

2025-2028 |



STUDENT EQUITY PLAN

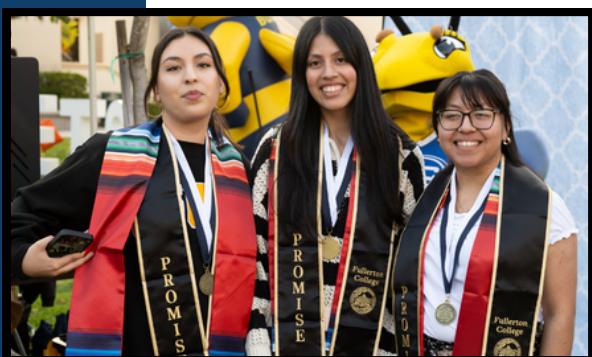


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EXECUTIVE SUMMARY

01



Fullerton College is deeply committed to equity, justice, and student success. As a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI)—and, as we continue our efforts to become a Black Serving Institution (BSI)—we understand that advancing equity is not only about access, but about transforming the policies, practices, and structures that shape the student experience. Equity is a responsibility codified into our state laws, specifically California Education Code 78220–78222. Our 2025–2028 Student Equity Plan reflects this mandate, centering the needs of disproportionately impacted (DI) students, while serving all students. Furthermore, the equity plan builds on the progress made under the 2022–2025 plan.

DI Student Population & Goals for 2025-2028 Student Equity Plan

Our goals for the next cycle focus most directly on Black and Latinx students, while also expanding opportunity for Indigenous, first-generation, low-income, LGBTQIA2S+, undocumented, justice-impacted, parenting students, veterans, and students with disabilities.

For the purpose of our reporting and data collection, we follow the Integrated Postsecondary Education Data System (IPEDS) methodology and maintain consistency with the California Community Colleges Chancellor's Office (CCCCO). Accordingly, unless otherwise specified, students are categorized based on their primary race/ethnicity as reported to IPEDS. For example, any students who identify as Hispanic or Latino only are reported in the Latinx category, and students who identify as Black or African American only are reported in the Black category. Although we recognize that this federally mandated approach is imperfect and often fails to capture the full complexity of students' intersecting racial and ethnic identities, we adhere to these standards for consistency and comparability.

- For Black students, we are committed to increasing enrollment to 1,500 students annually by 2029 and closing equity gaps in transfer-level math and English, persistence, completion, and transfer.
- For Latinx students, we are prioritizing higher rates of transfer-level math and English completion and strengthening transfer outcomes.
- For all students, we are prioritizing the creation and implementation of Student Education Plans early in their educational journey. We are also expanding access to dual enrollment, online and evening programs, affordable course materials, and essential basic needs resources such as food, housing, transportation, and childcare.

Meeting basic needs is an equity issue, not just a service. The 2025 Real College California survey, administered across the California Community Colleges (CCC) system, revealed that nearly two-thirds of all CCC students face at least one form of basic needs insecurity. More specifically, 46% reported being food insecure, 58% reported being housing insecure, and 20% are experiencing homelessness. At Fullerton College specifically, survey results from Spring 2025 indicated that 40% of respondents were food insecure, 54% were housing insecure, and 18% were homeless or had living conditions that were signs of homelessness. This affected 62% of survey respondents who experienced at least one basic needs insecurity. Our campus has worked to respond to these systemic issues by expanding and integrating basic needs assistance into our campus infrastructure and culture, ensuring that all employees understand their role in connecting students to resources. By embedding this support into the everyday fabric of the college, we not only remove barriers to persistence for Black and Latinx students but also create conditions where all students can thrive academically and personally.

Detailed Accounting of Funding Expenditures for 2022-2025 Plan

Between 2022 and 2025, the college invested \$6.41 million in equity efforts, with most funding allocated to instructional and non-instructional salaries, and employee benefits. More specifically, funds were used to pay staff in Counseling, Academic Support Center, Admissions and Records, EOPS, Veterans Resource Center, Student Development and Engagement, Promise, Outreach, Transfer Center, Office of Institutional Effectiveness, Campus Communications and the Business Office. Partial funding was also allocated to counseling faculty for the development of Student Education Plans. Pertaining to student services, funding went towards orientation/welcome activities (13%), embedded tutoring (8%), and basic needs support (2%).

Table 1. Allocations by Plan Year

| Plan Years | Amount |
|------------|-----------------|
| 2022-2023 | \$8,719,540.00 |
| 2023-2024 | \$6,429,338.00 |
| 2024-2025* | \$6,420,425.42 |
| Total | \$21,569,303.42 |

*Includes \$41,722 that is budgeted for fiscal year 25/26

Table 2. Total Allocations by Expenditure Type

| Expenditure Type | Amount |
|--|--------------|
| 1000 - Instructional Salaries | \$8,265,475 |
| 2000 - Non-Instructional Salaries | \$7,578,818 |
| 3000 - Employee Benefits | \$4,689,346 |
| 4000 - Supplies and Materials | \$80,698 |
| 5000 - Other Operating Expenses and Services | \$609,153 |
| 6000 - Capital Outlay | \$15,393 |
| 7000 - Other Outgoing | \$330,421 |
| Total Expenditures | \$21,569,303 |

*Includes \$41,722 that is budgeted for fiscal year 25/26

Overview of Student Equity Plan (SEP) Metrics

The Student Equity Plan (SEP), which works to support student success for all students, examines success outcomes in five metrics: Successful Enrollment, Term-to-Term Persistence, Completion of both transfer-level English and math, Degree and Certificate completion, and Transfer. The table below includes the metric definitions for the 2022-2025 SEP:

| Metric | Metric Description | Baseline Year for 2022-2025 |
|---|--|-----------------------------|
| Successful Enrollment in the First Year | All cohort applicants who enrolled in the selected college | 2020-2021 |
| Term-to-Term Persistence | All cohort students who persisted from first primary term of enrollment to the subsequent primary term | 2019-2020 |
| Completed Both Transfer-Level English and Math in the first year | All cohort students who completed both transfer-level Math and English | 2020-2021 |
| Attained Vision for Success Definition 1^{OBJ} (Degree and Certificate Completion) | All cohort students who attained the Vision Goal Completion within three years | 2017-2018 |
| Transfer | All cohort students who transferred to a 4-year university within four years | 2016-2017 |

Assessment of Progress Made on the 2022-2025 Plan

During the last Student Equity Plan cycle, the initiatives funded and the action steps implemented led to meaningful, collegewide progress in advancing equity and student success. To build a shared understanding of equity, the college adopted the ASCCC's DEIA glossary of terms to guide future professional development and planning efforts. Several key professional learning programs were also launched to equip faculty, classified professionals, and managers with equitable practices that improve student outcomes, including the Race-Conscious Certificate, Course Redesign for Equity (CoRE), and DEIA Hiring Trainings. In addition, the college strengthened Guided Exit practices, expanded the use of OER and ZTC materials, and increased the use of Starfish to monitor student progress and connect students to campus resources. Lastly, the college has established several new resource centers designed to enhance student services, strengthen in-reach efforts, and provide basic needs support within spaces that foster belonging for both disproportionately impacted and general student populations. Together, these initiatives have contributed to improved outcomes and a more inclusive campus environment.

Improving Black Student Enrollment Through Belonging

| | Successful Enrollment % and # of students for 2022-2023 |
|-----------------------------------|--|
| Overall Student Population | 17.0% (4230) |
| DI: Black | 8.7% (103) |

As outlined in the table above, in 2022-2023, 8.7% of first-time Black students who applied were able to successfully enroll to our campus, totaling 103 students. Since the beginning of the 2022-2025 Student Equity cycle, successful enrollment proportions of Black students have fluctuated (2020-2021: 11.0%; 2021-2022: 13.2%) due to small population sizes. In this way, Black students continue experiencing disproportionate impact in enrollment, and the college continues to advance efforts that address these inequities and remove enrollment barriers for Black students.

However, recent efforts to disaggregate data have allowed for a broader and more inclusive overview of our student demographics. Thus, a more meaningful metric may be the total number of Black students enrolled at the college based on any students who identified as Black/African American, additionally accounting for students who would have been categorized as Latinx or multiethnic, as defined by IPEDS. Following the pandemic, overall enrollment among Black students initially declined from 1,616 in 2020-2021 to 1,412 in 2021-2022 but has since shown steady recovery, rising to 1,543 in 2023-2024. This upward trend reflects the college's ongoing commitment to rebuilding access for Black students. Additionally, this growth demonstrates substantial progress toward meeting the eligibility threshold for Black Student Institution (BSI) designation, which requires enrolling at least 1,500 Black students.

When developing the last Student Equity Plan, data provided by the CCCCO indicated that the transfer math and English completion rate for Black students in 2020-2021 was 7.8%, with a percentage point gap of 13.3 percentage points. The goal was set to reduce this gap to 6.8 percentage points. The most recent data available show that while the gap did close, we missed the target outcome. The gap for Black students in 2022-2023 narrowed to 7.3 percentage points, however it increased up to 10 percentage points in the 2023-2024 academic year. Though progress was made since 2021, the most recent data points to a continued need for supporting the academic success of Black students in the areas of math and English. This data reflects the importance of investing in efforts that simultaneously prioritize both recruitment and retention for Black students—affirming the importance of adopting a “servingness” approach to supporting our disproportionately impacted populations.

Black Student Enrollment & Belonging

To improve Black student enrollment and success during the last Student Equity Plan cycle, the campus finally institutionalized our Umoja Community Program. As a result of this institutional transformation, the program was able to hire a full-time coordinator, a full-time counselor (who also serves as co-coordinator), as well as a part-time data analyst and part-time mental health therapist. With their expanded team, Umoja has done an incredible job of taking the lead on providing community and academic support for our Black student population. During the 2023-2024 academic year, the number of active student members increased from 57 to 188, which represents a growth of over 200%. This increase in staff allowed for an increase in local and statewide outreach, several partnerships, and in-campus events.

Over the past two years, Umoja has launched the Black Grad Ceremony, which has quickly become a cornerstone event celebrating our Black students, their families, and community, as well as our Black faculty and staff. In Fall 2025, the Umoja Community Program and North Star Committee are leading the planning of our inaugural HBCU Caravan, further expanding campus-wide recognition and celebration of Black excellence.

The HBCU Caravan aligns with the California Community Colleges to Historically Black Colleges and Universities (CCC-HBCU) Transfer Pathway Guarantee, creating culturally affirming transfer opportunities for Black and non-Black students alike. This initiative broadens students' horizons and expands their sense of what is possible, connecting them with pathways that honor identity, community, and academic excellence with the goal of increasing completion and transfer rates.

Together, these events represent the realization of key goals outlined in our previous Student Equity Plan and affirm our ongoing commitment to building spaces and opportunities where students feel seen, supported, and inspired to thrive. Currently, the Umoja Community Program staffing is composed of 50% part-time employees. To meet the goal of receiving BSI designation, the ongoing increased recruitment and retention of full-time permanent and benefitted Black faculty and staff must be prioritized, within Umoja and across campus.

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Progress for Black and Latinx Transfer-Level Math and English

| Completed Both Transfer-Level Math & English % and # of students for 2022-2023 | |
|---|-------------|
| Overall Student Population | 16.0% (834) |
| DI: Black | 9.0% (12) |
| DI: Latinx | 14.7% (417) |

**Completed Both Transfer-Level Math & English
% and # of students for
2022-2023**

| | |
|-----------------------------------|-------------|
| Overall Student Population | 16.0% (834) |
| DI: Black | 9.0% (12) |
| DI: Latinx | 14.7% (417) |

As of January 2025, the most recent CCCCO data show continued progress in the completion of transfer-level math and English among Black students. When the 2022-2025 Student Equity Plan was developed, the completion rate for this group in 2020-2021 was 7.8 percent, with a 13.3 percent gap. The goal was to reduce this gap to 6.8 percentage points. Current data indicate that the gap in 2022-2023 narrowed to 7.3 percentage points, just under half a percentage point from the target, reflecting meaningful improvement and continued momentum toward closing the equity gap in transfer-level course completion.

