

Fullerton College Student Equity Plan



September 29, 2014

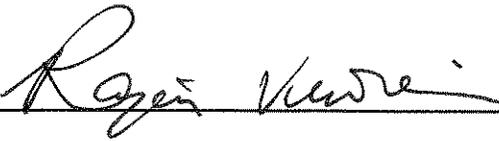
FULLERTON COLLEGE STUDENT EQUITY PLAN

Table of Contents

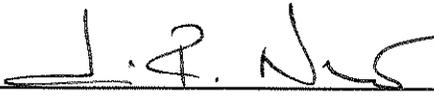
Signature Page	Page 3
Executive Summary	Page 4
Introduction	
Target Groups	
Goals	
Activities	
Resources	
Contact Person/Student Equity Coordinator	
Campus-Based Research	Page 8
Overview	
Indicator Definitions and Data	
Access	
Course Completion	
ESL and Basic Skills Completion	
Degree and Certificate Completion	
Transfer	
Goals and Activities	Page 25
Access	
Course Completion	
ESL and Basic Skills Completion	
Degree and Certificate Completion	
Transfer	
Budget	Page 55
Sources of Funding	
Evaluation Schedule and Process	Page 60
Attachments	Page 62

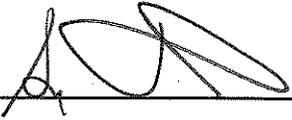
**Fullerton College
Student Equity Plan
Signature Page**

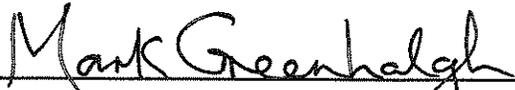
District: NORTH ORANGE COUNTY Date Approved by Board of Trustees: _____

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Mr. Mark Greenhalgh, Dean of Math and Computer Science

Executive Summary

EXECUTIVE SUMMARY

Introduction

The process of creating this student equity plan has been a valuable one for Fullerton College. As will be shown throughout all areas of the Fullerton College Student Equity Plan (FCSEP), we currently have many effective programs and services in place that support success for all students. 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 student success across all groups. We make this comment based on the fact that no single student population falls below measures in all areas. We take 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, then, we present the FCSEP.

Fullerton College has sought to create a well-rounded plan that will not only employ funds among as many areas as possible but will approach improvement from multiple perspectives—this includes outreach materials available for recruiters and counselors; 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 intends 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. 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

There are two primary target groups that rise from the data analysis: African American students and Pacific Islander students. Hispanic students and students with disabilities also demonstrate disproportionate impact regarding degree completion and transfer. Throughout this equity plan specific programs, courses, and services are described to improve outcomes for these groups.

Goals

The primary goal of this 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 for each metric regarding student populations demonstrating disproportionate impact:

A. Access

As demonstrated by the campus-based research, Fullerton College does not currently have student populations disproportionately impacted regarding access. However, the FCSEP does address increasing student access to college programs and services for students from impacted groups and for on-going recruitment efforts

B. Course Completion

African American and Pacific Islander students are the two student populations in this metric that demonstrate disproportionate impact. The “Goals and Activities” section of the plan details specific programs and services determined to increase success, including but not limited to Umoja, Incite, and the Student Diversity Success Initiative (SDSI)

C. ESL and Basic Skills Completion

African American, Pacific Islander, and Hispanic (Basic Skills Math only) are the student populations impacted in this metric. The “Goals and Activities” section of the plan details specific programs and services determined to increase success, including but not limited to Umoja, Incite, Puente, and the Student Diversity Success Initiative (SDSI)

D. Degree and Certificate Completion

African American, Hispanic, and students with disabilities are the target populations for this metric. The “Goals and Activities” section of the plan details specific programs and

services determined to increase success, including but not limited to Umoja, Incite, Puente, and Disabled Student Services (DSS).

E. Transfer

Hispanic students are the target populations for this metric. The “Goals and Activities” section of the plan details specific programs and services determined to increase success, including but not limited to Puente, the Fullerton College Transfer Center, and the Transfer Achievement Program (TAP).

Activities

A number of activities and related programs are detailed in the plan. Specific support programs for the primary target groups include the Umoja Community Initiative, the Student Diversity Success Initiative (SDSI), The Puente Program, and Disability Support Services. Beyond activities for those targeted groups, the Fullerton College Student Equity Plan (FCSEP) calls for increased support for activities from programs including, Foster Youth Success Initiative (FYSI), the Veteran’s Center, Incite (student athletes), the Entering Scholars Program, the Transfer Achievement Program (TAP), the Honors Program, and the Transfer Center.

The FCSEP also calls for direct placement and curricular interventions to improve outcomes, including the Fullerton College Supplemental Instruction Program (FCSI), the Graduate Student Intern Program, the Accelerated Developmental English Program, the Accelerated Reading Program, ESL 190—Advanced Accelerated English for non-native speakers, the Basic Skills Initiative Supplemental Instruction (BSISI), Math faculty participating directly in student placement decisions for all student groups, perhaps also including specialists for student groups that may warrant it (Veterans, Foster Youth, older returning students), and just in time remediation in Math and, possibly, English.

Ongoing Faculty and staff development are critical activities to the FCSEP. As such, the plan calls for increased training regarding student equity as part of the New Faculty seminar, Adjunct Faculty Training, and the Teaching and Learning Certificate Program (TLC).

Resources

Resources from all areas and divisions of Fullerton College contribute to the FCSEP. As discussed in the “Budget “ section of the plan, equity resources received as part of this plan, therefore, will be distributed throughout all areas contributing to increasing equity outcomes at Fullerton College. Program specific needs required to accomplish the “Goals and Objectives” detailed within the FCSEP were first identified. Next, financial resources required to accomplish the “Goals and Objectives” were projected.

Contact Person

Mark Greenhalgh, Dean of Mathematics & Computer Science; Acting Dean of Natural Sciences

Campus-Based Research

CAMPUS-BASED RESEARCH

Overview

As the data analyses in this section show, Fullerton College currently has only a small portion of areas that demonstrate disproportionate impact. While we are proud of this fact, our plan addresses 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.

- 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.

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 Area¹ Ethnicity² - 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. Therefore the goals and activities described later in the plan seek not to necessarily increase the numbers of these students on campus, so much as to increase their access to programs and services that support their success.

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%

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

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

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 DSPS Status

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

CAMPUS-BASED RESEARCH

B. COURSE COMPLETION. Ratio of the number of credit courses students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

COMPLETION ALL COURSES

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%	1.10	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%	1.00	

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 two groups are detailed in the “Goals and Activities” section of the plan.

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%	1.10	100%
Non-Veteran	67,863	97.79%	44,891	97.57%	66.15%	1.00	90.86%
Total	69,400	100%	46,010	100%	66.30%	1.00	

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%	0.92	91.59%
Non-Foster Youth	69,209	99.72%	45,894	99.75%	66.31%	1.00	100%
Total	69,400	100%	46,010	100%	66.30%	1.00	

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%	1.00	

Both the proportionality index and the 80% index are low for African-American and Pacific Islander student subpopulations in this measure. Programs and services for these two groups are detailed in the “Goals and Activities” 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%	0.98	97.54%
Non-Veteran	6,573	97.81%	4,034	97.87%	61.37%	1.00	100%
Total	6,720	100%	4,122	100%	61.34%	1.00	

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%	0.67	66.62%
Non-Foster Youth	6,698	99.67%	4,113	99.78%	61.41%	1.00	100%
Total	6,720	100%	4,122	100%	61.34%	1.00	

Course Completion: Transfer Courses

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%	1.00	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%	1.00	

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 two groups are detailed in the “Goals and Activities” section of the plan.

