



**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES**

MEETING: Second Meeting in November 2014
DATE: Tuesday, November 25, 2014, at 5:30 p.m.
PLACE: Anaheim Campus Board Room
1830 W. Romneya Drive, Anaheim, CA 92801

Welcome to this meeting of the North Orange County Community College District Board of Trustees. If you wish to address the Board, please complete a yellow card entitled "Request to Address Board of Trustees" and submit it to the Board's Recording Secretary. These cards are available at the podium outside the Board Room.

Members of the public may address the Board regarding items on the agenda as these items are taken up by the Board, according to rules of the Board. Members of the public wishing to address matters not on the agenda will be invited to do so under "Comments: Members of the Audience" at the beginning of the meeting. The Board reserves the right to change the order of the agenda items as the need arises.

AGENDA:

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Comments: Members of the Audience** Members of the public may address the Board regarding items on the Agenda as such items are taken up, subject to regulations of the Board. All Board meetings, excluding closed sessions, shall be electronically recorded.
- d. **Consider Non-Personnel block-vote items indicated by [] in sections 4 and 5**
- e. **Consider Personnel block-vote items indicated by [] in Section 6**

Agenda items designated as block-vote items with [] are considered by the Board of Trustees to either be routine or sufficiently supported by back-up information so that additional discussion is not required. Therefore, there will be no separate discussion on these items before the Board votes on them. Block vote items will be enacted by one motion.

An exception to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion and a separate vote. Members of the public completing a card entitled, "Request to Address Board of Trustees" on an item removed from block-vote consideration will be heard prior to the Board's vote on that item.

Public records related to the public session agenda, that are distributed to the Board of Trustees less than 72 hours before a regular meeting, may be inspected by the public at the Chancellor's Office, 1830 W. Romneya Drive, Anaheim, CA 92801, during regular business hours (8:00 a.m. to 5:00 p.m.).

- f. **Reports:**
Chancellor
 - * **Fullerton College Annual Report and Institutional Effectiveness Report**
By: Rajen Vurdien, College President
College Presidents/Provost
- g. **Comments:**
Resource Table Personnel
Members of the Board of Trustees

- 2. a. **Approval of Minutes of the Regular Meeting of November 11, 2014.**
- b. **CLOSED SESSION: Per the following sections of the Government Code:
Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES: Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.**

Per Section 55957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.

Per Section 54956.9(b) – CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: One (1) Case.

Per Section 54945.9(d)(1): EXISTING LITIGATION

| | |
|--------------------------------|-----------------------------|
| Claimant: | Astra Builders, Inc. |
| Agency Claimed Against: | NOCCCD |

Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Chancellor.

- 3. **PUBLIC HEARING:** Re-openers from the District to Adjunct Faculty United.
 - a. It is recommended that the Board receive comments from the public on the initial 2014-15 reopeners proposal submitted by the District to Adjunct Faculty United and after providing the public with the opportunity to comment, adopt the District’s initial proposal.

4. FINANCE & FACILITIES

- [a] It is recommended that the Board approve Deductive Change Order #1 for Bid #2014-04, Cypress College HVAC System Replacement Project for Tech Ed II, Tech Ed III, and Gym II with Sea Pac Engineering, Inc.
- [b] Authorization is requested to amend the engineering agreement with BSE Engineering for Engineering Design Services for the Cypress College HVAC System Replacement Project for Tech II, Tech III, and Gym II, increase the contract amount and extend the contract.
- [c] Authorization is requested to file the Notice of Completion for Bid #2014-04, Cypress College Tech Ed II, Tech Ed III, & Gym II HVAC Equipment Replacement project with Sea Pac Engineering, Inc. and pay the final retention payment when due.

5. INSTRUCTIONAL RESOURCES

- a. It is recommended that the Board receive the 2014 Student Equity Plans for Cypress College, Fullerton College, and the School of Continuing Education,

and direct that they be agendaized for approval at the Board's December 9, 2014, meeting.

- [b] In compliance with the California Department of Education, authorization is requested to accept new revenue for the California Careers Pathway Trust (CCPT) Orange County Teacher Pathway Partnership (OCTPP) for use beginning July 1, 2014, through June 30, 2015, in the amount of \$296,336.

6. HUMAN RESOURCES

- [a] Request approval of the following items concerning academic personnel:

- Retirements
- New Personnel
- Change in Salary Classification
- Leaves of Absence
- Temporary Academic Hourly
- New Academic Management Job Description

- [b] Request approval of the following items concerning classified personnel:

- Retirement
- New Personnel
- Promotion
- Leave of Absence

- [c] Request approval of Professional Experts.
- [d] Request approval of short-term, tutors, interpreters and readers, professional medical employees, work-study/work experience, full-time students, and substitute (hourly) personnel.
- [e] Request approval of Volunteers.

7. GENERAL

- a. It is recommended that the Board establish Tuesday, December 9, 2014, as the date of the Board's Organizational Meeting and to so inform the County Superintendent.
- b. It is recommended that the Board adopt proposed, revised Board Policy 4020, Program and Curriculum Development, and direct that it be placed on the District's web site, where it will be readily accessible by students, employees, and the general public.

It is the intention of the North Orange County Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the North Orange County Community College District will attempt to accommodate you in every reasonable manner. Please contact Violet Ayon, Recording Secretary of the Board, (714) 808-4797, at least 48 hours prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: November 25, 2014
SUBJECT: District Reopeners to Adjunct Faculty United (CFT/AFT) for 2014-2015

Action X
Resolution _____
Information _____
Enclosure(s) X

BACKGROUND: The collective bargaining agreement between Adjunct Faculty United and the District provides that during a multiple-year agreement, either party shall have the right to reopen the agreement each fiscal year regarding salaries and benefits, and two other articles of the agreement. The District has submitted the attached reopeners.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: This item relates to Board and Administrative Procedure 2610, Presentation of Initial Collective Bargaining Proposals.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board receive comments from the public on the attached reopener proposal from the District to Adjunct Faculty United (CFT/AFT). It is further recommended that after providing the public with the opportunity to comment, the Board adopt the District's initial proposal.