As of January 2025, the most recent CCCCO data show continued need for improvement in transfer-level math and English completion rates for Latinx students. When the 2022-2025 Student Equity Plan was developed, the 2020-2021 completion rate for this group was 19.4%, reflecting a 2.9 percentage point equity gap. The goal was to reduce this gap to 1.7 percentage points by 2025. However, current 2022-2023 data indicate that the gap has slightly widened to 3.0 percentage points and completion dropped to 14.7%, suggesting that continued efforts are needed to improve completion and close the equity gap.

In fall 2024, the Umoja Learning Community was launched and currently includes three Umoja-specific courses: two in English and one in Counseling. To improve equitable outcomes, the campus increased collaborations between faculty and the Academic Support Center to maximize use of Hornets Tutoring embedded tutors and to increase use of support centers (Hornets Tutoring, Writing Center, Math Tutoring Lounge) by Black and Latinx students. FYE has also emerged during the last cycle as an important program to increase student success and completion. The scope, purpose, and functional implementation of FYE has changed significantly from its inception in fall 2022 to the present date.

A key outcome of FYE is to increase first-year completion of math and English and ultimately improve success of this metric. The use of this program in math and English is discussed below. Embedding resources specifically into these courses serves the highest number of first-year students directly where they are—in the classroom—instead of requiring additional effort on the part of the students to seek out information about much-needed support.

Transfer-Level English

The English Department has worked diligently during the last cycle to improve transfer level English and advance equity-minded teaching and learning through its AB1705 Faculty Inquiry Group and related initiatives. The group has developed a variety of practical resources, including research articles, sample assignments, and ready-to-use “drag and drop” activities, to support colleagues in grading for equity and curriculum redesign that promotes inclusivity and belonging in the classroom.

These resources are being shared widely across the department through professional learning sessions at department and division meetings, a Canvas resource shell accessible to all faculty, and the Adjunct Resource Committee, where part-time instructors are paired with full-time faculty for mentorship and resource sharing. Additionally, the department is creating an online resource handbook that will include sample syllabi, assignments, classroom activities, and Canvas modules to sustain this work long term.

Beginning in Fall 2025, all sections of ENGL 100/101 (soon to be C1000/C1000E) will integrate First Year Experience (FYE) engagements designed to strengthen students’ sense of belonging and academic confidence. Faculty new to FYE will receive targeted training and opportunities for collaboration to design culturally responsive classroom activities and assignments that reflect FYE principles. Student outcomes will be monitored and compared to pre-FYE data to assess the impact.

To further support this ongoing equity work, six full-time and three adjunct English faculty have participated in the Course Redesign for Equity (CORE) program, contributing to a department-wide culture of reflection, collaboration, and innovation in teaching and learning.

Transfer-Level Math

The Math Department has implemented several targeted efforts over the last Student Equity Plan cycle to improve student access, engagement, and success in transfer-level mathematics. Faculty assignments were intentionally aligned with pedagogical strengths so that enhanced classes are primarily taught by instructors who use active and collaborative learning methods and work closely with Hornet Tutors to support students. The department also developed a new 6-unit MATH 140 course combining College Algebra and Trigonometry to create a more efficient Pre-Calculus experience that replaces the former 8-unit sequence (MATH 141 and 143). The course will be offered in both three- and four-day formats to increase successful student engagement.

To create a more supportive learning environment, the Math Tutoring Lounge was restructured to be more student-centered. Changes included removing food and time restrictions, making books and materials freely available, offering snacks and water, and adding whiteboards to encourage collaboration. Faculty and tutors now take a proactive approach by walking around and offering assistance, rather than waiting for students to request help.

In Spring 2025, additional training opportunities were introduced for both instructors and tutors to strengthen their ability to support students, particularly in statistics. Workshops were also launched to help instructors on duty promote the new tutoring structure. Resource sharing through Canvas has expanded, helping more faculty, including adjuncts, prepare to teach statistics effectively.

The department is participating in Ed Trust West's Equitable Placement Community of Practice, focused on integrating First Year Experience (FYE) engagements into all MATH 100 and 120/121 (soon to be MATH C1000 and STAT C1000/C1000E) sections beginning in Fall 2025. Faculty new to FYE will receive training and collaborate to develop culturally responsive classroom activities and assignments that reflect FYE principles. Student outcomes will be measured and compared to those from prior years to assess the effectiveness of these interventions.

Progress on Transfer Rates for Black and Latinx Students

As of January 2025, the most recent CCCCO data show measurable progress in transfer outcomes for both Black and Latinx students. For Black students, the College's target was to narrow the transfer gap from 11.5 percentage points to 5.8 percentage points. The current data reflects a gap of 4.7 percentage points, surpassing the original goal. While this represents significant improvement, the College remains committed to continued efforts aimed at fully closing the transfer equity gap.

For Latinx students, the goal was to reduce the transfer gap from 13 percentage points to 6.5 percentage points. As of January 2025, the CCCCO data indicate a gap of 8.3 percentage points. Although disproportionate impact remains, and our goal has yet to be met, these results reflect ongoing progress and reinforce the importance of sustaining targeted initiatives to further advance equitable transfer outcomes.

The Transfer Center has implemented several targeted strategies outlined in the current Student Equity Plan to improve degree completion and transfer outcomes for disproportionately impacted (DI) students. These efforts include intentional in-reach at key academic milestones, degree completion support such as ADT verification and follow-up on graduation application denials, and the creation of individualized transfer success plans for new students and those nearing completion.

As a result of these initiatives, the number of Black and Latinx students utilizing counseling services has grown, with 58 percent of Transfer Center counseling appointments attended by Black and Latinx students in Fall 2023, increasing to 62 percent in Fall 2024. Focused outreach to Black students grouped by unit milestones led to additional counseling appointments and engagement with Transfer Center resources.

Degree completion efforts have also expanded. In Spring 2024, 107 Black and Latinx students with denied ADTs were personally contacted; 55 scheduled counseling appointments, 22 enrolled in Summer 2024, and 17 submitted summer graduation applications. For Fall 2025 transfer applicants, 424 students who had not submitted graduation applications were contacted, resulting in 189 counselor reviews and prioritized follow-up with our DI students. These outcomes demonstrate continued progress toward equitable transfer and completion rates through proactive, student-centered interventions.

Progress on Retention and Completion Rates

| | Persistence: First Primary Term to Secondary Term % and # of students for 2021-2022 | Completion % and # of students for 2019-2020 |
|-----------------------------------|--|---|
| Overall Student Population | 70.2% (2972) | 15% (832) |
| DI: Black | 52.7% (58) | 9% (21) |

As of January 2025, the most recent CCCCO data show that the completion gap for Black students stands at 6.3 percentage points, compared to the baseline gap of 5.3 percentage points observed among first-time students from 2017-2018. The College's goal had been to reduce this gap to 2.7 percentage points. It is important to note that the most recent data are based on students who began in 2019-2020, the onset of the pandemic, which significantly disrupted student progress statewide. Despite this setback, the College remains committed to improving completion outcomes for Black students. To advance this goal, the College has formalized the Guided Exit to Completion program, and expanded support in Promise and Puente, while expanded transfer partnerships enabled more students to continue on to four-year universities.

Guided Exit

Guided Exit represents a collaboration between the Counseling department, Admissions and Records, and the Transfer Center to analyze student data, provide timely interventions, and improve internal processes with the goal of improving degree completion and transfer outcomes for disproportionately impacted students.

Guided Exit has made significant strides over the last three years in supporting Black and Latinx students through targeted, proactive, equity-minded interventions aimed at degree and transfer completion. Since its launch in Fall 2022, Guided Exit has identified more than 500 Black and Latinx students who applied for native degrees but had unmet requirements such as general education coursework, major-specific classes, Other College Transcripts (OCTs), Advanced Placement (AP) scores, and other critical documentation. Historically, many students might have been unaware of these requisites until the middle or end of the semester, often too late to take action. Through intentional in-reach, Guided Exit changed this approach by notifying students earlier in the term. This gave them time to enroll in needed courses, submit missing documentation, and meet with counselors to create individualized education plans. Students also received wraparound support, including career exploration, transfer planning, and referrals to additional resources, which contributed to both academic progress and longer-term goal setting. This shift led to significant improvements in graduation outcomes.

In Spring 2024, 89 percent of the Black and Latinx students with unmet requirements who received support from Guided Exit, completed their degrees within the same semester. In Fall 2025, the Transfer Center's Guided Exit efforts identified more than 400 students who had met ADT verification requirements but had not applied for graduation. These students were contacted and supported to apply for graduation, despite not having done so previously. This work also prompted lasting process improvements. Increased collaboration between Counseling and Admissions and Records (A&R) led to earlier access to graduation applications and denial letters, making it possible to reach students in time to take meaningful action. A&R has implemented several changes to expand access to support students' timely graduation. Preliminary evaluation statuses are now logged in Banner. In addition, ineligible evaluation results are now uploaded to OnBase, allowing counselors to view exactly what was communicated to students in their evaluations. These efforts resulted in updated internal timelines and an expanded graduation application window, improving flexibility for students.

To ensure students receive timely support, Guided Exit students are provided with exclusive counseling access through a dedicated ESARS scheduling system. This ESARS link connects students directly with Guided Exit Counselors who have appointments set aside for this initiative. This strategy eliminates long wait times during peak advising periods and ensures that students identified as having unmet graduation requirements receive timely, focused support. In addition to supporting individual student success, these changes have also improved the overall degree completion process with a focus on reducing barriers that have historically impacted Black and Latinx students.

Promise Program

Over the last Student Equity Plan cycle, the Promise Program has expanded its efforts to provide more intentional and targeted support for Black and Latinx students with the goal of achieving a 75% annual retention rate for both groups. Outreach practices have been refined to ensure more personalized contact, including sending text reminders to students with outdated education plans and following up with direct phone calls to Black and Latinx students to encourage continued enrollment and engagement.

Retention data reflects promising outcomes. Of the Fall 2023 Promise cohort, 73% of Black students and 74% of Latinx male students re-enrolled at Fullerton College in Fall 2024. In Spring 2025, 2,688 Promise-coded students had Fullerton College as their home campus, including 68 Black students and 1,715 Latinx students. Among these students, the majority (68% of Black Students and 71% of Latinx Students) have attempted both English and math courses, demonstrating continued progress toward academic milestones.

The Promise Program also requires students to participate in at least two engagement activities each semester, one of which is a structured Promise Check-in. These check-ins allow staff to connect with students to discuss academic and personal goals, review eligibility, and identify needed support. During 2024–2025, the team completed 872 check-ins, including 19 with Black students and 619 with Latinx students. Many of these check-ins were held directly in counseling courses, such as Puente and Teacher Pathways, to make the process more accessible and reduce additional demands on students. Through these coordinated efforts, the Promise Program continues to strengthen its equity-focused approach to student outreach, retention, and success.

Puente Program

The Puente Program (Spanish for bridge) is a cohort-based learning community that aims to increase the number of underrepresented students who enroll in college, earn associate degrees, transfer to a university, and return to the community as leaders and mentors. The Puente Program fosters a supportive and inclusive environment for students to be successful learners by offering mentoring, peer mentoring, a designated English tutor, and dedicated English and Counseling Faculty for a year.

The Puente team is composed of two Counseling faculty and two English faculty, working together to support students. Prior to 2023/2024, there was one full time counselor coordinating the program with the support of an adjunct counseling faculty. However, in 2023/2024 a second full-time counseling faculty joined the team with 50% reassigned time, which has supported the stability of the program by ensuring there are two full-time Counseling Co-coordinators.

Over the past 3 years, the Puente team has successfully recruited and supported 162 new students, two new cohorts totaling 54 students each year, while also continuing to support students from previous years. The Puente Program makes every effort to recruit students who have historically been underrepresented in higher education, many who are first generation Latinx students. Over the last 3 years, we have made strides in increasing the number of Latino male students, who have been underrepresented in college enrollment compared to other student groups.

In Fall 2024 the Puente Program, with the support of our college president, opened the Puente Center, which is a physical space for the Puente students to gather, build community, study and participate in team building and academic activities. The Puente Center has been very busy since its grand opening in September 2024. Students have been utilizing the center to study, meet with their English tutor, relax between classes, and participate in team building activities organized and facilitated by the Puente Center professional expert who oversees the space. This center has also contributed to building this sense of community and fostering an atmosphere that is conducive to supportive students' success.