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%	1.09	100%
Non-Veteran	57,761	97.72%	38,496	97.52%	66.65%	1.00	91.66%
Total	59,106	100%	39,474	100%	66.79%	1.00	

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%	0.91	91.34%
Non-Foster Youth	58,929	99.70%	39,366	99.73%	66.80%	1.00	100%
Total	59,106	100%	39,474	100%	66.79%	1.00	

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%	1.10	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%	1.00	

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

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%	1.14	100%
Non-Veteran	27,343	98.62%	18,294	98.42%	66.91%	1.00	87.16%
Total	27,726	100%	18,588	100%	67.04%	1.00	

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%	1.17	117%
Non-Foster Youth	27,703	99.92%	18,570	99.90%	67.03%	1.00	100%
Total	27,726	100%	18,588	100%	67.04%	1.00	

CAMPUS-BASED RESEARCH

C. ESL and BASIC SKILLS COMPLETION. 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 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%	1.00	

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

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%	0.80	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%	1.00	

Both the proportionality index 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 student subpopulations. Programs and services for all of these groups are detailed in the “Goals and Activities” section of the plan.

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%	1.00	

Both the proportionality index 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 student subpopulations. Programs and services for these two groups are detailed in the “Goals and Activities” section of the plan.

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 no current state level MIS data available in this category for Veteran and Foster Youth students. As noted in the “Goals and Activities” section of the plan, we intend to begin collecting and analyzing our own data as statewide data becomes available.

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. 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.

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%	1.00	

Both the proportionality index and the 80% index are low for American Indian and Hispanic student subpopulations in this measure. Programs and services for these two groups are detailed in the “Goals and Activities” section of the plan.

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 in the “Goals and Activities” section of the plan.

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 no current state level MIS data available in this category for Veteran and Foster Youth students. As noted in the “Goals and Activities” section of the plan, we intend to begin collecting and analyzing our own data as statewide data becomes available.

CAMPUS-BASED RESEARCH

E. TRANSFER. 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%	1.00	

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 and White student subpopulations. Programs and services for these groups are detailed in the “Goals and Activities” section of the plan.

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 no current state level MIS data available in this category for Veteran and Foster Youth students. As noted in the “Goals and Activities” section of the plan, we intend to begin collecting and analyzing our own data as statewide data becomes available.

Conclusion

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. We make this comment based on the fact that no single student population falls below measures in all areas. We take 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. Given this relatively strong level of equitable outcomes, then, we move to describe the goals and activities that can further improve the educational success of all of our students.

Goals and Activities

GOALS AND ACTIVITIES

We begin this section of the FCSEP with a general note that applies to all goals and activities. The purpose of this section is two-fold: first, we identify programs and services to support the success of any student populations identified by campus-based research that falls below proportionality indexes, but we also detail programs, services, and curriculum that we intend to enhance through the equity plan that have shown positive results in supporting the success of all students. We have chosen this method because it is important to highlight and review everything that supports student success at Fullerton College.

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR 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”

GOAL A.1 - A general goal to continue policies that support and facilitate access to Foster Youth population

ACTIVITY A.1.1

The foster youth liaison will revise the Fullerton College Foster Youth Success Initiative (FYSI) website, which provides current information on matriculation, financial aid, community support, and aftercare resources.

ACTIVITY A.1.2

The foster youth liaison will conduct outreach to Foster Care agencies (Orangewood Children’s Foundation, Crittenton and Olive Crest, CASA) and Independent Living Programs (ILP) in Orange County, and current and former Foster Youth students.

ACTIVITY A.1.3

The Foster Youth Liaison will work in coordination with feeder high school districts to provide individual or small group meetings with Foster Youth identified by the districts to provide guidance and assistance with the matriculation process.

ACTIVITY A.1.4

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. The purpose of the advisory committee is to assist the college in increasing access to higher education, develop and maintain effective services and new opportunities for Foster Youth students.

EXPECTED OUTCOMES A.1.1 - A.1.4

1. In three years current and former Foster Youth will enroll at Fullerton College at rates equal to the general student population.
2. The number of Foster Youth students enrolled at Fullerton College (currently 70) will increase by 10% per year over the next three years.
3. The number of Foster Youth enrolled in Fullerton College EOPS/FYSI will increase from 33 in 2013/2014 to 75 students by 2017/2018.

GOAL A.2 - Increase the number of Veterans on campus

ACTIVITY A.2.1

To improve access to our institution, Fullerton College must strive to become even more welcoming to newly discharged veterans. We must develop more awareness and sensitivity of veterans needs on campus. Broad-based activities such as last year's Veterans Week Celebration need to be expanded. We need to hire additional counseling and support staff in the Veteran's Center to assist with these events and to assist veterans in transitioning to the college life. Staff will work with Veterans on Educational Plans, provide information about Financial Aid and other resources to which Veterans are entitled. Initiatives to support Veterans in the classroom will be developed, such as designated tutors and mentors for Veterans, cohort models in key courses, and supplemental instruction.

EXPECTED OUTCOMES A.2.1

By having more events that honor our returning Veterans and more veteran specific supports in place, we expect to see an increase in the number of Veterans attending Fullerton College. They are an important part of our student population, motivating to others because of their sacrifice and with new staff in the Veteran's Center, we can track our intended increase in the number of Veteran's we serve and monitor their well-being.

GOAL A.3 - Design and produce full-color brochures for all programs highlighted in this plan, for distribution to prospective students by Fullerton College recruitment staff.

ACTIVITY A.3.1

As discussed in "Campus-based Research," Fullerton College currently serves a higher proportion of traditionally under-represented student populations than reside 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 college recruiters have quality materials describing these programs, they will be able to more effectively communicate with perspective students about these resources.

EXPECTED OUTCOMES A.3.1

Materials will be made available to perspective students, which will increase the number of students who contact program support staff, thus contributing to increased student participation in the programs highlighted throughout this plan.

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL B.1 - Increase overall course completion rates among African-American students from 54.5% to 56.5% in three years.

ACTIVITY B.1.1

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. 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. With additional funding, the Incite Program would like to partner with the Student Health Center in future semesters to provide health-related workshops and trainings including topics related to personal wellness, tolerance, and anti-violence. There are approximately 500 students enrolled in Incite every semester.

EXPECTED OUTCOME B.1.1

Course success rates for African-American participants in Incite will meet or exceed the 56.5% target rate.

ACTIVITY B.1.2

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 academic counseling, life skills coaching, tutoring and specialized workshop for SDSI students. Individualized attention is given to SDSI students, including a private "in-take" session with an academic counselor and life skills coach. SDSI students are also surveyed regarding program satisfaction. The program particularly targets math success by working with the Math Division to provide seats in basic skills math courses and by providing tutoring primarily focused on math. 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 would enable the program to reach a greater number of at-risk students. As a part of increased funding, SDSI will also offer services to students from the Pacific Islands.