Irma Ramos

Recommended by

Approved for Submittal

3.a.1

Item No.

**North Orange County Community College District
Office of Human Resources**

INTRADISTRICT CORRESPONDENCE

To: Sam Russo, Adjunct Faculty United President

From: Irma Ramos, Vice Chancellor, Human Resources *IRamos*

Date: November 4, 2014

Subject: 2014-2015 Contract Reopeners

Pursuant to the provisions of Article 1, Section 1.2 of the collective bargaining agreement between Adjunct Faculty United and the District, either party shall have the right to reopen the Agreement each fiscal year regarding salary and benefits, and two other articles of the Agreement.

The District proposes the following reopeners for the 2014-2015 fiscal year:

Salary

Achieve a salary agreement that is fair and reasonable within the context of the District's current budget environment.

Article 7 – Working Conditions

Modify language to address campus communications.

Article 9 – Evaluation

Modify language to address adjunct faculty who have assignments at multiple sites.

The District reserves the right to make proposals concerning other articles and issues as it deems necessary and appropriate. Additional subjects of meeting and negotiating arising after the presentation of this initial proposal shall be made public within 24 hours pursuant to Government Code section 3547(d).

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|--|--------------|-------|
| TO: | BOARD OF TRUSTEES | Action | _____ |
| | | Resolution | _____ |
| DATE: | November 25, 2014 | Information | X |
| | | Enclosure(s) | X |
| SUBJECT: | 2014 Cypress College, Fullerton College, and School of Continuing Education Student Equity Plans | | |

BACKGROUND: Governor Jerry Brown and the California State Legislature provided \$70 million in the 2014-15 Budget Act to establish the Student Equity Program "...in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances." While a requirement has been in place since 1996 that colleges adopt Student Equity Plans, this is the first time that dedicated state resources have been provided to support efforts to achieve the goals reflected in those plans. Together with the doubling of funds for the Student Success and Support Program, this is a valuable investment in the system's Student Success Initiative to help colleges achieve student success goals for all students.

The two credit colleges and the School of Continuing Education (SCE) had committees made up of faculty, staff, students, and administration to compose a comprehensive student equity plan that includes innovative and promising practices, activities, and resources to address disparity within population groups. Since 1996, the colleges have experienced pretty dramatic demographic changes within their student populations. The Student Equity Plans have identified trends in student achievement that necessitate modification and restructuring of services to meet student needs and to close achievement gaps in access and success in underrepresented student groups. The Student Equity Plans were coordinated with the development of the Student Success and Support Program (SSSP) Plans to ensure that the following *Student Equity Success Indicators as defined in Title 5, sections 54220 and 51026*, are measured, monitored, and remediated where needed:

- ✓ Access
- ✓ Course Completion
- ✓ ESL and Basic Skills Completion
- ✓ Degree and Certificate Completion
- ✓ Transfer

The Student Equity Plans have identified strategies to address and monitor these equity issues and it is therefore recommended that the Board act to approve these three plans.

How does this relate to the five District Strategic Directions? *District Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.* The Student Equity Plan (SEP) includes data and suggested activities to address the disparity of rates of completion for degrees, certificates, and transfer.

District Strategic Direction 2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups. The SEP Committee interpreted the gaps of achievement within race/ethnic groups and developed strategies on how to address the gaps.

District Strategic Direction 3: The District will annually improve the success rates for students moving into: credit basic skills courses in math, English, and ESL; college-level courses in math, English, and ESL; sequence of credit or noncredit basic skills courses in math, English, and ESL. The SEP includes basic skills completion data and resources/suggested activities for addressing the impact on student success/completion.

How does this relate to Board Policy: BP 5300 Student Equity: 1.0 The Board is committed to assuring student equity in educational programs and college services. The Chancellor shall ensure that each campus establish and implement a Student Equity Plan that meets the Title 5 standards for such a plan.

FUNDING SOURCE AND FINANCIAL IMPACT: In September 2014, the District received its 2014-2015 budget allocation and funding guidelines for the new Student Equity categorical program. Based on the Student Equity funding formula factors (annual FTES, high need students, educational attainment of residential zip code, participation rate, poverty rate, unemployment rate), NOCCCD was funded \$1,827.580. Fifty percent (50%) of the District's student equity allocation has been distributed to the two credit colleges on a FTEs basis. The other 50% of the allocation will be distributed to the two credit colleges and SCE based on the performance of the planned activities. Cypress and Fullerton colleges and SCE are committed to integrating student equity planning into and with other planning processes; therefore, will committee additional institutional funds if necessary to fund all the activities within the Student Equity Plans.

RECOMMENDATION: It is recommended that the Board receive the 2014 Student Equity Plans for Cypress College, Fullerton College, and the School of Continuing Education, and direct that they be agendized for approval at the Board's December 9, 2014, meeting.

Cherry Li-Bugg

Recommended by

Approved for Submittal

5.a.2

Item No.



Cypress College ♦ 9200 Valley View Street, Cypress, CA 90630 ♦ (714) 484-7000
www.cypresscollege.edu

Student Equity Plan

November 2014

“To identify, address, and reduce disparities in students’ access and achievement, opening pathways to more equal opportunities for student success.” – Cypress College Student Equity Committee, 2014

Cypress College Student Equity Plan

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I. Executive Summary

Cypress College Student Equity Committee Mission

To identify, address, and reduce disparities in students' access and achievement, opening pathways to more equal opportunities for student success.