In addition, the Puente team continues to supports the success and academic advancement of the Puente students through intentional activities in and out of the classroom which advance equitable outcomes such as supporting college persistence from fall to spring, completion of the first year of college and persistence to their second year, development and completion of educational goals (AA/AS, AA-T/AS-T, and or transfer) and development of confidence in their skills and abilities to pursue desired educational and career goals.

The Puente Program has demonstrated remarkable success in advancing the college's equity goals. The 2024–2025 Puente cohort was composed of 93 percent first-generation students, with 93 percent identifying as Latinx. Of the 54 students who began the program in Fall 2024, 51 persisted to Spring 2025, reflecting a 94 percent persistence rate. In addition, 83 percent of Puente students successfully completed ENGL 100 in Fall 2024, underscoring the program's strong academic outcomes. Furthermore, 95 percent of students in the Spring 2025 semester participated in the UC Northern California Field Trip, where they visited four University of California campuses, an experience that expanded their transfer awareness, motivation, and sense of belonging in higher education. Collectively, these outcomes highlight Puente's effectiveness in fostering academic success, persistence, and transfer readiness among Latinx and first-generation students, one of the goals outlined in the 2022-25 Student Equity Plan.

Development of OER/ZTC Materials to Reduce Financial Barriers for Students

The high cost of textbooks continues to be a significant equity barrier for students, and the college has made notable progress during the last Student Equity Plan cycle in expanding access to Zero Textbook Cost (ZTC) and Open Educational Resources (OER) to reduce these financial challenges. Through statewide grant funding from the CCCCO, the number of ZTC pathways in development has grown across multiple disciplines with support from our Guided Pathways team. Beginning in Fall 2025, new ZTC programs will include the Communication Studies ADT, followed by the Art History ADT, Geography ADT, and Theatre Arts ADT in Fall 2026. Several programs within Ethnic Studies such as Africana Studies AA, American Indian and Indigenous Studies AA, Asian Pacific Islander American Studies AA, Chicanx and Latinx Studies AAT, Ethnic Studies AA, and the Ethnic Studies for Educators Foundations and Discipline Emphasis Certificates, will also begin in Fall 2026. Additional ZTC pathways will be available in Social Justice Studies (General, Ethnic Studies, and Gender Studies).

We have developed an OER/ZTC and Equity Canvas course for faculty to learn more about developing and adopting OER and collaborating to create ZTC pathways. In Spring/Summer 2025, 25 faculty members received \$500 for completing a Canvas course, contributing to the continued expansion of affordable, accessible, and equity-centered instructional resources for students.

Library Initiatives Supporting Equity, Access, and Inclusion

Over the last three years, the Fullerton College library worked to increase and diversify its resources directed towards the needs of Black/African American and Latinx students. The library received funding to purchase books that reflected the lived experiences, histories, and backgrounds of our increasingly diverse students. To ensure that the books were easily findable and promoted a sense of inclusion among students, the library created numerous displays in conjunction with cultural celebrations and themes.

The library also engaged in outreach and events beyond the physical library. Through its mobile library initiative, librarians and staff attended key events organized by UMOJA and the Cadena Cultural Center, providing opportunities to promote books for Black/African American and Latinx students. To support students online, the library initiated an ongoing series of Online Author Chats, which regularly featured talks by a diverse group of bestselling authors, such as a talk with Pulitzer Prize finalist Lee Hawkins; multiple Spanish language and English language talks with Javier Zamoza, author of *Solito*; and a talk with Silvia Moreno-Garcia whose novel *Mexican Gothic* was read by the library's Leisure Reading Group. The library also experimented with different digital database collections that expanded access to new types of content, such as video and primary sources.

Over the last three years, the library has contributed to several initiatives to reduce course material and technology costs for all students. Through the Hornets Lending Program, the library purchased and loaned thousands of the college's most highly used textbooks. Working with Academic Computing Technologies (ACT), the library provided laptops, WiFi hotspots, and calculators for both short and long-term loans. Also, in conjunction with ACT, the library purchased a new electronic reserves system, providing access to digital versions of select textbook chapters. During Fall 2025, the library hired a new OER Librarian, ensuring that the library will continue to promote equitable access to course materials and technology for all students.

Currently the library is partnered with different divisions (Humanities, Ethnic Studies) departments (Staff Development), and programs (APIDA, Grads to Be, Cadena Cultural Center) to bring a diverse slate of authors to campus to discuss and celebrate their work. The first event of this series took place on October 8, 2025, and featured native Hawaiian poet Brandy Nālani McDougall. Upcoming events will include authors such as Javier Zamora, Danez Smith, Randa Jarar, and Nina G.

Increasing Utilization of Starfish to Support Student Success and Completion

Fullerton College, under our Guided Pathways team, has continued to expand the use of Starfish as a key tool for supporting student completion, transfer, and success. The platform helps programs serving disproportionately impacted (DI) students track participation, assess needs, and evaluate program impact, while also providing early alerts and progress checks that allow timely interventions. As of this cycle, our Student Advocates have made over 50,000 documented contacts and notes through Starfish. Academic Support Center programs (including Hornets Tutoring, the Tutoring Center, the Skills Center, and the Writing Center) along with the Math and Computer Science Tutoring Lounge, are transitioning to tracking appointments through the system. Together, these efforts enhance the college's ability to monitor student engagement, identify support gaps, and strengthen coordinated care across campus.

Advancing Equity Through Structural Transformation

During the last cycle, the college underwent a structural transformation by institutionalizing racial equity through a series of programs and initiatives that reflect a shared, campus-wide commitment to embedding equity as a collective responsibility across all areas of the institution.

These efforts include expanding equity and race-conscious professional development, advancing equitable recruitment and hiring practices, establishing the Division of Ethnic Studies and Student Equity, launching the HSI Transformation Team, and applying for the IEPI Partnership Resource Team Grant to support the college's pursuit of the Seal of Excelencia.

Equity and Race Conscious Professional Development

Under the guidance of our Professional Learning Coordinator, our campus has made significant strides in providing professional development opportunities that directly address student success, culturally responsive pedagogy, and ultimately increase belonging and trust for our DI populations. The efforts in these areas overlap with numerous metrics but ultimately reflect our institutional and structural transformation to increase student success and completion.

Course Redesign for Equity (CoRE): CoRE is a 3-week long training for instructional faculty delivered in a hybrid model. Faculty meet on Zoom for two, 2-hour sessions, with the rest of the instruction delivered asynchronously online via Canvas. CoRE provides culturally responsive teaching principles and serves as an ongoing Community of Practice to support faculty as they revise specific elements of their courses according to key equity building blocks. As of Fall 2025, 92 faculty members (10% of faculty) have participated in CoRE over three cohorts.

Race-Conscious Certificate: The RCC is part of a wider set of efforts aimed at cultivating a culture of race-consciousness at Fullerton College. The certificate was intentionally structured as a 20-hr hybrid-commitment to encourage long-term learning and engagement for increased sensitivity and understanding of race and anti-racist work amongst all employee groups. As of Fall 2025, 54 participants (faculty, managers, and classified staff) have completed the RCC.

Our college will evaluate, during the 2025-2028 Student Equity Plan cycle, if faculty who participate in these professional development opportunities see improved student success, especially for our DI populations.

Creation of the Department of Student Development and Engagement

Established by the Counseling Division in March 2022, the Department of Student Development and Engagement (SDE) was created through a collaborative effort between the campus community and shared governance process to provide a dedicated home for affinity-based programs. Although SDE is a relatively new department, many of its programs have deep roots at Fullerton College emerging from grassroots movements led by students, faculty, and classified staff advocating for equity, representation, and support.

SDE encompasses four key programs: the Cadena Cultural Center, the Grads to Be Program, the LGBTQIA2S+ Resource Program, and the Umoja Community Program. Each program has evolved through intentional restructuring to strengthen student support and align with institutional equity goals. To provide context, the Cadena Transfer Center was restructured into two separate entities (1) the Transfer Center and (2) the Cadena Cultural Center, allowing the Cadena Cultural Center to operate as a standalone program within SDE and the Transfer Center as its own center. This restructure resulted from the Student Equity and Achievement (SEA) Taskforce in 2021 to expand equity efforts more intentionally. Similarly, the Grads to Be Program, originally a sub-program of the Cadena Transfer Center became an independent program when SDE was established. The LGBTQIA2S+ Resource Program, launched just four months prior to SDE's creation, naturally integrated as one of the department's founding programs. The Umoja Community Program, which previously reported to the Dean of Student Services, also transitioned under SDE, enabling more intentional coordination, strategic planning, and advocacy.

While each SDE program provides specialized services and culturally relevant support, the department as a whole serves as a unifying hub, bridging programs, fostering collaboration, and uplifting intersecting student identities. Through this holistic approach, SDE works to integrate resources, provide wraparound services, cultivate brave and affirming spaces, and nurture a deep sense of belonging across the campus community.

Establishment of the HSI Transformation Team

In Fall 2023, our campus embarked on a journey to institutionalize our HSI Transformation Team into a dual-reporting committee, with the aim of improving our “servingness” to create a radically inclusive campus (Garcia, Núñez, Sansone, 2019). The HSI Transformation Team focused on five key priorities: faculty diversification in hiring, strengthening the college’s HSI identity through marketing and branding, expanding culturally relevant practices, building equity infrastructure across the institution, and cultivating campus-wide solidarity. The HSI Team has built a strong and dynamic Latinx History Month program that features a full calendar of events, including Paletas with the President, Conchas with Counselors, the Cruisin’ to College Car Show, Undocumented Student Success Week, and several high-profile speaker series that celebrate Latinx culture, leadership, and student achievement. Their efforts in the 5 key priorities are an essential part of our college’s efforts to not only increase enrollment of Latinx students but ensure we have systems in place to support their academic and personal success. The HSI Transformation Team also played a key role in securing the IEPI Grant, which will help align the team’s goals with the college’s broader efforts to advance race-conscious professional development and pursue the Seal of Excelencia.

Advancing Equity in Recruitment and Retention

One of the primary goals of the previous Student Equity Plan cycle was to strengthen the recruitment and retention of Black faculty and staff, as well as educators who are deeply committed to serving our diverse student population. This goal directly aligns with NOCCCD’s Equal Employment Opportunity (EEO) training, which emphasizes the District’s commitment to hiring diverse faculty and staff to help close equity gaps and foster a campus culture that reflects the District’s core values. As outlined in the EEO training, “If an applicant cannot demonstrate sensitivity to and understanding of diverse community college students, they are not qualified to work in the District.”² In alignment with these principles and the priorities outlined in Fullerton College’s 2022–2025 Student Equity Plan, the college has made measurable progress in advancing the diversity and inclusion of its faculty and staff.

In Fall 2024, a cross-disciplinary team of faculty, classified professionals, counselors, and the college President participated in a two-day institute with Dr. Estela Bensimon at USC on Equity-Minded Leadership Searches, followed by ongoing coaching sessions in Spring 2025. This work also aligned with one of the key priorities of the HSI Transformation Team and provided a framework for implementing intentional and research-based hiring practices that help ensure we recognize the full scope of candidates’ skills, leadership, and lived experience. Over the past year, the college has successfully recruited and promoted Black faculty, classified staff, and administrators whose contributions are strengthening our campus community and enriching the learning experience for all students. Their presence and leadership bring vital perspectives, mentorship, and connections that reflect our students’ realities and aspirations.

As a result of these intentional practices, Fullerton College hired an exceptional and diverse cohort of full-time faculty in Spring 2025. Of the 14 new faculty members, four identify as Black, four as Latinx, three as White, two as APIDA, and one as Native American. We are encouraged by the outcomes of these efforts and look forward to seeing how these more equitable hiring and retention practices contribute to improved student success and institutional transformation in the next SE Plan cycle.

Launching Division of Ethnic Studies and Student Equity

The Ethnic Studies and Student Equity (ESSE) Division officially launched at Fullerton College in Fall 2025 to respond to the rapid growth of Ethnic Studies and to centralize the many campus, district, and statewide initiatives led by its faculty. The division includes three degree-granting departments—Ethnic Studies (ETHS), Chicanx and Latinx Studies (CLS), and African American Studies (AFRS)—as well as two degree-granting programs, Asian and Pacific Islander American Studies (APIS) and American Indian and Indigenous Studies (AIIS). It also houses the Ethnic Studies for Educators Certificate and a forthcoming Restorative and Transformative Justice Certificate planned for Fall 2026. Fullerton College is home to one of the oldest and most robust Ethnic Studies programs in the state, and this legacy continues through ongoing innovation that braids instructional and student services programs within the new division, each designed to center equity and align with statewide initiatives and mandates.