EXPECTED OUTCOMES B.1.2

1. With increased outreach and funding, SDSI will serve upwards of 500 students.
2. Course success rates for African-American participants in SDSI will meet or exceed the 56.5% target rate.

ACTIVITY B.1.3

The Umoja Program will expand to serve more African-American students. Umoja has historically shown success in increasing persistence and success rates. Increased student participation in the program will help increase the overall success rate of African-American students, therefore, contributing to the goal of a 56.5% success rate in this category.

EXPECTED OUTCOME B.1.3

The Umoja Program will expand to serve 100 students. Additionally, course success rates for African-American participants in Umoja will meet or exceed the 56.5% target rate.

GOAL B.2 - Increase overall course completion rates among Foster Youth student from 61% to 64%

ACTIVITY B.2.1

Entering Foster Youth will be given priority to access college online orientation, assessment testing, and academic counseling appointments, to develop an educational plan in order to ensure that all matriculation requirements are completed for priority registration.

ACTIVITY B.2.2

Five percent of the slots apportioned for the new EOPS/CARE students during the fall and spring application intake periods will be designated for Foster youth. Foster youth students will be provided flexibility in the EOPS/CARE application procedures to improve access to EOPS and will be prioritized for a waiver of the full-time requirements based on the Title 5 regulations that allows first-semester EOPS students to enroll in 9-11.5 units rather than full-time status.

ACTIVITY B.2.3

EOPS/FYSI will increase foster youth access to academic counseling, book grants, transportation assistance, meal cards and educational survival kits.

ACTIVITY B.2.4

Fullerton College will offer Counseling 168F: Personal Growth and Life Transitions specifically targeted for foster youth. This course is designed to help students identify and overcome common barriers to academic and career success and develop positive attitudes and value sets, to effectively manage life-change situations. Students will learn important life skills that lead to academic success and career success.

EXPECTED OUTCOMES B.2.1 - B.2.4

1. 100% of EOPS/FYSI foster youth will have a comprehensive educational plan in place by the end of their first semester in EOPS.
2. The percentage of successful course completion for foster youth will increase from 61% in 2013/2014 to 64% by 2017/2018.
3. By 2017/2018 the number of foster youth who successfully complete three consecutive semesters will be at or above the general student population.

GOAL B.3 - Increase Basic Skills English and Reading Completion**ACTIVITY B.3.1**

The Accelerated Developmental English Program, developed 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. Preliminary data from our pilot offerings also shows 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, certainly in less time. Basic Skills funds enabled the English Department to train an additional 18 instructors to teach the course, which makes it possible to scale our offerings from nine sections in Fall 2014 to 17 in Spring 2015. Increased funding for training would allow continued scaling in 2015/2016. Statewide data from the RP Group 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.

ACTIVITY B.3.2

The Reading Department is in the process of creating an accelerated reading class. Students can self-place in the class after testing at any level in the reading sequence (36, 56, 96). The class would allow students to prepare for college-level reading in one semester. This is an alternate

curriculum, a different pathway to readiness that does not require students to complete both Reading 56 and 96. Students would then be ready for the transfer-level course, Reading 142. In Fall 2014, the Reading Department is piloting four sections of the course. As this semester progresses, faculty will assess how the pilot is going and make changes to the curriculum. This class will allow students to complete basic skills course in a timely manner, which is one of the major hurdles for students. Rather than spending two to three semesters to achieve grade level proficiency, students can be at grade level after just one semester.

ACTIVITY B.3.3

The ESL Department is in the process of developing an accelerated reading/writing class. This class would allow non-native speakers of English to prepare for English 100 more expeditiously by skipping ESL 186. This is an alternate curriculum and a different pathway to readiness that does not require students to complete both ESL 185 and ESL 186. In Fall 2014, the ESL Department is piloting one section of this course. As this semester progresses, faculty will assess how the pilot is developing and make revisions to the curriculum and pedagogy. This class will allow students to reach English 100 in a timely manner and decrease possible exit points for non-native speakers of English.

EXPECTED OUTCOMES B.3.1 - B.3.3

Data from the accelerated English pilot exhibited a 10 percentage point increase for students that participated in the pilot compared to students in similarly placed courses. The college will use the first-year data to set benchmarks to assess future courses.

Current data from statewide MIS is miscoded for these areas, so concrete success rates will need to be determined when coding is corrected; however, once accurate data is available hard target goals will be established for accelerated and traditional curriculum and reported in subsequent plan updates.

GOAL B.4 – Expand other current programs, services, and professional development that contribute to course completion

ACTIVITY B.4.1

The Entering Scholars Program is designed for first-time freshmen. It is a first semester program, currently offered in developmental reading and English courses. The Program provides links between basic skills core classes; faculty collaboration with counseling and student services; an in-class tutor, and a student support professional that visits the class weekly. It also provides specific collaborative course activities (such as a campus tour/scavenger hunt, library workout, and Career and Life Planning Center activity) designed to familiarize students with campus services and study skills. Currently, the program offers between 16 and 22 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. This system needs adapting in order to work for freshmen completing the early registration requirements. The registration process also needs to be adjusted to provide spaces for foster youth, veterans, and DSS students,

who get 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. Given the number of program components, and basic skills sections available for the intervention within the Humanities Division, this program is currently at capacity. Expanding the ESP model of supporting first year students (embedded tutoring support, integrated study skills instruction, student services support, etc.) to other departments would be the only way to further scale the program.

EXPECTED OUTCOMES B.4.1

Sections offered will increase to 25, with increases in participation from foster youth, veterans, and DSS students.

ACTIVITY B.4.2

The Fullerton College Supplemental Instruction Program (FCSI) is designed to provide support for transfer-level, general education courses with high enrollment and low success rates. 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. Additionally, faculty offer incentives to encourage student participation in the SI sessions. 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, it could expand to support more courses with increased and more stable ongoing funding. More outreach and information about FCSI would also potentially draw in additional faculty participants in the program, particularly for courses like Political Science 100 and English 100, which all students completing degrees are required to take.

EXPECTED OUTCOME B.4.2

The FCSI program will expand by five additional sections in spring 2015.

ACTIVITY B.4.3

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. Workshop topics include: understanding and reducing the achievement gap; lessons learned from Puente and Umoja for serving African-American and Hispanic populations; institutional alienation and at-risk students, among many others focused on improving classroom instruction.

EXPECTED OUTCOME B.4.3

Eleven faculty members will participate in the 2014/2015 New Faculty Seminar. If we hire as many new faculty as expected for 2015/2016, participation in the seminar could increase to 25 faculty members.

ACTIVITY B.4.4

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. Workshop topics most related to serving our target populations include: understanding and reducing the achievement gap; lessons learned from Puente and Umoja for serving African-American and Hispanic populations; institutional alienation and at-risk students; among many others focused on improving classroom instruction. As the number of adjuncts increases to staff classes added due to growth, the Adjunct Academy would like to expand to meet the needs of the adjuncts.