Cypress College proudly serves 20,356 (CCCCO Datamart Annual Term Student Count 2013-2014) students from its service area and beyond, including Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach, and Stanton. Cypress College continues to grow while enhancing its educational programs and student services, all of which conform to the standards of the California Education Code and Title 5 of the California Code of Regulations. Of Cypress College's population of students, 54% are female. This comprises the majority of students enrolled at the College. Students aged 20-24 make up 41% of those enrolled. Demographically, 5% of our students are African-American, 0.30% are American Indian/Alaskan Native, 17% are Asian, 6% are Filipino, 43% are Hispanic, 0.50% are Pacific Islander, and 22% are White Non-Hispanic. These proportions have remained consistent over the past three years.

The Cypress College Student Equity Plan (SEP) originated and was implemented in 2004. It was then revised and adopted in 2009, and is now updated to include innovative activities and resources to address disparity within population groups. Since 2004, the College has experienced demographic changes and has identified trends in student achievement that necessitates modification and restructuring of services to meet student needs. Additionally, the Student Equity Committee membership has expanded to include many new members representing administration, faculty, staff, and students.

As required by SB 1456, the Student Equity Plan was coordinated with the development of the Student Success and Support Program (SSSP) Plan to ensure that strategies are identified to address and monitor equity issues. Furthermore, the Student Equity Committee is dedicated to supporting a holistic approach to planning and budgeting by integrating student equity planning with other College plans such as Basic Skills, the 3-Year College Strategic Plan, and SSSP. Likewise, many of the Student Equity Committee members also hold positions on these other institutional planning committees and/or workgroups, thereby providing linkage between relevant campus planning programs.

In conjunction with the development of Student Equity Plans, the North Orange County Community College District is also developing a regional plan in partnership with the Anaheim Union High School District, Fullerton Joint Union High School District, and Placentia-Yorba

Linda Unified School District to improve the provision of adult education as outlined in Assembly Bill 86. The Student Equity Plan supports goals of the AB 86 NOCCCD Consortium as both will implement activities to provide quality basic skills and ESL classes to enhance completion rates, education programs for adults with disabilities, and CTE education programs. The AB 86 Plan, as with the Student Equity Plan, will address identified achievement gaps and will employ approaches to support and advance student academic progress. Additionally, the AB 86 Plan will include professional development activities for faculty and staff to improve student outcomes. Both the Student Equity Committee and the multiple Workgroups of the NOCCCD AB 86 Consortium understand that each entity must collaborate effectively so that our efforts will be complimentary as we strive to reach our common goals.

Cypress College recognizes the importance and necessity of developing a new, updated Student Equity Plan and is committed to the implementation of the Plan to ensure proportional and equitable student academic outcomes and achievement. The Student Equity Plan is steered by the College's mission and core values of Excellence, Integrity, Collegiality, and Inclusiveness.

Cypress College Mission Statement: Cypress College enriches students' lives by providing high quality education for transfer to four-year institutions, associate degrees, career technical education, and certificate coursework, as well as basic skills and opportunities for lifelong learning. The college is committed to promoting student learning and success, embracing diversity, and contributing to both the economic and social development of the surrounding community.

A. Target Groups

The Committee researched and investigated student equity as required by student success legislation SB 1456 and Title 5 regulations. The College has identified resources and strategies to address and monitor equity issues within population groups (below) by utilizing the following five indicators:

1. **Access** – The percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.
2. **Course Completion (Retention, Persistence)** – The number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. (For the purpose of this plan, the focus will be upon basic skills course completion as credit courses show no disproportionate impact within any population group.)
3. **Basic Skills and ESL Course Completion** – The number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final basic skills or ESL course.
4. **Degree and Certificate Completion** – The number of students by population group who receive a degree or certificate compared to the number of students in that group with the same informed matriculation goal.

5. **Transfer** – The number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Title 5 regulations (title 5, 54220(d)) specify that colleges must address the following populations when looking at disproportionate impact in student equity plans:

Ethnicity: Of Cypress College's 20,356 enrolled students in 2013-2014, 5% were African-American, .30% American Indian/Alaskan Native, 17% Asian, 6% Filipino, 43% Hispanic, .50% Pacific Islander, and 22% White Non-Hispanic.

Gender: Females comprise the majority of students enrolled at Cypress College (female=54%; male=45%; unknown=1%).

Students with Disabilities: 4.5% of students enrolled at Cypress College have disabilities and are registered with Disabled Students Program and Services (DSPS).

Age: Students aged 20-29 comprised the majority (55%) enrolled at Cypress College in 2013-2014. Students aged 19 or less constituted 27%. Those between the ages of 30-39 made up 10%, and students aged 40-50+ were at 8%.

Economically Disadvantaged: A student who receives at least one of the following services/benefits is identified as "economically disadvantaged": Board of Governor's Waiver, PELL Grant, CalWORKs, Workforce Investment Act, or Department of Social Services. Of Cypress College's total enrollment, approximately 54% are students who meet at least one of the criteria above.

Foster Youth: Cypress College understands and appreciates that emerging populations, including foster youth, must be addressed in the Student Equity Plan per SB 860, the budget trailer bill. The SEP Committee worked with our Research and Planning Program to gather current foster youth data. Although sufficient data to determine disproportionate impact within the five indicators is currently not available, we received data including the approximate number of foster youth attending Cypress College. Currently, Cypress College serves 56 foster youth (2014 Spring Semester) according to the Financial Aid Program. As this number seems low, the SEP Committee discussed why this would be so. As with other populations (such as students with disabilities), we surmise that some students previously recognized as "foster youth" may no longer wish to self-identify. Over the course of the next year, Cypress College will work closely with the Research and Planning Department to develop a better system to track and monitor the success of foster youth.

Even though Cypress College is not currently able to easily extract and gather data on foster youth, our commitment to this population group is steadfast. Cypress College recognizes the

importance of providing quality and effective services to foster youth to ensure their access and success. The Student Support Services Division has recently employed a Special Program Director to enhance Cypress College's Foster Youth program. Guardian Scholars, a program committed to supporting students exiting the Orange County foster care system, began in August 2014. The program works in collaboration with Orangewood Children's Foundation to provide financial and personal support for our students.