Through a combination of local funding and federal and state grants, the college has established two new centers designed to serve disproportionately impacted (DI) students while also providing dedicated affinity spaces that foster community and belonging for all students. In Fall 2023, the APIDA Resource Center opened, followed by the Rising Scholars Center in Spring 2025. In fall 2023, the Takeoff Grant from USC helped launch a pilot program for Men of Color which has officially been institutionalized as of Fall 2025. These programs and centers represent ESSE's high-impact student services that advance equity and liberation. The new division will also house already established projects such as the college's Hispanic Serving Institution (HSI) initiatives and emerging Black Serving Institution (BSI) efforts. Under this new structure, Fullerton College now has a dedicated dean responsible for leading the SE Plan and coordinating equity-related initiatives across campus. This intentional alignment continues our efforts to unify our planning under a shared vision for institutional transformation. The creation of this division demonstrates Fullerton College's commitment to statewide leadership in advancing innovative instruction and student services that place equity and belonging at the heart of the college experience.

Looking Forward

The 2025–2028 Student Equity Plan charts a roadmap for deepening Fullerton College's identity as an HSI, advancing efforts to become a BSI, and strengthening the college's capacity to serve all disproportionately impacted students with equity and care.

In the upcoming cycle, the college is committed to expanding opportunities for meaningful student input and leadership. The SEA Committee has already increased the number of student representatives from campus student government, ensuring stronger student voices in planning and implementation. The 2025–2028 SE Plan also identifies new opportunities for leadership, research, and decision-making roles that will allow Black and Latinx students to actively shape campus culture while gaining valuable experience. Above all, this plan affirms that equity is not the work of a few programs, but a campuswide commitment to ensure every student—regardless of race, background, or circumstance—has the opportunity to thrive at Fullerton College.

Strategies Across Metrics for 2025-2028 Student Equity Plan

To strengthen enrollment, the college is implementing customer relationship management tools to track every stage of the recruitment process and ensure no student falls through the cracks. Outreach efforts such as the African American High School Conference, the HBCU Caravan, and the Men/Mujeres Achieving Success (MAS) Conference provide culturally relevant entry points, while collaboration among Umoja, Puente, Promise, A2MEND, and APIDA ensures coordinated recruiting and onboarding.

Improving transfer-level math and English completion remains central to eliminating equity gaps. First-Year Experience models are being embedded in English and math gateway courses to connect instruction with culturally responsive strategies, affective domain supports, and student services. The college is doubling faculty participation in CoRE, Umoja, and Race-Conscious Certificate trainings, and expanding Umojafied sections of Statistics and English. Expanded tutoring services, embedded tutoring models, and stronger learning communities provide DI students with a greater sense of belonging and academic support.

To improve persistence, Fullerton College is transforming curricula to be culturally relevant and race-conscious, increasing Umojafied courses, and conducting targeted in-reach to high-enrollment DI classes. Cultural programming, including HBCU tours, Caravans, and African-centered study abroad, will increase belonging, while professional development will equip faculty and staff with equity-driven instructional strategies.

For completion, the college is embedding tutoring within Puente and Umoja courses, training a diverse tutor cohort, and expanding the use of predictive analytics and Starfish to flag students who need additional support. Guided Exit is being scaled to ensure that Latinx and Black students applying for graduation or lacking updated education plans receive proactive counseling.

Fullerton College is actively engaging Black and Latinx students in order to increase their participation in programs such as Honors, UC/CSU Dual Admission, UC TAG and transfer related events and services. Guided Exit ensures all DI students nearing transfer complete at least one proactive check-in with a counselor at key milestones and that they participate in Transfer Canvas Cohorts. Faculty, Umoja, Puente, and other affinity groups will coordinate transfer-focused events, culminating in a celebration of achievement. Recognizing the importance of family, the college has already organized family-centered workshops that embed transfer resources into cultural celebrations such as Puente's Parent Night. Future plans include the development of bilingual outreach and the expansion of translation services. Strengthened partnerships with CSU Fullerton through the Aspen-AASCU Transfer Student Success Intensive further address equity gaps for place-bound students and streamline pathways.

Contact Information

For more information about the Fullerton College Student Equity Plan, please contact:
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Student Equity Plan Contributors

This plan was made possible through the combined effort and collaboration of the college community. Thank you to the members of the Student Equity and Achievement Committee and others who contributed:

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2025-2028 STUDENT EQUITY PLAN

02



Welcome to your 2025-2028 Student Equity Plan

Guidance

The 2025-28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025-28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program (Education Code 78222). Before you move on to writing your 2025-28 Student Equity Plan, it is important to reflect and review your college's 2022-25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college's SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the 'Alignment and Coordination' section on equity efforts to support the goals developed in the student equity plan.

Assurances

- I have read the legislation Education Code 78220 and Education Code 78222 am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- I have read the legislation Education Code 78221 and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- I have read and given special consideration to Education Code 78220 section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

Fullerton College ensures broad and active participation from all campus groups in the development of the Student Equity Plan through an inclusive, iterative, and collaborative process grounded in shared governance and transparency. The Student Equity and Achievement Committee (SEAC) leads this effort and includes representation from all major governance bodies, including the Faculty Senate, Classified Senate, Associated Students, managers, Student Services, and the Office of Institutional Effectiveness. This diverse membership ensures that these stakeholders each play an active role in shaping the college's equity goals and strategies.

To refine key strategies and reflect on the outcomes for each equity metric, SEAC has requested, and will continue to request, annual progress reports from programs and offices whose work is funded by Student Equity funds or whose missions center on equity. These reports allow for cross-campus reflection on outcomes, challenges, and innovations, ensuring that the plan reflects the lived experiences and expertise of those most closely engaged in student success. Multiple drafts of the 2025–28 Student Equity Plan were presented to the Faculty Senate, Classified Senate, Diversity Advisory Committee, Associated Students, and managers' meetings, where participants provided both high-level recommendations and detailed feedback that were incorporated into the final plan.

Student voice is central to this process. In Fall 2025, SEAC expanded the number of student representatives from Associated Students and is committed to offering mentorship and professional development opportunities to strengthen their leadership capacity throughout the implementation cycle. This includes inviting students to attend the SEPI Convenings and other professional development. Moving forward, SEAC will continue to engage students through focus groups with Umoja and Puente participants, participatory data discussions, and leadership opportunities in subcommittees related to key metrics.

This collaborative process ensures that equity planning is not done in isolation but through active engagement and accountability across all groups on campus. By embedding equity planning within shared governance and maintaining continuous feedback loops, Fullerton College ensures that the Student Equity Plan remains responsive to the needs of its community and reflective of the collective commitment to advancing racial equity and student success.

- I have read the legislation Education Code 78220 and understand per Education Code section (c) the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”**

- I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.**

Race Consciousness

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans provides information on race-consciousness strategies and student equity planning.

Fullerton College developed the 2025–28 Student Equity Plan through a race-conscious lens, building on three years of work and recent structural shifts. Since January 2025, Student Equity & Achievement (SEAC) co-chairs and campus stakeholders have participated in the SEPI Collective and will join the December 2025 convening to plan implementation. Recent institutional changes anchor this plan: the institutionalization and expansion of the Umoja Community Program (with a coordinator, counselor, analyst, and therapist), the launch of the Division of Ethnic Studies and Student Equity (ESSE) to braid instruction and student services, the HSI Transformation Team to advance “servingness”, and equity-minded hiring reforms aligned with District EEO training that diversified our latest faculty cohort. These shifts are reinforced by race-conscious teaching and support infrastructures including the Course Redesign for Equity (CoRE), a Race-Conscious Certificate, targeted FYE engagements in English and Math, expanded tutoring and learning spaces, and collegewide use of Starfish for early alerts and coordinated care.

The plan operationalizes race-consciousness by aligning people, resources, and policy to the points of greatest need. To rebuild Black enrollment, belonging, and transfer, we will scale the Umoja learning community and Umojaified sections, grow visibility and belonging through the Black Grad Ceremony, and partnerships like HBCU Caravan aligned with the CCC–HBCU transfer pathway. To close Latinx gaps, especially in transfer-level completion and transfer, we will expand Puente and provide more outreach materials in Spanish. To improve degree completion for Black and Latinx students, we will accelerate ZTC and OER pathways across multiple ADTs (including Ethnic Studies programs), strengthen culturally relevant pedagogy, and expand Guided Exit. Basic needs supports such as food, CalFresh assistance, transportation, lending library, technology loans, and emergency resources will remain embedded as core equity strategies for success.

Progress will be reviewed annually at a Spring retreat dedicated to collaborative data analysis and improvement before submitting the annual update. Student voice will expand through additional seats on SEAC and focus groups with Umoja and Puente participants. We will measure, reflect, and report using the structures we have institutionalized to remove race-based barriers, close equity gaps, and improve success for all students.

I have read Education Code 78220 section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Local Review Process and Schedule

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

Fullerton College will implement a collaborative, data-informed process to ensure ongoing review and evaluation of the 2025–28 Student Equity Plan and its alignment with institutional equity goals. The process will be led by the Student Equity and Achievement Committee (SEAC) in collaboration with the Division of Ethnic Studies and Student Equity (ESSE), and Office of Institutional Effectiveness. Together, these groups will review progress on each equity metric, analyze disaggregated outcomes for disproportionately impacted student populations, and recommend adjustments to improve implementation.

To strengthen coordination across initiatives, the college is developing a crosswalk document that maps the objectives and strategies of the Student Equity Plan, the Fullerton College Strategic Plan, the Institutional Effectiveness Partnership Initiative (IEPI) grant, HSI Transformation Team, and the Seal of Excelencia framework. This crosswalk will ensure that equity-related efforts are integrated rather than siloed, creating shared accountability across divisions and programs. The IEPI grant will specifically support the institutionalization of equity alignment by funding the infrastructure, coaching, and analysis needed to track progress toward these common goals.

Review and evaluation will occur on a defined cycle. Each December, departments and programs supported by equity funds will submit brief progress reports summarizing their activities, outcomes, and data. In the spring, SEAC will host a dedicated data review retreat where faculty, staff, managers, and student representatives collaboratively assess the effectiveness of strategies, identify gaps, and propose modifications for the upcoming year. Findings will be shared with shared governance bodies to inform resource allocation, planning updates, and campus-wide accountability.

Bi-annual check-ins will be scheduled to track implementation milestones, review updated data dashboards, and ensure coordination between SEAC and other major equity initiatives. Annual update reports will also be published and shared with the campus community to promote transparency and continuous improvement. Through this structured and inclusive review process, Fullerton College will ensure that the Student Equity Plan remains a living document that drives measurable progress toward racial equity, institutional coherence, and lasting transformation.

College Contact Information

| Name | Role |
|----------------------|--|
| Ziza Delgado Noguera | Project Lead |
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| Henry Hua | Approver: Chief Business Officer |
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| Sonia De La Torre | Approver: Chief Student Services Officer |
| Bridget Kominek | Approver: Academic Senate President |
| Jennifer Merchant | Approver: Guided Pathways Coordinator/Lead |

2022-2025 Student Equity Plan Reflection

Guidance

Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge. In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes. To help you respond to the following equity plan reflection questions related to the target outcomes stated in your 2022-25 Student Equity Plan, please reference the link below to review your most recent SEA Annual Report.

Reflection

For Reference: [SEA Plan 2022-2025](#)

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings

What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan.

Reflecting on the 2022-2025 Student Equity Plan cycle and recent data, we recognize that equity gaps stem from intersecting historical and contemporary institutional factors as well as broader systemic inequities. The COVID-19 pandemic disproportionately affected vulnerable communities and reshaped K-12 and higher education, deepening inequities that continue to impact student outcomes. Rising violence against Black, Indigenous, Latinx, Asian American, Pacific Islander, LGBTQIA2S+, undocumented and immigration-impacted communities further underscore the urgency of sustaining equity-minded approaches that center disproportionately impacted (DI) students.

