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI
Overall	All	31,676	63,162	50.15%		16,991	23,938	70.98%		513	4,223	12.15%		1,857	47,534	3.91%	100.0%	2,675	26,349	10.15%	100.0%

		Enrolled in the Same Community College				Retained from Fall to Spring at the Same College				Completed Both Transfer-Level Math and English within the District				Attained the Vision Goal Completion Definition				Transferred to a Four-Year Institution			
		BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI
American Indian or Alaska Native	Female	100	209	47.85%	-2.8%	24	38	63.16%	-7.9%	1	10	10.00%	-2.2%	1	72	1.39%	35.5%	2	33	6.06%	59.5%
	Male	81	164	49.39%	-1.2%	16	21	76.19%	5.1%	0	4	0.00%	-12.2%	3	57	5.26%	134.6%	5	37	13.51%	132.7%
Asian	Female	2,348	4,899	47.93%	-2.9%	907	1,317	68.87%	-2.3%	53	185	28.65%	17.3%	105	3,073	3.42%	87.4%	250	1,660	15.06%	147.9%
	Male	2,322	4,299	54.01%	3.7%	1,108	1,529	72.47%	1.5%	56	218	25.69%	14.3%	86	3,220	2.67%	68.3%	264	1,834	14.39%	141.3%
Black or African American	Male	904	1,991	45.40%	-5.4%	276	449	61.47%	-9.8%	6	145	4.14%	-8.3%	33	1,028	3.21%	82.1%	37	410	9.02%	88.6%
	Female	744	1,715	43.38%	-7.4%	184	316	58.23%	-13.0%	1	73	1.37%	-11.0%	25	812	3.08%	78.7%	26	358	7.26%	71.3%
Filipino	Male	521	995	52.36%	1.8%	240	341	70.38%	-0.7%	8	50	16.00%	3.9%	29	687	4.22%	107.9%	43	395	10.89%	106.9%
	Female	578	1,187	48.69%	-1.9%	223	313	71.25%	0.2%	13	49	26.53%	14.6%	17	660	2.58%	65.9%	58	391	14.83%	145.6%
Hispanic or Latino	Female	9,432	18,135	52.01%	2.0%	5,243	7,158	73.25%	3.2%	101	1,152	8.77%	-4.7%	636	13,357	4.76%	121.7%	722	7,687	9.39%	92.2%
	Male	7,985	14,071	56.75%	8.0%	4,262	5,941	71.74%	0.9%	125	1,219	10.25%	-2.7%	366	11,051	3.31%	84.7%	416	5,991	6.94%	68.2%
More than one race	Male					268	386	69.43%	-1.6%	12	78	15.38%	3.3%	26	710	3.66%	93.6%	28	388	7.22%	70.9%
	Female					274	381	71.92%	0.9%	15	77	19.48%	7.5%	32	832	3.85%	98.3%	57	461	12.36%	121.4%
Native Hawaiian or other Pacific Islander	Female	61	155	39.35%	-11.3%	25	37	67.57%	-3.5%	0	5	0.00%	-12.2%	3	76	3.95%	100.9%	5	41	12.20%	119.7%
	Male	85	164	51.83%	1.2%	25	43	58.14%	-12.9%	2	12	16.67%	4.5%	3	80	3.75%	95.9%	6	42	14.29%	140.3%
Some other race	Male	100	200	50.00%	-0.6%	232	348	66.67%	-4.5%	8	115	6.96%	-5.3%	20	826	2.42%	61.9%	34	353	9.63%	94.6%
	Female	83	180	46.11%	-4.5%	235	359	65.46%	-5.7%	12	88	13.64%	1.5%	28	813	3.44%	88.1%	47	398	11.81%	115.9%
White	Female	3,003	7,103	42.28%	-9.4%	1,524	2,215	68.80%	-2.5%	44	338	13.02%	0.9%	213	4,682	4.55%	116.3%	328	2,677	12.25%	120.3%
	Male	3,058	6,603	46.31%	-4.8%	1,657	2,344	70.69%	-0.4%	49	346	14.16%	2.2%	202	4,702	4.30%	109.8%	311	2,754	11.29%	110.9%