Veterans: As with the addition of the Foster Youth population, SB 860 also requires the Student Equity Plan to focus on Veterans as a new population group. Again, sufficient data to determine disproportionate impact within the five indicators is currently not available. However, Cypress College values Veterans and recognizes the importance of providing these students with equal access and success opportunities. Forthcoming projects and opportunities affecting Veteran students include the Green Zone Project, a training program designed to create a "Veteran-friendly" campus. This program educates and develops a network of faculty, staff, and administrators committed to creating a welcoming and supportive campus environment for military service members, Veterans, and their families who study at Cypress College.

The table below displays the increase of Veteran enrollment at Cypress College. Although these numbers reflect students confirmed as Veterans, they do not necessarily reflect whether these confirmed Veterans are actually receiving campus services through our Veteran's Center.

| Semester | # of Veterans enrolled |
|-----------------|-------------------------------|
| Spring 2014 | 1,341 |
| Fall 2013 | 1,268 |
| Spring 2013 | 1,182 |
| Fall 2012 | 1,107 |
| Spring 2012 | 993 |
| Fall 2011 | 924 |

In the Access Data Narrative of this Student Equity Plan (page 29), the Committee presents rationale for including an "Access activity" to address the Veteran population increase despite a lack of available data to establish the possible disproportionate impact in this population group.

Over the next year, Cypress College will work closely with the Research and Planning Department to develop effective systems to evaluate the success of our Veterans.

B. Goals

The North Orange County Community College District is “committed to student equity in educational programs and college services” (NOCCCD Board Policy 5300 Student Equity). Cypress College provides services and programs to ensure all students receive equal opportunities for achievement and success.

The Student Equity Committee understands that as issues in student equity evolve, the Plan must adjust as well. We have developed a flexible plan that will be modified as specific population trends and needs change. This plan will be reviewed and updated annually.

Included in this Student Equity Plan are goals addressing each indicator as delineated below. However, the overarching goals for the plan are to:

- Address student access and success
- Minimize the achievement gaps within population groups
- Maximize the effectiveness of existing campus services, programs, and resources
- Provide for increased equity and support of diversity at Cypress College

Indicator Goals:***Goal #1: Access***

Increase Hispanic/Latino enrollment at Cypress College to 51% in the next three years to match the population of its feeder high school graduates.

Goal #2: Course Completion

Achieve proportional course (basic skills) retention and success rates of Cypress College students, specifically for African-American students, in the next three years.

Goal 3: Basic Skills/ESL Completion

ESL: Achieve proportional ESL completion rates of Cypress College students, specifically for Hispanic and economically disadvantaged students, in the next three years.

Basic Skills Mathematics: Achieve proportional basic skills math completion rates of Cypress College students, specifically for African-American students, students aged 25 and older, and students with disabilities, in the next three years.

Basic Skills English: Achieve proportional basic skills English completion rates of Cypress College students, specifically for African-American students, in the next three years.

Goal 4: Degree and Certificate Completion

Achieve proportional degree and certificate completion rates for Cypress College students, specifically for African American and Hispanic students, and students aged 25-49.

Goal 5: Transfer

Achieve proportional transfer rates of Cypress College students, specifically for African-American, Hispanic, Filipino, economically disadvantaged, and students with disabilities.

C. Activities

In order to fully comprehend the disparities within student access and achievement, the Committee recommends that the College investigate and determine “why” inequity exists within some population groups and not others. Other suggested activities are designed to enhance existing campus services and to complement existing programs. The Student Equity Plan activities for each Indicator are essential in order to achieve the Plan goals. These activities include:

- Program Reviews
- Surveys
- Research of Possible Employment Positions
- Enhanced Outreach and Recruitment
- Qualitative Studies
- Expansion of Professional Development
- Mentoring Opportunities
- Website Streamline
- Intervention Systems
- Design and Implementation of New Policies
- Adaptation of Program/Courses

D. Resources for Student Access and Success

Cypress College is committed to equity of student access and success by offering student support services and programs to address the specific educational needs of all students. By providing these services and programs, Cypress College opens pathways to equal opportunities for students to achieve.

The inventory below lists the combined resources of programs, services, and partnerships offered to Cypress College students. More specifically, though, the Student Equity Committee is providing specific data addressing student success within each of the following five (5) services and programs as noted below*: **English Success Center (ESC); Supplemental Instruction (SI); Tutoring; Math Learning Center (MLC); and Summer Boost.**

- **Admissions and Records**

Purpose:

To maintain student records from the point of admission; registration; course schedule adjustment; grade collection and adjustment; enrollment and degree verification to degree conferral.

Services Provided:

Admissions application processing; course registration and schedule adjustment; official transcripts; enrollment and degree verification; diplomas and certificates; residency reclassification

- **Adult Re-Entry Program**

Purpose:

Learning is a lifelong endeavor. The Adult Re-entry program assists "non-traditional" students with a combination of services that provide opportunities for the adult learner returning to school in order to make a smooth transition, to overcome barriers unique to the returning adult, and to successfully explore career and academic goals.

Services Provided:

Counseling; classes; assessments; workshops; resources; referrals

- **Associated Students**

Purpose:

Associated Students (AS) provides Learning, Leadership, and Service opportunities outside the classroom for enrolled students of the College.

Services Provided:

Facilitate participation in the shared governance process on campus by providing student representation on campus committees; sponsorship of many events/activities on campus throughout the school year; administers student-funded programs, ensuring that resources further the education and welfare of the students of Cypress College

- **Assessment**

Purpose:

To assure that students are placed in courses that match the students' skills, needs, and goals , and to align student needs with programs and services.

Services Provided:

English, math, and ESL assessments

- **CalWORKs**

Purpose:

To provide services to Cypress College students who are receiving Temporary Aid to Needy Families (TANF).