Between 2022-2025, significant leadership transitions renewed our institutional focus on equity, with attention to Black and Latinx student success. Guided by the framework of “servingness”—moving from enrolling Latinx students to intentionally serving them (Garcia, Núñez, Sansone, 2019)—two major initiatives were launched in 2024: the HSI Transformation Team and the Ghana Delegation, which evolved into the North Star Committee.

The HSI Transformation Team advanced five priorities: diversifying faculty hiring, strengthening HSI identity through branding, expanding culturally relevant practices, building equity infrastructure, and cultivating campus-wide solidarity. In fall 2024, the Ghana Delegation attended the All-African Diaspora Education Summit inspiring the creation of the North Star Plan with institutional recommendations to strengthen pathways for students of the African Diaspora. Presented at Spring 2025 convocation, the plan includes connecting students to EOPS, CARE, and CalWORKs; expanding mentoring; and supporting faculty integrating Umoja-informed practices through professional development.

As of Spring 2025, these efforts have resulted in two standing bodies—the HSI Transformation Team and the North Star Committee—that are embedding racial equity into structures and practices. Together, they represent a multilevel approach: shifting campus culture to address racial equity explicitly and collaboratively, while institutionalizing it through infrastructure, policies, and programs.

Through this work, the college has strengthened alignment between campuswide equity strategies, Vision 2030 goals, and the Student Equity Plan. Most importantly, equity is increasingly recognized not as a separate initiative but as a shared, institutional responsibility.

Plan Continuity

Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan.

Approaching equity through a “servingness” lens has allowed our campus to develop intentional strategies that reflect a broader, more critical, and race-conscious approach to serving students. This framework will continue to guide the 2025–28 Student Equity Plan as we move beyond access to ensure equitable experiences and outcomes for Black and Latinx students. Our goal is to create lasting, campuswide practices that persist even after specific gaps are narrowed.

To ensure continuity between the 2022–25 and 2025–28 plans, we will: (1) maintain institutional support for racial equity initiatives by strengthening structures that sustain growth; (2) improve collaboration across divisions to build collective momentum toward systemic transformation; (3) expand data-informed decision-making to refine the application of servingness; and (4) leverage the new Division of Ethnic Studies and Student Equity, with its dean co-chairing Student Equity & Achievement Committee (SEAC), to provide consistent leadership and follow-through between reporting periods.

For Black student populations, our current goal is to become a Black-Serving Institution. We recognize that increasing enrollment must be paired with infrastructure that fully supports Black students throughout their educational journey and beyond. Programs like Umoja have been central to this work, offering academic and cultural programming, building university partnerships, and expanding student and staff engagement. In 2023, the addition of a Special Projects Manager to lead A2MEND further strengthened support for Black male students. In spring 2026, the Men of Color Center will open adjacent to the Umoja Community Program. Collectively, these efforts have advanced retention, completion, transfer, and a stronger sense of belonging. Moving forward, the 2025–28 plan emphasizes that Black Student Success is a shared responsibility across the college and beyond.

We have also learned that professional learning is essential for sustained progress. The Professional Development Office has launched initiatives such as the Race-Conscious Certificate, Course Redesign for Equity (CoRE) training, and DEIA Hiring Trainings. These efforts deepen awareness of systemic inequities and help institutionalize equity-minded practices among faculty and staff. Continuing these professional learning opportunities will be central to cultivating a campus culture that actively reduces equity gaps.

Executive Summary

- Executive Summary URL:
- PDF Upload:

Student Populations Experiencing Disproportionate Impact

Guidance

The baseline college and system goal for each metric in the Student Equity Plan is to eliminate disproportionate impact (DI), as well as to increase overall student success with equity. Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps. Within each of the five metric sections, colleges are asked to provide key strategies on how to achieve the goals for the populations experiencing DI. Colleges are also provided the opportunity to set additional goal.

Please review the Metric and DI Population Summary table below with your planning colleagues and see the data shown as a starting point for further discussion on the experiences of students on your campus and what key strategies are necessary to support the identified specific groups in this 2025-28 student equity plan. Colleges are encouraged to use local data and/or additional data provided by the Chancellor's Office (ex. Data on Demand, DataVista) to drill down further and explore the root causes of these equity gaps before proposing key strategies in the next sections.

Disproportionate Impact (DI) Definition:

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:

The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: CCCCO Percentage Point Gap Minus One (PPG-1)

For further information on the Metric and DI Population Summary table, see this resource: Student Equity Plan 2025-28 Metrics

SUCCESSFUL ENROLLMENT

03



Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Successful Enrollment for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.

<https://datavista.cccco.edu/resources/38> (300C)

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Successful Enrollment. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics).

SUCCESSFUL ENROLLMENT

| Student Population | Successful Enrollment % of students for 2022-23 (Baseline Year) | Successful Enrollment # of students for 2022-23 (Baseline Year) | GOAL 1 Eliminate Disproportionate Impact | | GOAL 2 Fully Close Equity Gap | |
|----------------------------|---|---|---|---------------------------------------|--|---|
| | | | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population | 17.0% | 4230 | N/A | N/A | N/A | N/A |
| DI: Black/African American | 8.7% | 103 | 6.7% | 80 | 8.7% | 104 |
| DI: White | 7.2% | 949 | 18.6% | 2436 | 20.6% | 2698 |

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment, as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians. (Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation)

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

- Yes, our college has additional goals.

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

The college aims to achieve Black Serving Institution designation by enrolling at least 10% or 1,500 Black students in each term by 2029. In fall 2024, 1,104 Black students enrolled, including those categorized as Hispanic and Two or more race/ethnicities using the Integrated Postsecondary Education Data System (IPEDS) categories. The goal is part of the college's recently updated strategic plan, with a subcommittee established to track progress.

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

- Implement a customer relationship management (CRM) software to help Campus Communications, Outreach, Promise, and Admissions & Records keep track of the different steps of the prospective student recruitment process: prospect, inquiry, application, orientation, enrollment, and attendance.
- Provide culturally relevant programming for local high school students, such as an African American High School Conference and the Men/Mujeres Achieving Success Conference (MAS).
- Improve collaboration between special programs and services with Outreach and Admissions and Records (ex: Umoja, Promise, A2MEND, Puente, APIDA) including coordinating recruiting, onboarding, and the reporting of individuals in cohorts so that students are aware of programs but are not overwhelmed with duplicated messaging.

Additional Key Strategies for Overall Student Population (if applicable)

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population?

- None/Not Applicable

COMPLETED BOTH TRANSFER-LEVEL MATH & ENGLISH

04



Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completed Both Transfer-Level Math and English metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Completed Both Transfer-Level Math and English metric for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district. <https://datavista.cccco.edu/resources/39> (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics).

COMPLETED BOTH TRANSFER-LEVEL MATH & ENGLISH

| Student Population | % of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year) | # of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year) | GOAL 1 Eliminate Disproportionate Impact | | GOAL 2 Fully Close Equity Gap | |
|-------------------------------|---|---|---|---------------------------------------|--|---|
| | | | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population | 16.0% | 834 | N/A | N/A | N/A | N/A |
| DI: Black or African American | 9.0% | 12 | 2.8% | 2.4 | 7.3% | 10 |
| DI: Hispanic | 14.7% | 417 | 0.1% | 1 | 3% | 86 |

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above.

If there are no additional student populations, please proceed to the next step.

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer- Level English can be found here on DataVista: [Data Vista: Data View - Single Metric – NSA Students](#)

GOALS

Completed Transfer-Level Math & English

There are two related goals for Completed Transfer- Level Math and English: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for the Completion of Both Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer- Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion of Transfer-level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity, the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for the Completion of Both Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark.

- Yes, our college has additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

- From our college's 2025-2029 Strategic Plan: Goal 2 - Equity in Support; Objective 4: Increase equitable access to academic support for students in courses with identified disproportionate impact.
- From our college's 2025-2029 Strategic Plan: Goal 3 - Equity in Success; Objective 4: Increase employee participation in sustained, multi-session DEIAA-focused professional development.

Key Strategies to Advance Transfer-Level Math & English Goals

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in completing Transfer-Level Math and English. Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Both Transfer-Level Math and English and meet the above goal(s) for your identified DI student population(s).

Disproportionately Impacted Student Population(s)

- Embed First Year Experience in MATH C1000/STAT C1000 and ENGL C1000 courses that incorporates:
 - culturally responsive strategies for improving classroom sense of belonging
 - affective domain support
 - student service resources into course content
- Increase the number of math and English faculty participating in CoRE, RCC, and Umoja training to 10%, with an emphasis on full-time faculty; then, work with CoRE/RCC alums to develop in-house trainings for the math and English departments.
- Double the number of Umojafied sections of STAT C1000/STAT C1000E and ENGL C1000/C1000E.
- Expand access and use of math and English tutoring for DI populations by increasing tutor recruitment for introductory math, enhancing the Math & Computer Science Tutoring Lounge to foster belonging and engagement, and developing innovative embedded tutoring models for introductory math and English courses, aligning with our Strategic Plan goal of equitable academic support.

- Intentional support campaigns, via Student Success Advocates and summer START program, focused on both registering for math and English in year one and success in those courses for students in DI populations.

Additional Key Strategies for Overall Student Population (if applicable)

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in the Completion of Both Transfer-Level Math and English and meet the above goal(s) for the overall student population?

- Yes, our campus has additional key strategies
- Develop easily accessible repositories of instructional materials/resources to support math and English faculty with the following:
 - active, collaborative, and project-based learning
 - equitable and growth mindset-informed grading strategies
 - improved consistency of instructional delivery across sections of MATH and ENGL taught by full-time and adjunct instructors.

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

05



Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Persistence for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.
<https://datavista.cccco.edu/resources/40> (453C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics.

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

| Student Population | Persistence % of students for 2021-22 (Baseline Year) | Persistence # of students for 2021-22 (Baseline Year) | GOAL 1 Eliminate Disproportionate Impact | | GOAL 2 Fully Close Equity Gap | |
|----------------------------|---|---|---|---------------------------------------|--|---|
| | | | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population | 70.2% | 2972 | N/A | N/A | N/A | N/A |
| DI: Black/African American | 52.7% | 58 | 8.6% | 10 | 17.9% | 20 |
| DI: First Generation | 66.6% | 1269 | 4.4% | 84 | 6.5% | 124 |
| DI: White | 65.6% | 401 | 1.6% | 10 | 5.3% | 33 |

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS

Persistence Equity Goals

There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity, the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark.

- Yes, our college has additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

- From our college's 2025-2029 Strategic Plan Goal 1 - Equity in Access, Objective 1: Reduce identified equity gaps for Black students in first-year English and math completion, persistence, degree/certificate completion, and transfer attainment.

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

- Transform course content and teaching to be culturally relevant and race conscious. Expand faculty participation in Umoja SLI and increase officially recognized Umojafied courses to help Black and First-Generation students see themselves as scholars who are reflected in the curriculum.
- Prioritize in-reach to courses with high Black and First-Generation enrollment, sharing key services, programs, and enrollment deadlines.
- Offer cultural programs that reconnect students with African heritage, such as HBCU tours, HBCU Caravans, and African-centered study abroad. Pursue designation as a Black-Serving Institution to foster Black Excellence, joy, intellect, and professional networks to infuse servingness in and out of the classroom.
- Develop and incentivize training for faculty, staff, and administrators that deepens understanding of structural and historical barriers impacting Black and First-Generation students and equips them with equity-driven instructional and service strategies.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable student Persistence for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in student Persistence and meet the above goal(s) for the overall student population?

- Yes, our college has additional key strategies for the overall student population
- Leverage technology to ensure all students, including online learners, can access counseling, career services, library resources, and other student support equitably.

COMPLETION

06



Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completion metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Completion for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. <https://datavista.cccco.edu/resources/41> (619C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

COMPLETION

| Student Population | % of Students Completed selected journey for 2019-20 (Baseline Year) | # of Students Completed selected journey for 2019-20 (Baseline Year) | GOAL 1 Eliminate Disproportionate | | GOAL 2 Fully Close Equity Gap | |
|----------------------------|--|--|--------------------------------------|---------------------------------------|--|---|
| | | | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population | 15.0% | 832 | N/A | N/A | N/A | N/A |
| DI: Black/AA | 9.0% | 21 | 2.7% | 7 | 6.3% | 15 |
| DI: First Gen. | 12.7% | 342 | 2.6% | 70 | 4.6% | 124 |
| DI: Male | 11.5% | 312 | 5.0% | 135 | 7.0% | 189 |
| DI: Foster Youth | 5.6% | 4 | 4.3% | 4 | 9.6% | 7 |

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS

Completion Equity Goals

There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I) Increase with equity, the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity, the number of California community college students who earn an associate degree for transfer. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1— Completion, Outcome 2b—Baccalaureate Attainment)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcomes and Benchmarks.