EXPECTED OUTCOMES B.4.4

Fall 2014's training served 45 adjunct faculty members, the majority of them newly hired. There were more than 70 applicants for the first semester, and evaluations for the sessions were overwhelmingly positive. Therefore, the training will be provided again before Spring 2015. Participation in the academy will increase to 70.

GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“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 to the number of those students who complete such a final course”

GOAL C.1 - Increase Basic Skills Mathematics completion among African-American student from 18.3% to 20.3%

Note: The programs described under Goal B.1 are assumed to also contribute to this goal.

ACTIVITY C.1.1

The college will develop strategies to ensure multiple measures are applied to all students when determining math placement. 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.

ACTIVITY C.1.2

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.

EXPECTED OUTCOMES C.1.1 - C.1.2

1. As we increase the use of multiple measures in the placement process, students will be placed more accurately.
2. The college will be gathering data over the next three years from success rates in Math 020 for students that may not have tested into Math 020 but started there to determine if our plan of allowing students into Math 020 initially, will increase success rates in their basic skills math classes and improve the ability to complete their transfer-level math 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.

GOAL C.2 - Increase Basic Skills Mathematics completion among Hispanic students from 30.3% to 32.3%

ACTIVITY C.2.1

The college will develop strategies to ensure multiple measures are applied to all students when determining math placement. 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.

ACTIVITY C.2.2

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.

EXPECTED OUTCOME C.2.1 - C.2.2

1. As we increase the use of multiple measures in the placement process, students will be placed more accurately.
2. The college will be gathering data over the next three years from success rates in Math 020 for students that may not have tested into Math 020 but started there to determine if our plan of allowing students into Math 020 initially, will increase success rates in their basic skills math classes and improve the ability to complete their transfer-level math 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.

ACTIVITY C.2.3

1. The college will conduct research and investigate some of the causes why Latino males are less likely to participate in the Puente Program.
2. The college will make seats available for Puente students in the areas where classes are difficult to enroll due to high demand, such as the fields of science and mathematics.
3. The Puente Program will increase recruitment efforts at local high schools. Recruitment may involve discipline faculty providing information on career paths etc.

EXPECTED OUTCOMES C.2.3

1. The research conducted will identify reasons and causes for the lack of Latino male participation in the Puente Program. By identifying these reasons and causes, solutions will be identified and changes implemented to address and correct this issue.
2. By making seats available in the fields of science and mathematics, the Puente Program will help students complete their required classes and be able to transfer within the three-year goal of the program.

ACTIVITY C.2.4

The Student Diversity Success Initiative (SDSI) is designed to increase success among at-risk (defined as earning below 2.0 GPA) African-American and Latino male students by providing specialized services including: counseling; life skills coaching; tutoring, and specialized workshop for SDSI students. With increased funding the program will also recruit Pacific Islander students. The program particularly targets math success by working with the Math Division to provide seats in basic skills math courses and by providing tutoring primarily focused on math. In 2012-2013, the program served 109 students, while in 2013-2014, 85 students were served. Increased outreach as well as additional funding would enable the program to reach a greater number of at-risk students (upwards of 500).

EXPECTED OUTCOMES C.2.4

1. With increased outreach and funding, SDSI will serve upwards of 500 students.
2. Basic skills math course completion rates for African-American participants in SDSI will meet or exceed the 20.3% target rate.

GOAL C.3 - Increase support services and programs to benefit all student populations

ACTIVITY C.3.1

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. The purpose is to promote successful transfer to a four-year university. TAP courses have a higher proportion of Hispanic students than regular developmental courses, and success rates for these students in TAP math courses are higher than for this population in regular developmental math courses.

ACTIVITY C.3.2

The Basic Skills Initiative Supplemental Instruction Program (BSISI) is designed to provide support for basic skills courses in math, reading, ESL and English. In this program, student facilitators attend all class sessions and then provide two hours of supplemental instruction each week on topics determined by the 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 the students, they are highly encouraged by the faculty members. Additionally, faculty include incentives to encourage student participation in the SI sessions. 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. The BSISI Program has been supported by BSI funds, and with a larger budget, it could expand to support more courses. This is one of the few programs that support courses taught by adjunct faculty, an increasing portion of the college's instructional staff.

EXPECTED OUTCOME C.3.2

1. Increase number of sections supported by BSISI from the current 22 to 30.
2. Increase participation of math faculty in BSISI from the current 2 to 5.
3. Basic skills math course completion rates for participants meet or exceed the subgroup target rate.

ACTIVITY C.3.3

The Math Department is currently working to develop a new intervention that might support basic skills math students, especially for online courses, where offerings have been increasing in recent years.

EXPECTED OUTCOME C.3.3

The Math Department and Academic Support Center will pilot a program targeted to students in selected online math courses in Fall 2015. These targeted support mechanisms will be developed to increase success by 5% in basic skills mathematics courses taught online and in a hybrid format.

ACTIVITY C.3.4

The Graduate Student Intern Program pairs graduate student interns with faculty mentors in basic skills math classes in order to provide assistance to students both in and outside the classroom. 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.

EXPECTED OUTCOMES C.3.4

By increasing math faculty participation in the program from two sections to four, more interns will be able to assist students in basic skills classes.

ACTIVITY C.3.5

The college will build on the historically successful EOPS model and provide resources to increase the number of students admitted into the program.

EXPECTED OUTCOMES C.3.5

With additional space in the college's EOPS program, the success rates of students served by EOPS will be comparable to the college population.

GOAL C.4 - Increase Basic Skills English completion among African American students from 28% to 30%**ACTIVITY C.4.1**

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. 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. With additional funding, the Incite Program would like to partner with the Student Health Center in future semesters to provide health-related workshops and trainings including topics related to personal wellness, tolerance, and anti-violence. There are approximately 500 students enrolled in Incite every semester.

EXPECTED OUTCOME C.4.1

Basic Skills English completion rates for African-American participants in Incite will meet or exceed the 30% target rate.

ACTIVITY C.4.2

The Accelerated Developmental English Program, developed 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. Preliminary data from our pilot offerings also shows 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, certainly in less time. Basic Skills funds enabled the English Department to train an additional 18 instructors to teach the course, which makes it possible to scale our offerings from nine sections in Fall 2014 to 17 in Spring 2015. Increased funding for training would allow continued scaling in 2015/2016. Statewide data from the RP Group 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.

EXPECTED OUTCOMES C.4.2

1. Increased basic skills completion for Hispanic students who place three levels below college English to meet or exceed target success rate of 47%.
2. Increased basic skills completion for students who place two levels below college English to meet or exceed target success rate of 47%.

ACTIVITY C.4.3

The Basic Skills Initiative Supplemental Instruction Program (BSISI) is designed to provide support for basic skills courses in math, reading, ESL and English. In this program, student facilitators attend all class sessions and then provide two hours of supplemental instruction each week on topics determined by the 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 the students, they are highly encouraged by the faculty members. Additionally, faculty include incentives to encourage student participation in the SI sessions. 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. The BSISI Program has been supported by BSI funds, and with a larger budget, it could expand to support more courses. This is one of the few programs that support courses taught by adjunct faculty, an increasing portion of the college's instructional staff.