Services Provided:

Paid work study opportunities; child care; guidance and counseling; ancillary funds for books and supplies; work activity progress report form completion; communication assistance with Department of Social Services; workshops and activities

- **Career Planning Center**

Purpose:

To offer services designed to assist students and the general public to move forward with confidence, new skills, and strategies for success in the career planning process.

Services Provided:

Facilitation of appropriate goal setting; academic and career decision making; ~~and~~-focused course selection; counseling; career classes; career assessments; online workshops; a research library; computer lab; career research software programs

- **Cooperative Agencies Resources for Education (CARE) Programs and Services**

Purpose:

To provide additional services and grants to eligible EOPS single parents who are on public assistance.

Services Provided:

Counseling and advisement; group support; peer networking; peer advisors; information and referrals to campus and community-based services or agencies; workshops and activities; grants for child care; bus passes; textbooks; supplies; transportation costs; computer access; on-campus meal tickets

- **Counseling and Student Development**

Purpose:

To provide a complete guidance service, including the orientation of new students to a successful college experience, counseling to meet the educational requirements for various careers, assistance in selection of courses of study, and individual guidance in matters of aptitude and personal adjustment as they are related to the student's vocational and educational objectives.

Services Provided:

Academic counseling; special courses; educational and vocational planning

- **Online Counseling and Advisement**

Purpose:

To provide students with on-line support and advice during registration. Students may contact the online counselor at onlinecounselor@cypresscollege.edu.

Services Provided:

Counseling and advisement in an on-line environment

- **Disabled Students Program and Services (DSPS)**

Purpose:

To provide academic services and accommodations to students with verified disability-related limitations.

Services Provided:

Priority registration; academic counseling; testing accommodations; LD assessment; high tech center alternate media; advocacy

- **English Success Center (1)**

Purpose:

To provide students with supplemental learning opportunities designed to improve academic reading and writing skills. The ESC is staffed by trained tutors as well as Cypress College English, Reading, and ESL faculty.

Services Provided:

Directed Learning Activities (DLA); English/Reading and ESL (DLA) Faculty Mentor Workshops; computer use; drop-in tutoring, conversation workshops

**In fall 2012 and spring 2013, 1,397 English students completed Directed Learning Activities (DLA's) and/or workshops. In English 57 through English 100 courses there was a 14.5% difference in the success rates between students who had ESC experiences versus those who did not. In the same year, 146 ESL students completed DLAs and/or workshops. In all ESL courses, there was a 12.35% difference in the success rate between students who had ESC experiences versus those who did not.*

Persistent rates were also measured, also showing that the ESC had measurable positive impact on student success.

- **Extended Opportunity Programs and Services (EOPS)**

Purpose:

To assist students with economic, linguistic, and educational challenges to enroll in and succeed in higher education; To promote access to colleges, increase retention, and/or transfer to four-year universities and colleges.

Services Provided:

Specialized orientation; enhanced tutoring; computer lab; counseling and advisement; priority registration; textbook service; educational supplies and materials; university application fee waivers

- **Foster Youth Services**

Purpose:

To provide support and funding to emancipated foster youth students to increase their access and success in higher education.

Services Provided:

Assistance with completing college entrance forms; Financial Aid application assistance; academic advising; personalized staff assistance to help direct students to the appropriate resources; priority assistance in finding on-campus jobs (for those who qualify); assistance in finding housing; workshops for career and academic success; friendship and support by Cypress College faculty/staff

- **Health Center**

Purpose:

To support students' learning experiences through the delivery of services and programs that promote health, safety and well-being.

Services Provided:

Student health promotion in accord with activities of a full service clinic; First Aid & emergency care; diagnosis & treatment of acute illness; health assessments, family planning services; psychological counseling services

- **Honors Programs**

Purpose:

To encourage and support talent and ability in highly motivated students as they begin their academic studies and prepare to transfer to a four-year college or university.

Services Provided:

Transfer agreements with universities; priority consideration for admission at the junior level to selected four-year colleges and universities; small classes with a seminar environment; library privileges at transfer colleges and universities; counseling services

- **Library & Learning Resource Center**

Purpose:

To provide the tools and resources to enhance student academic achievement and facilitate professional and personal growth. Known across campus for its high-tech, environmentally-friendly design, coupled with the convenience of a one-stop academic support center, student research hub, and study space.

Services Provided:

A technology-rich environment; facilitation and advancement of student research capacity; facilitation of student academic, professional and personal growth; the Learning Resource Center offers individual and group tutorial services in many academic disciplines

- **Mathematics Learning Center (4)**

Purpose:

To support the study of mathematics and student success in a center for students who need assistance in their math courses.

Services provided:

Free tutoring to all currently enrolled students; group and one-on-one tutoring; directed learning activities (DLA's); math study workshops

**In Fall 2012 and Spring 2013, 2,463 math students completed DLA's, workshops, or both. In courses ranging from Math 10 to 120, there was a 15.2% difference in the success rate of students between students who had these experiences in the MLC versus those who did not.*

Persistent rates were also measured showing that the MLC had measurable positive impact on student success.

(STEM)² Science, Technology, Engineering, and Math*Purpose:*

To enhance course-based success and to increase transfer rates in Science, Engineering, and Mathematics disciplines.

Services Provided:

Career workshops; guest speakers; campus visits; summer research opportunities designed to teach students how to take advantage of their opportunities and fulfill their academic goals

- **Puente**

Purpose:

To promote and support the success of students in their English coursework and subsequent transfer by utilizing a Learning Community structure around the concept of La Familia, including both instruction and social/experiential activities to build lasting bonds.

Services Provided:

Engl 60 – Engl 100 course sequence with assignments that provide a supportive and stimulating environment for students to build confidence in their writing skills through an exploration of Mexican American/Latino literature

- **Legacy**

Purpose:

To promote and support the success of students in their English coursework and subsequent transfer by utilizing a Learning Community structured around the African American experience in the US through cultural enrichment.