- No, our college does not have additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

- Not Applicable/None

Key Strategies to Advance Completion Goals

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Completion. Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates and meet the above goal(s) for your identified DI student population(s).

Disproportionately Impacted Student Population(s)

- Increase equitable access to academic support programs by hiring a diverse cohort of tutors, providing training on creating inclusive spaces, and partnering with special programs (ex: Puente, Umoja) to provide embedded tutoring in reserved course sections.
- Implement the use of predictive analytics and proactive interventions through the integration of early alert software (ex. Starfish) in courses with large equity gaps, with a focus on Black students.
- Expand the “Guided Exit” program which provides direct outreach and educational planning support to Latinx and Black students who apply for graduation or do not have recent ed plans.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population?

- Yes, our college has additional key strategies for the overall student population
- Create comprehensive online, night, and weekend programs, that include modality specific non-instructional supports, to increase access for students.

TRANSFERRED TO A FOUR- YEAR

07



Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Transferred to a Four-Year metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Transferred to a Four-Year metric for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort. [https://datavista.cccco.edu/resources/42\(620C\)](https://datavista.cccco.edu/resources/42(620C))

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

TRANSFERRED TO A FOUR- YEAR

| Student Population | % of Transfer Students for 2018-19 (Baseline Year) | # of Transfer Students for 2018-19 (Baseline Year) | GOAL 1 Eliminate Disproportionate | | GOAL 2 Fully Close Equity Gap | |
|-----------------------------------|--|--|--------------------------------------|---------------------------------------|--|---|
| | | | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population | 32.2% | 647 | N/A | N/A | N/A | N/A |
| DI: Econ Disadvantaged | 30.8% | 474 | 4.4% | 69 | 6.7% | 104 |
| DI: First Generation | 25.1% | 209 | 9.5% | 79 | 12.4% | 104 |
| DI: Hispanic (Latine/x) | 28.3% | 308 | 6.1% | 67 | 8.8% | 96 |
| DI: Male | 27.8% | 259 | 5.6% | 52 | 8.4% | 79 |
| DI: American Indian/Alaska Native | 0.0% | 0 | -18.6% | 1 | -32.4% | 1 |

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year

GOALS

Transfer Equity Goals

There are two related goals for Transfer: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment)

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcomes and Benchmarks.

- No, our college does not have additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

- Not Applicable/None

Key Strategies to Advance Transfer Goals

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Transfer. Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates and meet the above goal(s) for your identified DI student population(s).

Disproportionately Impacted Student Population(s)

- Increase participation of Black and Latinx students in transfer-advantage programs such as Honors, UC/CSU Dual Admission, Dual Enrollment, HBCU Caravan, and UC TAG. Recruitment will be coordinated with affinity programs through targeted outreach, workshops, and advising to ensure that disproportionately impacted students access and benefit from these pathways. Support from university staff will be essential to the success of this strategy.
- Enhance Guided Exit by ensuring all Black and Latinx students nearing transfer complete at least one counselor check-in at key milestones (plan, application, aid). Track participation in Transfer Canvas Cohorts and document students receiving application guidance through the gathering of disaggregated data and the creation of data dashboards. Partner with Umoja, Puente, EOPS and others to align at least three transfer-focused events annually, culminating in a celebration with attendance tracked by race/ethnicity.
- Engage Latinx families by developing opportunities for families to learn about transfer pathways and opportunities (in English and Spanish) and hold events where students can invite family members. Develop materials in Spanish and make translation services available at major events.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer rates for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population?

- Yes, our college has additional key strategies for the overall student population
- Encourage faculty engagement in transfer efforts by sharing best practices such as embedding information about transfer resources in Canvas, showing interest in students' transfer goals, integrating transfer-related conversations into course content, hosting discipline specific transfer events etc. These strategies can be shared during Flex Day sessions at the start of each semester and as additional professional development opportunities.

Transfer Emphasis

While the work and efforts for all student success metrics are crucial to the success of our students, the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1)

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer- intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.*

*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Fullerton College's strategies to improve transfer outcomes are grounded in research, best practices, and a race-conscious approach. They draw from the RP Group's Through the Gate and African American Transfer Tipping Point studies, recommendations from the North Star Committee, insights from the National Institute for the Study of Transfer Students (NISTS), and lessons from the Aspen-AASCU Transfer Student Success Intensive.

The RP Group emphasizes connecting with students at multiple points to ensure readiness and help them make it "through the gate." Research shows Black students are more likely to transfer once milestones are reached, yet too few do. To address this, the college is developing dashboards with disaggregated data to track progress and enable early intervention. This requires staffing, technology, and collaboration with Institutional Effectiveness to sustain high-touch, data-informed support.

The North Star Committee recommends expanding opportunities that foster belonging and increase DI student participation in programs such as Honors, university tours, and the HBCU Caravan. NISTS research highlights the importance of family engagement, particularly for Latinx students. In response, the college is broadening family-inclusive programming through workshops and cultural events such as Puente's Parent Night, where students and families can also access transfer resources.

Faculty play a central role by discussing transfer in class, sharing experiences, and connecting students to resources—normalizing transfer as an expectation. Flex Day offers training and strategies, while discipline-based events and clubs—such as Psychology Day and STEM organizations—feature alumni panels and guest speakers. These touchpoints help students envision themselves as transfer-ready and expand awareness of opportunities.

Partnership with CSU Fullerton through the Aspen-AASCU initiative further strengthens pathways and reduces barriers. Because many DI students are place-bound, enhancing this relationship directly addresses equity gaps. Seamless pathways also benefit Latinx and other DI students by recognizing factors shaping transfer choices, including family commitments, cost, and commuting.

Together, these strategies—data-informed interventions, family and faculty engagement, and strengthened partnerships—build clearer, more equitable transfer pathways aligned with Vision 2030.

INTENSIVE FOCUS

08



Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Guidance

After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan. (minimum of one population is required, maximum of three).

- Fullerton College Student Populations Experiencing DI Selected for Intensive Focus:
 - Black and Latinx

Current Challenges/Barriers

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

Over the last few years, our campus has strengthened our HSI designation through servingness and begun efforts toward becoming a Black Serving Institution (BSI). While progress has been made, several cross-cutting challenges remain:

Access to Real-Time Disaggregated Data

Historically, data disaggregated by race, ethnicity, and other categories was inconsistent, limiting programs' ability to measure enrollment, service use, and outcomes. This limited efforts to identify equity gaps, evaluate programming, and address the diverse needs of our student population.

Cultural Competency and Trauma-Informed Approaches

Our campus has increased training in cultural competency, responsiveness, and trauma-informed practices, but efforts must be expanded. To better serve Latinx students and families, access to bilingual/multilingual services must grow. For Black students, issues of belonging persist, underscoring the need for culturally relevant curriculum and faculty committed to creating inclusive learning environments.

Instructor Participation and Collaboration

Professional learning opportunities around culturally responsive teaching have expanded, yet faculty participation remains inconsistent. Greater adoption of collegewide tools like Handshake and Starfish is also needed. Additionally, more attention must be given to understanding faculty-student relations and student classroom experiences.

Partnerships and Collaborations Across Campus

Support for Latinx and Black students has often been led by affinity programs, such as Umoja. While vital, this work must be shared across all academic and student affairs areas to holistically serve disproportionately impacted students.

Consistent Funding and Permanent Staffing

Equity efforts require sustainable funding and staffing, as well as the recruitment and retention of existing staff of color, specifically Black faculty and staff. Vacancies and turnover have slowed growth, while inequitable policies around travel and reimbursement hinder staff. Adopting pre-payment processes and district credit cards, as used across the system, would reduce barriers for first-generation professionals leading student services. These changes ensure staff can focus on advancing opportunities, such as college tours and professional development, without the burden of upfront costs.

Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

- How will your college address and overcome the challenges and/or barriers shared above?**
- What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?**
- What resources, structures, and/or support will be utilized to effectively accomplish this action plan?**

Fullerton College's equity action plan is designed to directly address systemic barriers affecting Black and Latinx students while advancing student success across all five metrics: Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion. Our strategies integrate academic and student affairs, leverage institutional resources, and strengthen community partnerships to create sustainable impact.

Over recent years, our campus has identified several persistent challenges. Limited access to real-time, disaggregated data by race, ethnicity, and other identities has constrained programs' ability to track enrollment, participation, and outcomes, making it difficult to identify gaps and tailor support effectively. To address this, the college is expanding data infrastructure and establishing regular departmental and divisional reporting cycles, enabling timely, data-informed interventions.

Uneven implementation of cultural competency and trauma-informed practices has also hindered student belonging. While professional learning has expanded, Black students continue to report feelings of exclusion, and Latinx students and families often lack sufficient bilingual or multilingual services. Fullerton College is scaling training opportunities, embedding culturally relevant curriculum across disciplines, and expanding multilingual outreach, ensuring classrooms and services foster belonging for all students.

Instructor participation in equity-focused initiatives remains inconsistent. To strengthen engagement, the college will incentivize participation, embed equity learning in evaluation and professional growth, and create peer-led communities of practice. Feedback loops with students will provide insights into classroom dynamics and inform improvements.

Historically, equity work has been concentrated in affinity programs like Umoja and Puente, leaving responsibility unevenly distributed. Moving forward, culturally responsive practices will be institutionalized across academic and student services, ensuring all students benefit from holistic support. Sustainable growth also requires consistent funding and staffing. The college will prioritize positions for equity programs and transform inequitable administrative policies—such as delayed reimbursements—through pre-pay processes and district credit cards, enabling staff to focus on advancing student opportunities and professional development.

Our strategies are multifaceted. Family-inclusive programming, expanded evening/weekend services, and centralized resource access will strengthen belonging. Basic needs support—covering food, housing, transportation, and mental health—will be embedded in equity-driven programs, including Rising Scholars, Umoja, Puente, LGBTQIA2S+, and the APIDA Amplified Center. Professional learning such as the Race-Conscious Certificate, DEIA book clubs, CORE, Pronouns 101, and UndocuAlly Training will continue and expand, adding specialized training on undocumented student support and trauma-informed practices.

Students will be central to these initiatives. Paid leadership opportunities, research roles, and decision-making positions will enable Black and Latinx students to shape campus culture while developing professional skills. Increasing student representation in our Student Equity and Achievement Committee will ensure closer collaboration with our campus student government. Scholarships and emergency aid for disproportionately impacted students, including undocumented students, will remove financial barriers to participation. Program-level collaborations—like embedded tutoring in learning communities, Umoja-specific courses in English, Counseling, and Ethnic Studies, and the Men of Color Center—illustrate how equity is embedded into both curriculum and co-curricular experiences. Summer residential transfer programs, a Black Student Scholarship for study abroad, and the Black Student Success High School Conference further demonstrate our commitment to student advancement.

Institutional processes such as Program Mapping, Early Alert/Predictive Analytics (Starfish), and Guided Exit will support seamless academic pathways and strengthen cross-departmental communication. The HSI Team and its equity-focused subcommittees will provide accountability, ensuring alignment with institutional goals. External partnerships with high schools and community organizations will expand culturally responsive recruitment, family engagement, and transfer support, connecting students to broader networks that reinforce their success.

Success will be measured both quantitatively—through increased enrollment, persistence, transfer-level completion, transfer, and overall completion for Black and Latinx students—and qualitatively, through improved belonging, stronger faculty-student relationships, expanded use of basic needs resources, and increased representation of Black and Latinx faculty and staff. Ultimately, success reflects a campus where equity is not confined to a few programs but embedded across the institution, ensuring all students thrive.