EXPECTED OUTCOME C.4.3

Increase number of sections supported by BSISI from the current 22 to 30.

GOAL C.5 - Increase Basic Skills English completion among Hispanic students from 45% to 47%

ACTIVITY C.5.1

The college will increase offerings in English and counseling to expand its services and reach more Hispanic students.

EXPECTED OUTCOME C.5.1

Increased enrollments of Hispanic students and increased Basic Skills English completion among Hispanic students.

ACTIVITY C.5.2

The Accelerated Developmental English Program, developed 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. Preliminary data from our pilot offerings also shows 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, certainly in less time. Basic Skills funds enabled the English Department to train an additional 18 instructors to teach the course, which makes it possible to scale our offerings from nine sections in Fall 2014 to 17 in Spring 2015. Increased funding for training would allow continued scaling in 2015/2016. Statewide data from the RP Group 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.

EXPECTED OUTCOMES C.5.2

1. Increased basic skills completion for Hispanic students who place three levels below college English to meet or exceed target success rate of 47%
2. Increased basic skills completion for students who place two levels below college English to meet or exceed target success rate of 47%

ACTIVITY C.5.3

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 Math 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.

EXPECTED OUTCOME C.5.4

Increased basic skills English completion for Hispanic TAP student participants who place below college English to meet or exceed target success rate of 47%.

ACTIVITY C.5.4

The Basic Skills Initiative Supplemental Instruction Program (BSISI) is designed to provide support for basic skills courses in math, reading, ESL and English. In this program, student facilitators attend all class sessions and then provide two hours of supplemental instruction each week on topics determined by the 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 the students, they are highly encouraged by the faculty members. Additionally, faculty include incentives to encourage student participation in the SI sessions. 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. The BSISI Program has been supported by BSI funds, and with a larger budget, it could expand to support more courses. This is one of the few programs that support courses taught by adjunct faculty, an increasing portion of the college's instructional staff.

EXPECTED OUTCOME C.5.4

Increase number of sections supported by BSISI from the current 22 to 30.

GOAL C.6 - Increase Professional and Pre-professional development to support student success**ACTIVITY C.6.1**

The Graduate Student Internship Program (GSI) pairs graduate student interns with faculty mentors in basic skills English, math and reading classes in order to provide assistance to students both in and outside the classroom. With faculty mentor guidance, the interns provide 15 hours of out-of-class tutoring and two one-hour success strategy workshops throughout the semester. Additionally, mentors are required to meet with interns on a weekly basis to discuss topics such as student learning outcomes, course design, interviewing and resume building, classroom management, etc. Further, both the interns and the mentors are required to attend one program orientation and three training sessions. These training sessions are designed to deepen the interns' understanding of the basic skills student as well as to provide training in active, student-entered pedagogy. The goals of this program, then, are to two-fold: to provide professional learning opportunities for the interns in order to prepare them for adjunct work, and to provide additional support to the basic skills students in these classes. To expand the number of sections in the GSI program would require a larger budget as well as more effective outreach both to area graduate programs for internship applications and to English, math and

reading faculty who might be interested in mentoring. Because English already has a number of other special program interventions, this program may be challenged to expand in this discipline.

EXPECTED OUTCOME C.6.1

Increase English, math and reading faculty participation in the program from two-four sections to six-eight sections.

ACTIVITY C.6.2

The Teaching and Learning Certificate Program (TLC) is a professional development workshop series open to all college faculty, staff and administrators. Each semester, the program offers four-six workshops, which range from one-three hours in length, and are designed to improve the delivery of instruction and student services to basic skills students. Workshop categories include: instructional strategies; the content of basic skills; classroom environment and structure; support services on campus, and student characteristics. After 20 hours of training, with at least three hours in each of the five categories, participants earn a certificate of completion.

EXPECTED OUTCOME C.6.2

Although the program currently has approximately 100 faculty (both adjunct and full-time), classified professionals and administrators, the TLC Program will increase the number of people participating in the program by 5%.

GOAL C.7 - Increase Basic Skills course completion among Foster Youth students from 41% to 44%

ACTIVITY C.7.1

EOPS/ FYSI program will employ tutors to facilitate workshops on study skills and provide tutoring in math, English and ESL.

ACTIVITY C.7.2

Fullerton College will offer Counseling 168F: Personal Growth and Life Transitions specifically targeted for foster youth. This course is designed to help students identify and overcome common barriers to academic and career success and develop positive attitudes and value sets to effectively manage life-change situations. Students will learn important life skills that lead to academic success and career success.

ACTIVITY C.7.3

Fullerton College will conduct training for all faculty and staff involved in the delivery of college services to foster youth students that place in basic skills courses regarding the specialized needs of foster youth and strategies for supporting their success.

EXPECTED OUTCOMES C.7.1 - C.7.3

1. 32% of foster youth students who started below college level English, math and reading who complete a college-level course in the same discipline within two years will be at or above the rate of the general student population.
2. The percentage of successful basic course completion for foster youth will increase from 41% in 2013/2014 to 44% by 2017/2018.

GOAL C.8 - Increase Basic Skills completion among Veterans from 60% to 62%

ACTIVITY C.8.1

Since the Veteran population has significantly increased in recent years and is expected to continue to experience growth in the coming years, it is critical for the Veteran's Resource Center (VRC) to be adequately staffed. Additional classified staff is essential; in addition, the Dean is requesting a full time Veteran's Counselor through the campus faculty allocation process, to ensure Veteran students are able to complete their educational goals within the time limits mandated by the Veteran's Administration. Providing orientation the Veteran students regarding the placement process is critical for these students to smoothly move through Basic Skills course sequences.

EXPECTED OUTCOME C.8.1

With appropriate staff levels Veteran students will complete all required certification paperwork, educational planning, and additional follow-up services needed for this population of students in a timely and efficient manner. It is expected that additional staffing will positively influence Veteran student educational goal completion rates, including progressing through the Basic Skills sequences by increasing course retention and success in these courses.

ACTIVITY C.8.2

A veteran-student, like all students, learns best when they are stable emotionally, psychologically and physically. Veterans need a tremendous amount of support in developing this stability because of the intense stress they experienced. Campus services must be "veteran-friendly" such as: having Veterans specific psychological services to assist veterans with psychological and personal needs; a Veterans' Resource Center that is staffed sufficiently to act as a full-functioning "Welcoming Center" for current and in-coming veteran-students; increased educational support in targeted basic skills areas and educational environments designed to make veteran-students comfortable, safe and at-ease. This translates into higher success, completion, degree attainment and transfer.

EXPECTED OUTCOME C.8.2

Basic skills completion among veterans will increase from 60% to 62%.

GOAL C.9 - New Courses and Programs to support all student groups

ACTIVITY C.9.1

Two new courses are being created ESL 76 and ESL 78 which will compress lower level classes into these new courses for a faster course completion rate. The ESL Department is also creating an ESL reading course to coincide with required basic skills courses in the ESL program to promote improved skills for success in course completion.