		Enrolled in the Same Community College				Retained from Fall to Spring at the Same College				Completed Both Transfer-Level Math and English within the District				Attained the Vision Goal Completion Definition				Transferred to a Four-Year Institution			
		BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI	BASELINE OUTCOME	BASELINE COHORT	BASELINE RATE	PPG/PI
Disabled	Female	703	1,441	48.79%	-1.9%	584	794	73.55%	2.6%	4	60	6.67%	-5.6%	86	1,393	6.17%	157.8%	80	893	8.96%	88.0%
	Male	593	1,096	54.11%	3.6%	497	691	71.92%	0.9%	6	64	9.38%	-2.8%	65	1,233	5.27%	134.6%	55	799	6.88%	67.6%
Economically Disadvantaged	Male					6,047	8,475	71.35%	0.5%	162	1,563	10.36%	-2.9%	603	16,116	3.74%	95.7%	825	9,248	8.92%	87.6%
	Female					6,896	9,601	71.83%	1.3%	150	1,437	10.44%	-2.6%	857	18,287	4.69%	119.8%	1,122	10,955	10.24%	100.6%
Foster Youth	Female	283	638	44.36%	-6.3%	96	131	73.28%	2.2%	1	17	5.88%	-6.3%	9	255	3.53%	90.2%	11	148	7.43%	73.0%
	Male	226	443	51.02%	0.4%	67	101	66.34%	-4.7%	0	14	0.00%	-12.2%	8	196	4.08%	104.4%	3	85	3.53%	34.7%
LGBT	Female	842	1,733	48.59%	-2.1%	286	440	65.00%	-6.2%	9	89	10.11%	-2.1%	20	997	2.01%	51.3%	42	470	8.94%	87.7%
	Male	608	1,213	50.12%	-0.5%	212	346	61.27%	-9.9%	9	52	17.31%	5.2%	15	715	2.10%	53.6%	19	336	5.65%	55.5%
Veteran	Male	467	851	54.88%	4.3%	278	411	67.64%	-3.5%	3	44	6.82%	-5.4%	44	787	5.59%	142.9%	48	488	9.84%	96.6%
	Female	58	136	42.65%	-8.0%	50	80	62.50%	-8.6%	1	6	16.67%	4.5%	7	149	4.70%	120.1%	11	85	12.94%	127.1%

Progress on previous plan goals

The primary goal of the previous student equity plans has been to eliminate the disproportionate impact for African American or Black students, Latinx students, Pacific Islander students. The chart below provides a summary of the equity metrics and target goals from the 2015-2016 student equity plan and a brief update on the progress. Specific goals were set for each metric based on the student populations demonstrating disproportionate impact. 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 continuing to work with individuals coordinating equity-funded programs to complete assessments based on evaluation plans developed with the Office of Institutional Effectiveness.

Success Indicator	Target Groups	Outcomes (past)	Outcomes (most recent)	Target Goal	Goal Progress
Access	No DI found				
Course Completion		<i>2013</i>	<i>Fall 2018</i>		
	African American or Black	55%	55%	Increase by 2%	Completion rates same, still disproportionately impacted.
	Pacific Islander	54%	62%	Increase by 2%	Completion rates increased by 8%. Pacific Islander students no longer DI when using the 80% index.
	Latino or Hispanic	64%	67%	Increase by 2%	Latino or Hispanic students were not previously identified as being DI and continue to not be identified as disproportionately impacted.

Success Indicator	Target Groups	Outcomes (past)	Outcomes (most recent)	Target Goal	Goal Progress
Basic Skills Math		<i>Cohort year 2007-2008, outcomes by 2012-2013</i>	<i>Cohort year 2011-2012, outcomes by 2016-2017</i>		
	African American or Black	18%	20%	Increase by 2%	Increase by 2%, still disproportionately impacted
	Latino or Hispanic	30%	35%	Increase by 2%	Increase by 5%, still disproportionately impacted
	American Indian or Alaskan Native	29%	11%	Increase by 2%	Decrease by 18%, still disproportionately impacted
Basic Skills English		<i>Cohort year 2007-2008, outcomes by 2012-2013</i>	<i>Cohort year 2011-2012, outcomes by 2016-2017</i>		
	African American or Black	28%	45%	Increase by 2%	Increase by 17%, still disproportionately impacted
	Latino or Hispanic	45%	62%	Increase by 2%	Increase by 17%, still disproportionately impacted
	American Indian or Alaskan Native	38%	80%	Increase by 2%	Increase by 42%, no longer disproportionately impacted

Success Indicator	Target Groups	Outcomes (past)	Outcomes (most recent)	Target Goal	Goal Progress
Increase degree and certificate completion		<i>Cohort year 2007-2008, outcomes by 2012-2013</i>	<i>Cohort year 2011-2012, outcomes by 2016-2017</i>		
	Latino or Hispanic	39%	46%	Increase by 2%	Increase by 7%, still disproportionately impacted
	DSS	38%	43%	Increase by 2%	Increase by 5%, still disproportionately impacted
	Foster Youth			Increase by 2%	*Not available on Data Mart
	Veterans			Increase by 2%	*Not available on Data Mart
Transfer		<i>Cohort year 2007-2008, outcomes by 2012-2013</i>	<i>Cohort year 2010-2011, transfer in 6 years</i>		
	Hispanic/Latino	33%	41%	Increase by 2%	Increase by 8%, still disproportionately impacted
	Foster Youth			Increase by 2%	*Not available on Data Mart
	Veterans			Increase by 2%	*Not available on Data Mart

Accounting of equity funding expenditures

Below is a summary of the equity funds expended by spending classification since 2015. 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](#).

Category	2015-2016	2016-2017	2017-2018
Academic Salaries	\$ 339,125	\$ 180,213	\$ 251,197
Classified and Other Nonacademic Salaries	\$ 1,062,040	\$ 1,159,916	\$ 1,109,483
Employee Benefits	\$ 229,202	\$ 227,662	\$ 234,205
Supplies & Materials	\$ 78,901	\$ 99,386	\$ 62,363
Other Operating Expenses and Services	\$ 220,881	\$ 257,073	\$ 173,652
Capital Outlay	\$ 63,068	\$ 15,222	\$ 17,268
Other Outgo	\$ 229,253	\$ 97,393	\$ 72,113
Program Totals	\$ 2,222,470	\$ 2,036,865	\$ 1,920,281

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