STUDENT EDUCATION PLANS

09



Guidance

Per [Education Code 78222 \(b\)\(4\)](#), as a condition of the receipt of SEA funds, districts shall “provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph.” Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, especially in concert with strategic enrollment management, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: “decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).” - [Vision 2030: A Roadmap for California Community Colleges](#) (page 10)

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Completed Comprehensive Student Education Plans

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student’s declared course of study. (Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student’s declared course of study along with all required courses and other requirements needed to complete each term to achieve the student’s declared course of study (i.e., degree, certificate, transfer, apprenticeship)

STUDENT EDUCATION PLANS

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)

| Academic Year Cohort (include summer and winter sessions if applicable) | Total Number of Enrolled Students in Cohort | # of Students who Received a Comprehensive Ed Plan by end of First Primary Term | % of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term | # of Students who Received a Comprehensive Ed Plan by end of First Academic Year | % of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year |
|--|---|--|---|---|--|
| Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023) | 3,534 | 622 | 17.60% | 1020 | 28.90% |
| Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023) | 626 | 53 | 8.50% | 74 | 11.80% |
| Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024) | 3509 | 484 | 13.80% | 889 | 25.30% |
| Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024) | 847 | 103 | 12.20% | 153 | 18.10% |

STUDENT EDUCATION PLANS

Using local college data and the CCCCO Percentage Point Gap Minus One (PPG-1), identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.

| | Total Number of Enrolled | # of Students who Received a | % of Students who Received a | # of Students who Received a | % of Students who Received a |
|---------------------------|--------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| American Indian/Alaska | 27 | 1 | -11.15 | 1 | -21.45 |
| Asian | 707 | 188 | 12.84 | 276 | 15.22 |
| Black or African American | 264 | 27 | -4.74 | 51 | -5.95 |
| Filipino | 2 | 1 | 35.19 | 1 | 24.92 |
| Latinx | 5197 | 766 | -0.2 | 1300 | -0.17 |
| Native Hawaiian/Pacific | 28 | 0 | -14.87 | 2 | -18 |
| Other/Unknown | 179 | 31 | 2.55 | 46 | 0.63 |
| Two or More | 672 | 100 | 0.07 | 195 | 4.27 |
| White | 1440 | 148 | -5.47 | 264 | -8.12 |

Highlighted = DI using PPG method

Comprehensive Plan Implementation for DI Student Population

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

Fullerton College is committed to ensuring that disproportionately impacted (DI) students receive a comprehensive educational plan early in their academic journey, with primary delivery in the first semester and full implementation by the end of the first year. To achieve this, Student Services continuously evaluates and enhances its programs through coordinated faculty engagement, professional development, and strategic resource allocation.

Key strategies include deepening collaboration between the Career Center and Counseling Center to provide early and integrated career exploration and planning. The college is refining DegreeWorks templates to establish Comprehensive Education Plans (C-SEPs) as the primary tool guiding students' academic pathways, reducing reliance on A-SEPs, and ensuring plans accurately reflect prior coursework. Operational processes will be strengthened to guarantee C-SEPs are completed correctly, and data consistently documents student-counselor interactions.

Intentional outreach to Black and Latinx students without a C-SEP will be conducted, focusing on those completing their first year or those who have applied for a degree but are ineligible. Weekly embedded counseling at high schools and on-campus sessions will facilitate the completion of abbreviated education plans when needed. Partnerships with program managers and faculty will promote awareness and timely completion of C-SEPs among DI and transfer-intending students through classroom visits, embedded programming, incentive structures, and engagement via Starfish.

Professional development will include targeted training for full-time and part-time counselors on cultural competency, equity-minded counseling, and the pivotal role of C-SEPs in closing opportunity gaps. The college will also maintain a robust Athletic Counseling team to support student-athlete success and will enhance its Counseling Center website to better communicate the importance of meeting with a counselor. Collectively, these strategies aim to provide DI students with structured, equitable, and accessible pathways, ensuring timely progress toward their academic goals while fostering a campus culture centered on student success.

Comprehensive Plan Implementation for ALL Students

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

Counseling faculty engage with students both at local high schools and on campus during New Student Advising sessions and other outreach-driven events to support the timely completion of educational plans. Throughout the first year, students in multiple programs meet with counseling faculty to develop a comprehensive education plan, guided by intentional data-driven outreach with a focus on DI populations.

Major Discovery Day (MDD) exemplifies proactive student support, connecting students to academic advising, campus resources, and career exploration opportunities. First-generation and other DI students are intentionally engaged, with counseling faculty on hand to provide guidance and assist with the completion of comprehensive education plans (C-SEPs). The event also supports the use of tools such as Program Mapper to help students refine academic goals and, if needed, adjust their program of study.

Technology is leveraged to reinforce these efforts. Platforms including Starfish and Element 451 deliver automated, milestone-based “nudges” through myGateway, email, and SMS to students who have not completed a C-SEP. Integration with myGateway ensures these messages appear alongside critical announcements making them highly visible to students.

Finally, the college has established intentional data-sharing practices with student services managers to reduce duplication of effort, optimize outreach, and increase C-SEP completion rates. Collectively, these strategies support equitable outcomes, preparing students for successful transfer, meaningful employment, and long-term economic mobility.



Vision 2030 Equity Alignment and Coordination

Guidance

Education Code 78220 (a)(4) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. Please collaborate with these programs/support services in your response to the questions below while keeping in mind the goals you developed for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.

Vision 2030: A Roadmap for California Community Colleges provides a systemwide approach designed to ensure inclusivity and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or to complete a baccalaureate degree. Vision 2030 asks us to consider “what access means when we lead with equity,” centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justice- impacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have completed high school but have not earned a college credential—a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning—especially in ways that transform processes and student experiences to bolster equity efforts.

As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in Vision 2030: A Roadmap for California Community Colleges.

Guided Pathways

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Fullerton College continues to align SEA and equity-centered efforts with Guided Pathways by transforming structures, scaling initiatives, and embedding equity practices across the student experience.

Transforming Structures

The college has expanded staffing to sustain cross-campus alignment in instruction, student services, and equity planning. Faculty equity-professional learning is embedded within Staff Development, building shared capacity for culturally responsive practices, academic identity-building, and fostering belonging.

Scaling Key Initiatives

- First Year Experience (FYE): Now serving over 5,400 students in English, math, and Business, with expansion planned for Ethnic Studies and STEM. FYE integrates career exploration, academic mindsets, support resources, and belonging activities into regular course instruction. Outcomes show persistence gains for Black and Latinx students and improved English completion for Latinx students.
- Zero Textbook Cost/Open Educational Resources (OER/ZTC): To reduce affordability barriers, the college is scaling ZTC pathways in ADTs (Communication Studies, Art History, Theatre, Geography) and Ethnic Studies/Social Justice programs. A new OER/ZTC Equity course prepares faculty to adopt no-cost materials, and a newly hired full-time OER Librarian provides sustained support.
- Starfish: Implemented throughout academic support centers and tutoring programs to gather attendance and participation data of disproportionately impacted students. Launched Academic Progress Reports (APR) to gather faculty input regarding EOPS student progress in courses allowing for early interventions. Utilizing Starfish to gather data regarding students' academic and student supports allows for early intervention and a holistic visualization of students' academic and support networks.
- Program Mapper: Offers transparent degree maps aligned with CalGETC and transfer requirements. In partnership with CSU Fullerton, 2+2 maps are being developed for seamless transfer.

Equity-Driven Practices

Each initiative directly addresses equity gaps in persistence, retention, completion, and transfer. Guided Pathways remains the central framework for aligning collegewide implementation with Vision 2030.

Student Financial Aid Administration

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

Fullerton College's Financial Aid Office is advancing equity by maximizing aid receipt and systematically increasing FAFSA and CA Dream Act completion among disproportionately impacted populations, including Black, Latinx, undocumented, foster youth, and justice-impacted students.

Recent progress demonstrates impact: from 2022–2025, more than 1,200 Black and 13,000 Latinx students received Pell Grants, while over \$425,000 in Cal Grant Dream Awards supported undocumented students. Verification requirements declined from over 4,000 to under 250, accelerating aid delivery.

Strategies Include:

- Simplified Processes: Automation and IRS data matching reduce delays and paperwork barriers.
- Direct Support: Over 1,700 students assisted in person, 100 virtually, and 1,100 in labs last year, ensuring individualized guidance.
- Inclusive Appeals: Updated SAP processes recognize real-life challenges, supporting re-enrollment.
- Partnerships: Collaboration with Athletics, Rising Scholars, Foster Youth, Immigration-Impacted Services, and basic needs programs to link students to additional DSIG, Hire Up, and NextUp funding opportunities.
- Proactive Outreach: Staff follow up with students who do not complete applications to increase funding accessibility. Additionally, targeted FAFSA/CADA campaigns in collaboration with Grads to Be Program, to assist students on making informed decisions about their application options given the current political climate.

Looking forward, the college will expand workshops, streamline packaging, and scale emergency aid to address housing and food insecurity. These strategies ensure equitable access to resources and promote persistence and completion.

Students with Disabilities (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Disability Support Services (DSS) program is committed to proactively supporting efforts to eliminate disproportionate impact (DI) for Latinx and Black students by ensuring equitable access to services, resources, and opportunities for success. DSS will work closely with the SEA Committee, Guided Pathways, and other student support programs to align strategies, share data, and coordinate outreach to address barriers faced by these student populations.

Key strategies include:

- Early Identification & Outreach: Ensure timely accommodations (academic adjustments) and academic support referrals for Latinx and Black students with disabilities through targeted outreach and collaboration with Admissions, Counseling, and Learning Communities (e.g., Umoja, Puente).

- Staff Development: Provide ongoing professional development for faculty and staff centered on Universal Design or Learning (UDL), culturally responsive practices, and equity-minded approaches to disability services to ensure that faculty are equipped to foster inclusive learning environments where all students, particularly those from DI groups, feel valued and supported.
- Streamlined Services: Expanded access to assistive technology, academic adjustments, and simplified procedures reduces barriers to participation.
- Data-Driven Improvement: DSS actively participates in equity planning and data review to monitor progress and adjust strategies.

Through these efforts, DSS strengthens belonging, closes equity gaps, and supports the academic and personal success of disproportionately impacted students with disabilities.

Extended Opportunity Programs and Services (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

EOPS and CalWORKs advance equity for disproportionately impacted students, particularly Black, Latinx, foster youth, and parenting students.

Key strategies include:

- Outreach & Access: EOPS serves 877–1,155 students annually, with 76% Latinx participation and increasing Black enrollment. CalWORKs expands access for parenting students through partnerships with county agencies and community organizations.
- Student Success: EOPS and CalWORKs reinforce achievement with structured counseling, Academic Progress Reports, and individualized career planning. EOPS students consistently exceed campus averages in success rates and GPAs.
- Holistic Support: Both programs address basic needs to promote persistence. Students receive meal and gas cards, book service awards, and emergency grants. CalWORKs provides childcare support, work-study opportunities, and referrals to housing, food, and mental health services. EOPS expands resources through \$1.3 million in HireUp grants and new emergency aid for foster youth.
- Community & Belonging: EOPS builds connection through events such as Adopt-an-Angel and Recognition Ceremonies. CalWORKs supports parenting cohorts and connects them with Umoja Community Program, Grads to Be Program, LGBTQIA2S+ Resource Program, and the Cadena Cultural Center.

Together, EOPS and CalWORKs leverage data-driven practices to strengthen outcomes, ensuring disproportionately impacted students persist, complete, and transfer successfully.

NextUp/Foster Youth

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Fullerton College's Foster Youth Success Initiative (FYSI) program proactively supports the SE Plan by centering equity-driven, trauma-informed services to eliminate disproportionate impact for foster youth, particularly Black and Latinx students who comprise more than 80% of the population served.

Through targeted outreach partnerships with continuation high schools, transitional housing programs, group homes, and community agencies, the programs have nearly doubled enrollment from 43 students in 2022 to 85 in Spring 2025. This intentional outreach expands access for disproportionately impacted youth and directly addresses equity gaps in enrollment.

Once enrolled, students receive comprehensive wraparound supports, including textbook and supply assistance, vendor cards for groceries and transportation, emergency financial aid, laptop and Wi-Fi hotspot loans, childcare referrals, and housing navigation. These multi-layered supports—funded through SEAC, NextUp, and the California College Pathways Fund—help eliminate basic needs barriers that disproportionately affect Black and Latinx foster youth.