ACTIVITY C.9.2

The Entering Scholars Program is designed for first-time freshmen. It is a first semester program, currently offered in developmental reading and English courses that provides: links between basic skills core classes; faculty collaboration with counseling and student services; an in-class tutor, and a student support professional that visits the class weekly. It also provides specific collaborative course activities (such as a campus tour/scavenger hunt, library workout, and Career and Life Planning Center activity) designed to familiarize students with campus services and study skills. Currently, the program offers between 16 and 22 sections each semester. The registration for these classes was designed so that the classes opened for enrollment at the time that new students would begin registering. This system needs adapting in order to work for freshmen completing the early registration requirements. There also needs to be spaces so that foster youth, veterans, and DSS students, who get priority registration can get into these classes. Program data shows that achievement gaps in course success rates for African-American and Latino(a) students compared to White and Asian students in the program are reduced. Given the number of program components, and basic skills sections available for the intervention within the Humanities Division, it has reached capacity. Expanding the ESP model of supporting first year students (embedded tutoring support, integrated study skills instruction, student services support, etc.) to other departments would be the only way to further scale the program. Other departments might consider implementing successful features of ESP into their basic skills courses.

ACTIVITY C.9.3

The college will investigate and potentially develop models of recruitment, assessment, mentoring, tutoring, and other support that currently take place in the Puente Program. These programs would cohort students into interventions shown to have success in the Puente model. For example, to pair classes in basic skills English and/or ESL with non-basic skills mathematics for students who have placed into low math courses due to language barriers and not their lack of mathematical ability.

EXPECTED OUTCOME C.9.1 - C.9.3

By developing new curriculum and expanding existing programs, all student groups, including targeted groups, will see an increase in basic skills and ESL course completion.

ACTIVITY C.9.4

The college will develop boot camps and other support programs such as Welcome Week and Freshmen Orientation shown to not only prepare students for specific coursework, but to build their sense of connection to college prior to the start of their first semester. Specific programs could be developed for special cohorts, such as STEM majors.

EXPECTED OUTCOME C.9.4

Students will be better prepared for classes having participated in orientation activities. Once a student feels a sense of connection to the college, research shows that they are more likely to seek out support services and ultimately be more successful.

ACTIVITY C.9.5

The college is developing a series of discipline-specific academic success courses designed to provide students with strategies necessary to increase their success in particular fields such as the humanities or the sciences. Students will also explore educational and career pathways in those fields.

EXPECTED OUTCOME C.9.5

The college will offer selected academic success courses for all students. Students who participate will show an increase in course success.

ACTIVITY C.9.6

The college will link strategies developed in the Student Equity Plan with those of the Basic Skills Initiative and the Student Success & Support Program (SSSP) to enhance student access, and promote and sustain the efforts of students to be successful in their educational endeavors.

EXPECTED OUTCOME C.9.6

The college will take a coordinated approach to address all aspects of student success. Equity, basic skills completion, and the role of student support programs and services will drive the college's approach to this issue.

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“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”

GOAL D.1 - Increase Degree and Certificate completion among Hispanic students from 39% to 41%

ACTIVITY D.1.1

The Puente Program’s goal is to assist first-generation students in graduating from a four-year university by helping them transfer by offering mentorship and other resources. The Puente Program will continue its recruiting practices and continue to extend an invitation for other Fullerton College faculty to participate as mentors for students during the 2014-2015 academic year. It is important to have Latino mentors to serve as role models for the Puente students.

EXPECTED OUTCOME D.1.1

Incorporating Latino mentors will increase the number of Puente students transferring and graduating from a four-year institution and then returning to be mentors for other students.

GOAL D.2 - Increase Degree and Certificate completion among students in DSPS to from 37% to 39%

ACTIVITY D.2.1

Fourteen years ago, DSS served 600 students; it currently serves 1600 students. It also currently has the same number of F/T faculty and one less classified staff member as it had fourteen years ago. This has made it more difficult for students to get the counseling they need to help them with their educational goal and make their educational plans. One major area where students could use more service is when filing out the Title 5 required Student Educational Contract. Although this is a simple form, it is a form where students state their long-term educational goal. The opportunity to meet with a DSS staff member and discuss this goal allows students to understand the paths available, choose the correct path, and helps ensure students are on the correct path with the proper resources and strategies in place. This however, cannot be done with the current staffing levels. Therefore, the committee would like to recommend an additional F/T DSPS specialist so that students could meet at least once a year with a DSPS staff member to plan and update their long term educational goal and plan. The growth in the DSS population also warrants this additional staff member. As well, this specialist will be able to work with probationary DSS students on their educational plan and with general education counseling.

EXPECTED OUTCOME D.2.1

Increased degree and certificate completion among students in DSPS to meet or exceed target rate of 39%.

GOAL D.3 - Increase Degree and Certificate completion among Foster Youth students by 2%**ACTIVITY D.3.1**

Foster youth students on academic and/or progress probation are required to attend a Student Success Workshop lead by an academic counselor designed to inform students of the consequences of continuing to make continuous probationary statuses. The counselors also review with students strategies on how to get back into good academic standing by meaning of using; appeals petition form once students have successfully repeated a course for a satisfactory grade of A,B,C, Pass or Credit and/ or filing an academic renewal, which can help alleviate course(s) when the student meets the criteria.

ACTIVITY D.3.2

The foster youth liaison will continue to collaborate with the Financial Aid Office technician that directly works 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 for which they eligible and they are able to maintain financial aid throughout degree or certificate completion.

ACTIVITY D.3.3

An academic counselor will be assigned by the college to be available to foster youth via the EOPS/FYSI to meet with each foster youth student at least twice a semester to determine if they are on track for completion of their degree or certificate goals.

ACTIVITY D.3.4

The FYSI program will conduct a mini conference prior to the start of priority registration to ensure that foster youth students have completed matriculation, are prepared to register, and have a completed financial aid file.

EXPECTED OUTCOME D.3.1 - D.3.4

1. The number of foster youth students that complete a degree and certificate completion will increase from 78% in 2013-2014 to 81% by 2017/2018.
2. Foster youth students in the EOPS/FYSI program that are on any form of probation with the college and/or financial aid learn how to get back into "good standing" so there are more students completing a degree and certificate.

GOAL D.4 - Increase Degree and Certificate completion among the Veteran population by 2%

ACTIVITY D.4.1

It is difficult to quantify the success of our veteran population for transfer and to determine issues these students may have regarding any transfer delays as we do not have any of the tools needed to find this information. We have about 660 Veterans at this time with many more expected over the next few years. One goal is to get the necessary tools to allow us to track the needs of our Veterans along with increased staff in the Veteran's Center to work with the data and determine needs of the Veterans.

ACTIVITY D.4.2

Since Veteran's benefits are limited, it is critical that we hire a full-time counselor AND a full-time classified staff member for the Veterans on campus so that they have assistance in choosing the correct classes to complete their courses in a timely manner and to transfer as quickly as possible. Once the counselor and staff member are in place and we have acquired the necessary tools, we can track their transfer rates.

ACTIVITY D.4.3

A veteran-student, like all students, learns best when they are stable emotionally, psychologically and physically. Veterans need a tremendous amount of support in developing this stability because of the intense stress they experienced in their service. Providing the services mentioned above and more will without a doubt, improve the overall performance of the veteran-student. This translates into higher success, completion, degree attainment and transfer.