Services Provided:

Engl 60 – Engl 100 course sequence (The Program is currently undergoing revisions and reconfiguration .)

**During the fall semester, the Legacy Program Advisory Committee will research best practices that contribute to African-American students' success. What the committee uncovers may be applicable to the broader campus population.*

- **Basic Skills Initiative**

Purpose:

To facilitate best practices in Basic Skills/ESL instruction, student support, and program development.

Services Provided:

Funding for: tutoring and supplemental instruction, the Math Co-Lab, integrated assessment and placement, and staff development

- **Learning Communities**

Purpose:

To provide integrated instruction and student support for improved student success and transfer readiness

Services Provided:

Closed cohorts designed to facilitate a close-knit community engage in courses that are linked through a common them; exploration of student services combined with regular interactions with academic counselor

- **SCE/CC Math Co-Lab**

Purpose:

To provide an alternative instructional approach to low level Mathematics instruction equivalent to Math 10 and Math 15 and effective bridges between the non-credit and credit programs.

Services Provided:

Computer based instruction with just in time faculty intervention combined with counselor support and accountability tracking

- **Summer Boost**

Purpose:

To encourage incoming freshmen to complete the 3 steps needed to achieve enhanced registration status

Services Provided:

Guaranteed 12 units of classes that includes Math, English, and Counseling; an opportunity to place in a higher level course based upon participation in a three week intensive summer program.

**Following the Norco College model, the summer 2014 session welcomed and invited up to 300 incoming high school students to participate in math workshops that were held in the Learning Resource Center. These workshops were intended for students who scored low on the placement test yet completed high school coursework that should have resulted in a higher placement. Upon completion of the workshop, these students had the opportunity to retest. They were also guaranteed placement in English and math courses in the fall 2014 semester.*

- **Supplemental Instruction (2)**

Purpose:

To provide out-of-class tutoring linked to difficult academic subjects. SI mentors attend class with students and facilitate tutoring sessions following the class meeting.

Services Provided:

Peer assisted informal study and tutoring sessions; focus upon improved study skills and learning strategies

**Thirty S.I. leaders facilitate student learning in math, science, and other courses. In 2012, 1,869 students attended S.I. sessions, logging 21,608 hours; 638 students attended more than 12 hours of S.I. In 2010 a three semester comparison of S.I. students' performance showed that those who attended more than 12 hours earned 3 quarters of a grade-point higher than those students who did not.*

- **Transfer Center**

Purpose:

To assist all students in making the transition from Cypress College to four-year colleges or universities of their choice.

Services Provided:

Individual counseling; guidance in selecting a transfer institution; individual appointments with university representatives; transfer planning classes, workshops, and guides; university

application workshops, guides, and assistance; transfer fairs featuring university representatives

- **Tutorial Services (3)**

Purpose:

To provide tutoring at no additional cost to students enrolled at Cypress College, Fullerton College, and the School of Continuing Education. We are committed to assisting students in the development of the skills and confidence needed to succeed in their coursework and in their academic, professional, and personal pursuits.

Services Provided:

Tutoring, include Anatomy, Biology, Chemistry, English, English as a Second Language (ESL), Foreign Language (s), and Geology

**Students may make half hour appointments to see thirty tutors, covering a range of subjects that include various levels and types of ESL, English, Reading, Math, Science, and Foreign Language courses. One hour appointments are available for EOPS and DSPS students.*

In 2012, 5,771 appointments were scheduled with tutors, serving 2,211 students. In fall 2012 the impact of tutoring on student success was measured: students who attended one hour of tutoring had a 78% success rate versus 67% for those who never attended. Students who attended 1.5 to 3 hours of tutoring had an 84% percent success rate.

Drop-in appointments for students who have less extensive needs are available in the English Success Center (beginning fall 2014) and in the Math Learning Center, covering various levels of ESL, Reading, English, and Math courses.

Beginning in spring 2014, student have access to up to seven hours of online tutoring per semester, covering English, Reading, ESL various levels of math, various sciences, accounting, and Spanish.

- **SmartThinking Online Tutoring**

Purpose:

To provide free online tutoring for Cypress College students.

Services Provided:

Immediately connect and interact with a live tutor; schedule a personal session with a tutor of choice; submit a question and receive a reply from a tutor; submit a paper for a tutor to review

- **Veteran Services**

Purpose:

To serve as the primary campus support and advocate for military and veteran students; Works with veteran students to ensure that their unique needs are met by coordinating with offices of various campus services.

Services Provided:

Coordinate with academic counseling, disability accommodations, financial aid, and veteran benefits information as needed; provide additional referral to campus, local, state and federal resources and services

E. Student Equity Committee and Contacts

Celeste Phelps
Director, Disabled Students Program and Services
Coordinator, Student Equity Plan

Susanna Abadzhyan
Student Services Specialist
Disabled Students Program and Services