FYSI also employs a culturally responsive, high-touch case management model that ensures every student receives multiple counseling contacts per term, priority registration, SEP development, and academic progress monitoring. This proactive approach has resulted in a 76.69% retention rate and 48.12% success rate in Fall 2023—outperforming statewide foster youth averages and demonstrating measurable progress toward equity goals.

To sustain these gains, the programs have secured permanent staffing, standardized trauma-informed onboarding, and expanded equity-minded curricula such as the dedicated Mindful 101 course for FYSI, EOPS, and CARE students. New initiatives, including a Summer 2026 study abroad program in Panama (in partnership with Umoja) and a phased Foster Youth Ally training series for faculty, staff, and campus safety, further institutionalize equity-driven practices.

Finally, dual funding through SEAC and NextUp ensures that all foster youth—including those excluded from state eligibility criteria—receive equitable access to support. This structure allows Fullerton College to address systemic inequities, close racial equity gaps, and advance SE Plan goals by ensuring that foster youth, especially Black and Latinx students, can persist and thrive.

Program for Veterans (Veterans Resource Center)

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The Veterans Resource Center (VRC) at Fullerton College is committed to advancing the goals of the Student Equity Plan by centering equity in all aspects of veteran support. Our services are designed not only to address the unique challenges of student veterans but also to eliminate disproportionate impact among historically marginalized and academically disproportionate groups, particularly Latinx and Black students.

The VRC offers wraparound services including academic and career counseling, mental health counseling, VA education certifications, tutoring, study space, food and snacks, free printing, emergency financial assistance, and more. These services reduce barriers to enrollment, persistence, and completion. In addition, the VRC provides community space, peer mentorship, and equity-focused workshops that empower students to thrive academically and personally.

We recognize that veterans hold intersecting identities and that many also identify as Latinx, Black, first-generation, or low-income students. To address this, the VRC is intentional in providing tailored support and services that respond to these diverse needs and promote equitable student success. One opportunity we will embrace is the disaggregation of veteran outcome data, which will allow us to identify equity gaps within the veteran population and respond with targeted interventions to meet additional needs.

Key Strategies include:

- Partner with campus and community resources to expand access to academic support, scholarships, and emergency grants.
- Provide access to mental health counseling and wellness workshops that reduce stigma and increase utilization among veterans of color.
- Develop culturally responsive programming and peer mentorship opportunities that validate the lived experiences of Latinx and Black veterans.

Through these strategies, the VRC will remain an active partner in the college's equity work, ensuring that veterans, and especially those from disproportionately impacted groups, are supported in ways that honor their service, affirm their identities, and promote long-term academic and career success.

Justice-Impacted Students

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

Fullerton College's Rising Scholars Program commits to expanding access and success for justice-impacted students, with a focus on disproportionately impacted populations such as Black and Latinx students. The college has adopted structural changes and initiatives designed to address barriers and foster equity-centered support.

Key strategies include:

- Leverage the Rising Scholars Network Grant (approx. \$500,000), awarded in Fall 2025, to hire staff, provide professional development and expand meaningful programming for our justice-impacted students so they can thrive.
- Holistic Student Support: Addressing non-academic barriers by offering food, transportation, and gas support, while also connecting students to legal aid, Department of Rehabilitation, and culturally responsive community organizations. This ensures wraparound support for economic, social, and mental health needs.

Collectively, these strategies institutionalize long-term equity practices, reduce barriers to access, and affirm the identities of justice-impacted students, ensuring they are supported in achieving academic, personal, and professional success.

Low-Income Adults

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Key strategies to support low-income student populations—building on the long-standing equity-minded efforts of EOPS, CARE, and CalWORKs—include the following:

- Consistent collaboration with Career & Life Planning Center for career exploration.
- Continue tracking outcomes by race/ethnicity in partnership with Institutional Effectiveness.
- Ongoing partnerships with Umoja Community Program, Grads to Be Program, Pathways of Hope, Food Bank, and Cadena Cultural Center to institutionalize cross-campus equity work.

- Continue wrap-around case management for system-impacted and foster youth students.
- Continue Implementing high touch advising and success incentives (e.g., Academic Progress Reporting, tutoring, and financial aid liaison services).

Our campus is also scaling ZTC pathways across ADTs (Communication Studies, Art History, Theatre, Geography) and Ethnic Studies/Social Justice programs. A new faculty OER/ZTC Equity course is equipping instructors to adopt and develop high-quality, no-cost materials. Additionally, our Library will continue prioritizing the availability and improvement of its lending program—which includes resources like study-kits, visual aids, calculators, laptops, hotspots, textbooks, and material on course reserve.

Credit for Prior Learning

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Fullerton College is embarking on a deliberate expansion of Credit for Prior Learning (CPL) as a strategy to advance student success and equity. Historically, CPL has been awarded primarily through Advanced Placement exams, but the college is now building a broader framework to recognize knowledge gained through work experience, military service, industry credentials, and other non-traditional learning pathways.

In April 2025, the college approved its CPL catalog statement, establishing clear procedures for earning credit, including credit by exam, portfolio review, military Joint Services transcripts, industry-recognized certifications, and standardized exams. The policy also includes an appeal process and a commitment to regular review, ensuring that the system remains responsive to student needs.

Key Strategies for Credit for Prior Learning (CPL) include:

- Faculty Engagement: Departments will identify courses and programs best suited for CPL and collaborate to ensure consistent and equitable opportunities across disciplines.
- Counselor Integration: Counselors will incorporate CPL into educational planning to help students understand how CPL can shorten degree and transfer pathways.
- Equity-Centered Outreach: Develop targeted outreach, student-centered guides, and workshops to support veterans, adult re-entry students, working parents, foster youth, and other disproportionately impacted populations.
- Data Collection and Analysis: Track participation and outcomes to ensure equitable access, identify gaps, refine practices, and guide data-informed decisions.
- Professional Development: Faculty and staff will participate in statewide and regional curriculum conferences to integrate best practices and align CPL expansion with Vision 2030.

Through these structural, procedural, and equity-focused strategies, Fullerton College is laying the foundation for CPL to become a meaningful, accessible pathway that recognizes students' prior learning and supports historically underserved populations in achieving their educational goals.

Dual Enrollment

“The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.” - Vision 2030: A Roadmap for California Community Colleges (page 2)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Dual Enrollment has worked closely with high school partners at AUHSD, PYLUSD, BOUSD, and FJUHSD to secure over \$4 million to support program expansion. The schools we serve averaged 61.6% Hispanic/Latinx and 2.3% Black students between 2022-2025.

Key Strategies to increase equitable Dual Enrollment:

- Online and in-person classes to meet diverse student needs
- Virtual cohort academies within the bell schedule, supporting students to complete at least 12 college units
- Expanding in-person dual enrollment by summer 2026
- Developing an Early College Academy with embedded cohorts starting in 9th grade to earn up to 24 college units by high school graduation

Fullerton College has grown the Dual Enrollment Office with three full-time Special Project Coordinators and ten part-time Success Coaches stationed at high schools to provide direct student support. The Division of Ethnic Studies & Student Equity will expand offerings to help schools meet the new ethnic studies graduation requirement through AB 101.

We are mindful that dual enrollment students who fail, do not pass, or withdraw from their classes may experience negative impacts on future financial aid eligibility and their GPA, which can also affect their ability to transfer. To mitigate this, Fullerton College also implements early academic counseling, embedded coaching, cohort-based support, tutoring, and structured interventions for at-risk students. These strategies aim to improve completion, reduce withdrawals, and ensure students maximize both high school and college success without jeopardizing future financial aid eligibility.

Strong Workforce Program/Perkins

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Fullerton College aligns the Strong Workforce Program (SWP) and Perkins Program with the Student Equity and Achievement (SEA) Program to advance Vision 2030 goals of increasing equitable access to living-wage careers. While equity is not formally applied to the allocation of local SWP or Perkins funds, the college actively incorporates an equity lens internally in program planning, student support, and pathway design to address the needs of disproportionately impacted students.

SWP and Perkins strengthen career education by funding curriculum innovation, faculty development, and industry partnerships.

Key coordination strategies include:

- Outreach & Access: SWP and Perkins pathways intentionally reach low-income and underrepresented students through culturally responsive marketing, dual enrollment, and community partnerships.
- Student Support: Provide counseling, tutoring, and basic needs support which can be integrated into CTE programs, creating a high-touch support system.
- Work-Based Learning: SWP and Perkins expand internships, apprenticeships, and employer engagement.
- By embedding an internal equity lens into program design and student supports, Fullerton College ensures workforce programs advance Vision 2030’s commitment to equitable workforce development, socio-economic mobility, and the success of historically underrepresented students.

Additional Programs

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the Vision 2030: A Roadmap for California Community Colleges document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

LGBTQIA2S+

The LGBTQIA2S+ Resource Program provides holistic academic, social, and wellness support that affirms and empowers queer and trans students. The intersectional identities of being queer, Latine, Black, APIDA, and White are nuanced and multi-faceted, requiring tailored efforts and queer mentorship through LGBTQIA2S+ Resource Program Staff, events, resources, and services. A part-time Academic Counselor offers appointments tailored to students' unique goals, helping maintain enrollment and academic standing. A part-time Wellness Associate provides check-ins focused on mental health and access to gender-affirming care, supporting students who often face tension being out on campus but not at home. Our full-time employee ensures consistency in services and has expanded support by developing the LGBTQIA2S+ Scholars Program. Our scholars program promotes structured enrollment, retention, and completion through counseling, wellness support, monetary aid, and community engagement with 72% of our 24-25 class identifying as Latine, Black and/or having more than one race of Latine/Black.

Led by our full-time LGBTQIA2S+ employee, our goal in 2026 is to build a robust LGBTQIA2S+ Learning Community that can be sustained and flourish to support LGBTQIA2S+ learning, success, and sense of belonging in the classroom in addition to our events and services out of the classroom. Offering tailored queer support specially for our Latine and Black students continues to be important for our program and is integrated into our bi-monthly True Colors Trans Support Group and Loud & Proud Processing Group. We have collaborated with Grads to Be Program, that is predominately Latine students, on wellness and scholar events, and with the Umoja Program on scholars' events promoting intersectional identities. For our LGBTQIA2S+ History Month kick-off event, we offered culturally relevant Latine snacks and drinks.

Additionally, we continue to offer cultural competency training to faculty and staff through Pronouns 101 and Neuroqueer 101 workshops, updating these presentations every semester to encompass the most recent needs of our LGBTQIA2S+ populations while also centering images and examples that reference our Latine and Black student community. Learning more about the multiple identities folks hold racially and ethnically is a priority as we continue to update our data to understand our student population and disrupt barriers that hinder access to data.

Fullerton College Re-Entry Program

The Re-Entry Program at Fullerton College has made notable progress in supporting racially minoritized adult learners, particularly Black and Latinx students returning to higher education. Between Fall 2023 and Spring 2024, enrollment increased from 393 to 420 students, with 63.7% identifying as Latinx and many being first-generation, low-income, or single-parent students. The program disbursed over 100 bookstore and gas cards to help remove financial barriers and achieved a 91.7% educational plan completion rate, ensuring students have clear academic pathways. Each year, Re-Entry has hosted around 28 workshops and events focused on academic skills, career readiness, social belonging, and mindfulness, and participated in more than 30 community and campus outreach activities such as the First Gen Resource Fair, Posadas at the Park, and the Teen Parent Conference (CARE). These efforts have led to greater visibility, engagement, and support for returning adult learners, culminating in the celebration of 45 Re-Entry graduates over the past three years.

Re-Entry's long-term work reflects growing coordination with campus and community partners. The program collaborates regularly with HSI, AANAPISI, Umoja, Cadena Cultural Center, LGBTQIA2S+, EOPS/CARE/CalWORKs, FYSI, and DSS to co-host culturally responsive events and workshops. It has implemented systematic outreach aimed at adult learners through annual themed fairs, and tracks disaggregated data on enrollment, service use, and outcomes by race and age to inform planning. New efforts include purpose and belonging workshops, mentorship and CTE internship information sessions, and participation in events such as the H.I.R.E. OC Reentry Resource Fair to connect students with external support. The program has also increased evening and weekend offerings for working students and student parents and coordinated meditation and de-stress workshops to address mental health needs and reduce stigma among Black and Latinx adult learners.



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