EXPECTED OUTCOMES D.4.1 - D.4.3

1. With full-time staff in the Veteran's Center and the tools to track Veterans success in completing their courses and transferring, we expect the transfer numbers for our Veterans to increase as we can assess what is needed to help them increase their course success and thus their transfer numbers.
2. With a full-time counselor to assist them in choosing the right courses and tracking how they are doing at completing these courses we hope to increase Veterans success rate in transferring by 2 % over the next 3 years once we have the numbers to determine that. The new Veteran's Center staff will be responsible for assessing increases once data is available.

ACTIVITY D.5.1

The college will build on the historically successful EOPS model and provide resources to increase the number of students transferring.

EXPECTED OUTCOMES D.5.1

With additional space in the college's EOPS program, the transfer rates of students served by EOPS will be comparable to the college population.

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“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”

GOAL E.1 - Increase transfer rates of Hispanic students from 32.6% to 34.6%

ACTIVITY E.1.1

The Puente Program’s goal is to assist first-generation students in graduating from a four-year university by helping them transfer by offering mentorship and other resources. The Puente Program will continue its recruiting practices and continue to extend an invitation for other Fullerton College faculty to participate as mentors for students in the 2014-2015 academic year.

EXPECTED OUTCOME E.1.1

Incorporating Latino mentors will increase the number of Puente students transferring and graduating from a four-year institution and then returning to be mentors for other students.

GOAL E.2 - Increase transfer rates of Foster Youth by 2%

ACTIVITY E.2.1

The college will sponsor a “Foster Youth Transition Day” each year, during which students that are current and former foster youth will participate in tours to four-year universities with similar support program like FYSI.

ACTIVITY E.2.2

The campus will work diligently to establish a pipeline for Fullerton College foster youth students to the CSU, Fullerton Guardian Scholars program. Creating this direct pipeline to the CSUF Guardian Scholars program can help increase the transfer rate of foster youth students transferring to our number one transfer institution.

ACTIVITY E.2.3

Fullerton College's FYSI program will develop a peer mentor program with foster youth enrolled at four-year universities to help mentor and motivate foster youth attending Fullerton College.

EXPECTED OUTCOME E.2.1 - E.2.3

1. Students will learn about career options with a 4-year degree, meet foster youth liaison/contact at four-year institution, network with successful foster youth, and gain exposure to the university environment.
2. Increased transfer rates for Foster Youth students to CSU, Fullerton Guardian Scholars Program.

GOAL E.3 - Increase transfer rates of Veterans by 2%**ACTIVITY E.3.1**

It is difficult to quantify the success of our veteran population for transfer and to determine issues these students may have regarding any transfer delays as we do not have any of the tools needed to find this information. We have about 660 Veterans at this time with many more expected over the next few years. One goal is to get the necessary tools to allow us to track the needs of our Veterans along with increased staff in the Veteran's Center to work with the data and determine needs of the Veterans.

ACTIVITY E.3.2

Since Veteran's benefits are limited, it is critical that we hire a full-time counselor AND a full-time classified staff member for the Veterans on campus so that they have assistance in choosing the correct classes to complete their courses in a timely manner and to transfer as quickly as possible. Once the counselor and staff member are in place and we have acquired the necessary tools, we can track their transfer rates.

ACTIVITY E.3.3

A veteran-student, like all students, learns best when they are stable emotionally, psychologically and physically. Veterans need a tremendous amount of support in developing this stability because of the intense stress they experienced in their service. Providing the services mentioned above and more will without a doubt, improve the overall performance of the veteran-student. This translates into higher success, completion, degree attainment and transfer.

EXPECTED OUTCOMES E.4.1 - D.4.3

1. With full-time staff in the Veteran's Center and the tools to track Veterans success in completing their courses and transferring, we expect the transfer numbers for our Veterans to increase as we can assess what is needed to help them increase their course success and thus their transfer numbers.
2. With a full-time counselor to assist them in choosing the right courses and tracking how they are doing at completing these courses we hope to increase Veterans success rate in transferring by 2 % over the next 3 years once we have the numbers to determine that. The new Veteran's Center staff will be responsible for assessing increases once data is available.

GOAL E.4 - Increase support for programs that serve transfer for all students

ACTIVITY E.4.1

The Honors Program demographics closely mirrors those of the college in general, thus the program serves the transfer goal to whites, Latinos, foster youth, and veterans. However, the Honors Program hopes to increase the number of students in traditionally under-represented areas, particularly Hispanic, DSPS status, veterans, and African American. This can be done by having mentors reach out to feeder schools and other students on campus through the Honors Ambassador Program.

ACTIVITY E.4.2

The Honors program plans to increase the transfer rates of historically underrepresented students by getting transfer agreements with historically Black colleges. The program also hopes to receive funding to take underrepresented students to leadership conferences such as H.A.C.U. (Hispanic Association of Colleges and Universities).

ACTIVITY E.4.3

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.

EXPECTED OUTCOMES E.4.1 - E.4.3

The Honors Program will serve more students intending to transfer, which will increase transfer percentages across all student categories.

ACTIVITY E.4.4

The 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-university. Students are offered counseling, college fairs, tours of local colleges and universities, a variety of seminars including transfer basics and university application assistance, transfer research resources: catalogs, brochures, flyers, online resources, visits from university representatives, and personal statement assistance. There are two major needs for the Transfer Center. The first need is additional classified staff to assist students in understanding the increasingly competitive and complicated transfer requirements, transfer options, and with the application process itself. Also, additional counseling hours would allow more students to be served. Finally, the center needs to expand the research it collects so that it can be used to prove the impact of the center and provide outreach to underrepresented populations. They have started with a self-reported transfer questionnaire for transferring students, but this needs to be expanded.

EXPECTED OUTCOME E.4.4

With additional funding the Transfer Center will serve more students, increasing transfer across all student groups. During the first year of increased support Transfer Center staff will document the increase in service to create a benchmark for future academic years.

ACTIVITY E.4.5

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, supplemental instruction for basic skills courses, seats in college-level, general ed. courses, and pro-active counseling support throughout their career at FC. Transfer rates for TAP students are consistently higher relative to the regular student population, particularly for Hispanic students. The TAP program has expanded in recent years to include additional courses in English, and in Fall, 2014 the TAP English 59 was replaced with a TAP English 99. This should result in a greater number of TAP students achieving Basic Skills completion in English at a faster rate compared to those students who previously took both English 59 and English 60 within TAP. Thus students will be moving faster into their transfer-level course work and reach transfer-readiness more quickly.

EXPECTED OUTCOME E.4.5

During the first year of the equity plan implementation TAP will document student success to create a benchmark for future academic years.

ACTIVITY E.4.6

The Math Department is creating 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, is expected to start 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.

EXPECTED OUTCOME E.4.6

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. 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 give up and not move on. Data will need to be made available to them indicating length of time in Basic Skills Math classes compared to those taking longer to complete the Basic Skills Math and use that data to monitor if there is a difference in transfers for all majors.

ACTIVITY E.4.7

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.

EXPECTED OUTCOME E.4.7

The college will monitor the number of transfers to the universities over the next 3 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.4.8.

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.

EXPECTED OUTCOME E.4.8

The college will monitor the number of transfers to the universities over the next 3 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.