Jessica Nelson
Director, Student Success and Support Program

Deann Burch
Career Center Coordinator

Samantha Simmons
Faculty, ESL

Joanne Olimberio
EOPS/CARE Coordinator

Keith Vescial
Faculty, English/Reading

Ryan Johnstonbaugh
Cypress College Student

Richard Fee
Dean, Science, Engineering, and Math

Phil Dykstra
Director, Research and Planning

Eldon Young
Dean, Language Arts

Allison Kanny
Analyst, Research and Planning

STUDENT EQUITY PLAN SUMMARY

Indicator: ACCESS

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

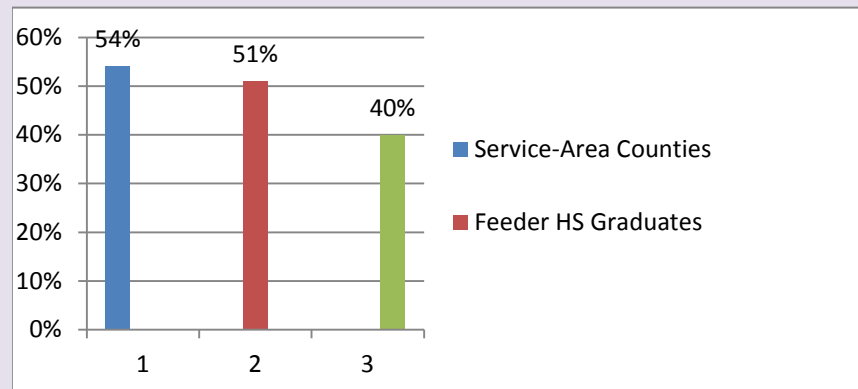
CAMPUS BASED RESEARCH - Ethnicity

Disproportionate Impact:

The data below indicates that Hispanic/Latino students represent 51% of the specific feeder high school graduates, yet only 40% are attending Cypress College. This is an 11% difference, indicating an adverse impact within the access indicator based on students' ethnicity/race.

DATA ANALYSIS AND FINDINGS

Hispanic/Latino High School Graduates



Data retrieved from California Department of Education 2011-13 and 2013 Student Success Score card.

RESOURCES

- Admissions
- Orientation
- Financial Aid
- Assessment
- Counseling Services
- Campus Communications
- Informational Materials and Handouts
- Faculty/Staff Composition
- Education Programs and Student Services
- Special Programs: Summer Boost, Puente Program, SCE Pathways

ACTIVITIES

- Design and translate materials to meet the needs of Spanish-speaking students and families.
- Conduct a review of the matriculation process utilizing an external evaluator. Create a workgroup to explore options for change.
- Survey high school principals and counselors to gain insight as to why students are not attending college and what CC can do to enhance/increase enrollment.
- Research the need for and potential to employ a campus Outreach Coordinator.
- Research the need for and potential to employ a Student Equity and Diversity Coordinator.
- Explore "From Boots to Books" programs/courses at participating institutions. Determine feasibility of adapting an academic course to support From Boots to Books at Cypress College to aid Veterans with transition from Military to higher education.

GOAL: Increase Hispanic/Latino enrollment at Cypress College to 51% in the next three years to match the same population of its feeder high school graduates.

FUNDING:

- Staff time to conduct inquiries and analyses of various processes.
- Reassigned time for faculty to participate in a review committee.
- Outreach Coordinator, Student Equity Manager
- Translate new student information into Spanish.

OBJECTIVES

- Identify barriers Hispanic/Latino experience on campus.
- Determine how to increase recruitment of Hispanic/Latino students to Cypress College.

STUDENT EQUITY PLAN SUMMARY

Indicator: COURSE COMPLETION

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

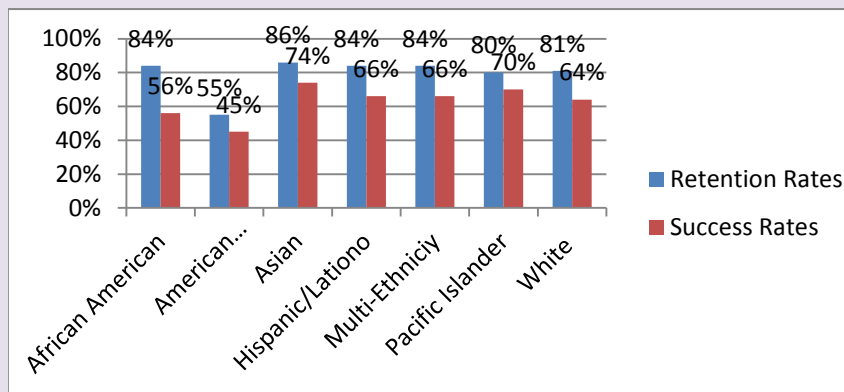
CAMPUS BASED RESEARCH - Ethnicity

Disproportionate Impact:

Although the data indicate that American Indian/Alaskan Native students perform the lowest at the College relative to this indicator, this population constitutes less than 1% of the student population. African American students comprise a more substantial (5%) student population and perform slightly better. Both groups are compared in this chart to the benchmark standard attained by Asian American students of 86% retention and 74% success. This standard was established as the highest performing group at the College in this performance indicator.

DATA ANALYSIS AND FINDINGS

COURSE COMPLETION: SUCCESS AND RETENTION IN ALL BASIC SKILLS COURSES



Data retrieved from CCCCO Datamart 2012-13.

RESOURCES

- Financial Aid
- Assessment Placement
- Counseling
- Course Scheduling
- Faculty/Staff
- Academic Support Services
- LLRC
- Staff Development
- Institutional Research Office
- Summer Boost, Clubs/Student Activities,
- Support Services: EOPS, DSPS, LLRC

ACTIVITIES

- Conduct qualitative study to determine reasons for low completion rate in basic skills courses.
- Study specific student groups to evaluate the utilization of LLRC services. Develop additional services (or targeted service) for basic skills courses.
- Continue to require students to complete assessment, orientation, educational plan, and declare major – core services.
- Provide professional development activities.

Example:

*Invite and fund speaker, such as: James Gray, Community College of Aurora – Math Faculty.

*Facilitate Student Panel Event

*Offer On-Course Workshops (Faculty and Staff)

GOAL:

Achieve proportional course (basic skills) retention and success rates of Cypress College students, specifically for African-American students, in the next three years.

FUNDING:

- Reassigned time for faculty to participate in review committees.
- Staff time to conduct and analysis course offerings, observation, and interviews.
- Professional Development.
- Special project manager to conduct qualitative and quantitative research

OBJECTIVES

1. Identify barriers that affect African-American student success rates at Cypress College.
2. Determine how to increase retention and success rates for African-American.