Budget

SOURCES OF FUNDING

As demonstrated in previous sections, this plan is designed to increase the success of disproportionately impacted student populations through the expansion of multiple services and programs already in existence at Fullerton College that have been researched and shown to be successful at closing achievement gaps across racial/ethnic populations. Consistent with the internal planning process utilized at Fullerton College where budgets are driven by the planning process, the program specific needs required to accomplish the “Goals and Objectives” detailed within the FCSEP were first identified. Next, financial resources required to accomplish the “Goals and Objectives” were projected. The increased financial support will work to increase direct support for programs directly targeted to impacted student populations, particularly African American, Pacific Islander, and Hispanic students, while simultaneously supplementing campus-wide programs and services that support the success of all students.

Fullerton College Student Equity Plan Pro Forma Budget

Description	Pro Forma
<p>Expansion of programs that have shown positive outcomes for underrepresented student populations.</p> <p>During FY 2013/14, Fullerton College incurred actual expenditures of \$3.1 million directly supporting the programs identified within this report. This amount represents direct instruction, instructional support, tutors, and direct materials and purchases and excludes administrator related staffing expenses.</p> <p>It is the intent of Fullerton College to increase funding for existing programs noted in the FCSEP by an amount equal to \$875,000 to augment existing programs directly supporting the FCSEP. See attached exhibit identifying FY 2013/14 actual expenses and planned increases by program.</p>	\$875,000
<p>Direct placement and curricular interventions to improve outcomes, including the Fullerton College Supplemental Instruction Program (FCSI), the Graduate Student Intern Program, the Accelerated Developmental English Program, the Accelerated Reading Program, ESL 190—Advanced Accelerated English for non-native speakers, the Basic Skills Initiative Supplemental Instruction (BSISI), Joint Faculty and Counseling initiatives to improve student placement decisions for all student groups but perhaps targeted initiatives for student groups that may warrant it (Veterans, Foster Youth, older returning students), “just-in-time” remediation in Math and English, Boot camps, etc.</p>	\$75,000
<p>Outreach materials available for recruiters and counselors (budget includes \$15,000 for design and development and \$65,000 for printing).</p>	\$80,000
<p>Professional development aimed specifically at improving instruction with target areas including new faculty seminars, adjunct faculty training, Teaching and Learning Certificate Program (TLC), and “just-in-time” remediation in Math and English.</p>	\$75,000
<p>Evaluation and assessment of campus-wide and program-specific activities included in this plan. This includes, but is not limited to, Student Equity Committee planning and assessment retreat, creation of assessment tools, quantitative and qualitative data collection, analysis and reporting.</p>	\$75,000
Total	\$1,180,000

Planned Expansion of Existing Programs Pro Forma Budget

Program	FY 2013/14 Actual Expense	Pro Forma Budget Augmentation
<i>(Please refer to the Goals and Activities section beginning on page 28 of document for a detailed description of program specific goals and activities)</i>	<i>Program expenses exclude administrator salaries and related benefits.</i>	<i>Amount determined based on projected expansion needs to accomplish goals and objectives.</i>
Puente <i>Sample activities (outreach, additional cohort, increased tutoring, increased program coordination, university tours, peer mentoring)</i>	\$182,907	\$250,000
EOPS <i>Sample activities (recruitment tools, additional staff for student intake, additional mentoring, designated orientations, summer bridge activities, peer mentoring)</i>	\$1,440,346	\$135,000
Fullerton College Transfer Center <i>Sample activities (additional college tours, increased hours for designated transfer center counselor, expansion of transfer workshops, increased resources for transfer-bound students)</i>	\$442,216	\$75,000
Disability Support Services (DSS) <i>Sample activities (increase counseling support, assistance in development of ed. plans, workshops, instructional support)</i>	\$1,087,307	\$75,000
Veteran's Center <i>Sample activities (outreach, information on benefits, peer mentoring, tutoring support)</i>	\$151,089	\$75,000
Academic Support Center (Student Diversity Success Initiative (SDSI), Skills Center, Tutor Center, and Writing Center) <i>Sample activities (Expand number of students served in SDSI, expanded academic support and life coaching, increased hours for all tutoring services, investigate online tutoring)</i>	\$1,002,966	\$75,000
Foster Youth Success Initiative (FYSI) <i>Sample activities (outreach and liaison with local foster care agencies and high schools, dedicated foster youth orientations, dedicated peer mentoring and support, advisory committee)</i>	\$38,705	\$40,000
Entering Scholars Program <i>Sample activities (expand embedded tutoring, SI, academic workshops, expand into other disciplines)</i>	\$47,666	\$30,000
Honors Program <i>Sample activities (tours to 4-yr institutions, develop more honors courses, expand current offerings, recruitment, bridge activities)</i>	\$59,011	\$30,000
Incite <i>Sample activities (expand number of students in the program, peer mentoring, extended hours for study hall, partner with other college programs such as financial aid, health center)</i>	\$40,000	\$30,000
Transfer Achievement Program (TAP) <i>Sample activities (Additional TAP sections, expanded orientations, recruitment video college tours, follow-up activities)</i>	\$63,162	\$30,000
Umoja <i>Sample activities (expand recruitment, expand cohort, increase tutoring support, additional cultural events)</i>	\$17,000	\$30,000
Total	\$4,572,375	\$ 875,000

Programs and related staff to receive FCSEP funding:

Foster Youth Success Initiative and EOPS Foster Youth Liaison

EOPS

Veterans Center

Umoja Initiative

Puente

Disability Support Programs and Services

Incite (Support for Student Athletes)

Student Diversity Success Initiative

Entering Scholars Program

Fullerton College Supplemental Instruction Program (FCSI)

Transfer Achievement Program (TAP)

Honors Program

Transfer Center

Graduate Student Intern Program expanded in English and developed for other disciplines

Boot Camps, Freshman Orientation and other similar activities

Basic Skills curriculum and courses to be expanded:

Accelerated Developmental English Program

Accelerated Reading Program/class

Accelerated ESL Program/class

Basic Skills Initiative Supplemental Instruction (BSISI)

Acceleration efforts in mathematics courses

Faculty/staff development initiatives to be expanded:

New Faculty Seminar

Adjunct Faculty Training

Teaching and Learning Certificate Program (TLC)

Discipline faculty and Counseling participating jointly in student placement decisions for all student groups but target initiatives for student groups that may warrant it (Veterans, Foster Youth, older returning students)

Joint “in-service” activities to focus on multiple measures and placement in Mathematics

“Just-in-time” remediation for selected Math and English courses

Other Expenses:

Production of new full color promotional materials for all programs that can be used by recruiters to let potential students know about the full range of programs available to help support their success at Fullerton College.

Equity Committee planning and assessment retreat

Data collection and evaluation

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

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 proscribed 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. This evaluation will have both quantitative and qualitative aspects. First, 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. 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 while 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 Equity Committee to determine ongoing adjustments to this plan and for creating annual equity plan reports. During the first year of this plan, the equity committee will also use this data as one source for determining and defining the role, responsibilities, and expectations for a student equity director who will coordinate all equity activities at Fullerton College in the future.

Attachments

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.