STUDENT EQUITY PLAN SUMMARY

Indicator: ESL Completion

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final English as a Second Language (ESL) course compared to the number of those students who complete such a final course.

CAMPUS BASED RESEARCH - Ethnicity

Disproportionate Impact:

The data below indicate that Hispanic students, with a 48% success rate in ESL, experience the greatest adverse impact compared with the 61% success rate of white students, the group selected as the benchmark because it is the highest performing group (HPG). The 80% rule was used to indicate if the success of the focal group is less than 80% of the rate of success of the HPG and thus experiencing adverse impact.

Source: *Data on Demand & Scorecard*

DATA ANALYSIS AND FINDINGS

Success Rate, 80% Index, and Disproportionate Impact

| Group | Rate | 80% Index | Disproportionate Impact |
|-------------------|-------------|--------------|-------------------------|
| Asian | 0.60 | 0.979 | no |
| African-American* | 0.42 | 0.686 | yes |
| Filipino* | 0.30 | 0.496 | yes |
| Hispanic | 0.48 | 0.780 | yes |
| Pacific Islander* | 1.00 | NA | NA |
| (Ref) White | 0.61 | 1.000 | - |
| Unknown | 0.50 | 0.815 | no |

*Not used because the total number of students in the cohort was too small to be statistically significant.

RESOURCES for ESL Completion

- Curriculum alignment between ESL classes and degree applicable courses.
- Faculty support and training on how to create a welcoming and inclusive classroom.
- Faculty training on best practices.
- Placement test guidelines.
- Diagnostic exams to determine correct level.
- ESL Orientation
- ESC/Tutoring/Workshops - LRC
- Scholarship Potluck
- Academic Support Services
- Advisement between faculty and matriculation.

ACTIVITIES

- Staff Development: “Provide a forum for BSI/ESL faculty to discuss best practices for the needs of students. Meet with counseling to outline case studies and review assessment practices/screening. Investigate a pilot set of services for this population.”
- Research the need for and potential to employ a Mentor Coordinator to develop and implement a mentoring program with faculty and students. Model “Early Scholars” from Fullerton College.
- Review and update division/department websites to ensure accessibility for all Basic Skills/ESL students.
- Implement an “early warning” system for at-risk students.
- Research the need for and potential to employ a campus LD Specialist to assess ESL students for learning disabilities.

GOAL:

Achieve proportional ESL completion rates of Cypress College students, specifically for Hispanic and economically disadvantaged students, in the next three years.

FUNDING:

- Reassigned for faculty to participate in review committees.
- Workshops/Professional Development.
- Fund research and possible hire of position(s).
- Staff time to conduct research for mentoring program, etc.

OBJECTIVES

- Identify barriers that affect how Hispanic students use resources related to ESL.
- Determine how to increase ESL and/or Basic Skills completion rates for Hispanic and African-American students.

STUDENT EQUITY PLAN SUMMARY

Indicator: Basic Skills Mathematics Completion

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills math course compared to the number of those students who complete such a final course.

CAMPUS BASED RESEARCH - Ethnicity

Disproportionate Impact:

The data below indicate that African American students, who have a 20% success rate in basic skills math, experience the greatest adverse impact compared to the 39% success rate of Asian students, the group selected as the benchmark because it is the highest performing group (HPG). The 80% rule was used to indicate if the success of the focal group is less than 80% of the rate of success of the HPG, thus experiencing adverse impact.

Source: *Data on Demand & Scorecard*

DATA ANALYSIS AND FINDINGS

Success Rate, 80% Index, and Disproportionate Impact

| Group | Rate | 80% Index | Disproportionate Impact |
|-------------------|------|-----------|-------------------------|
| (Ref) Asian | 0.39 | 1.000 | - |
| African-American | 0.20 | 0.514 | yes |
| Filipino | 0.27 | 0.696 | yes |
| Hispanic | 0.26 | 0.681 | yes |
| American Indian* | 0.26 | 0.679 | yes |
| Pacific Islander* | 0.26 | 0.671 | yes |
| White | 0.30 | 0.789 | yes |
| Unknown | 0.35 | 0.893 | no |

*Not used because the total number of students in the cohort was too small to be statistically significant.

RESOURCES for ESL Completion

- Curriculum alignment between basic skills classes and degree applicable courses.
- Faculty/staff development
- Personalized instruction – mentoring, hands-on approach to instruction.
- Dynamic and supportive classroom environment
- Small class size
- Placement test guidelines
- Diagnostic exams to determine correct level
- Academic good standing requirements
- Course withdrawal procedures
- Financial aid eligibility and availability
- Summer Boost, MLC, Math Club, STEM, SCE Pathways, EOPS

ACTIVITIES

- Staff Development: “Provide a forum for BSI/ESL faculty to discuss best practices for the needs of students. Meet with counseling to outline case studies and review assessment practices/screening. Investigate a pilot set of services for this population.”
- Research the need for and potential to employ a Mentor Coordinator to develop and implement a mentoring program with faculty and students. Model “Early Scholars” from Fullerton College.
- Review and update division/department websites to ensure accessibility for all Basic Skills/ESL students.
- Implement an “early warning” system for at-risk students.
- Research the need for and potential to employ a campus LD Specialist to assess ESL students for learning disabilities.

GOAL:

Achieve proportional basic skills math completion rates of Cypress College students, specifically for African-American students, students 25 and older, and students with disabilities, in the next three years.

FUNDING:

- Reassigned time for faculty to participate in review committees.
- Workshops/Professional Development.
- Fund research and possible hire of position(s).
- Staff time to conduct research for mentoring program, etc.

OBJECTIVES

- Identify barriers that affect how African American students use resources related to Basic Skills Math.
- Continue to provide course offerings and support services for ESL students.
- Research new and innovative ways to help African American students succeed in Basic Skills Math courses.

STUDENT EQUITY PLAN SUMMARY

Indicator: Basic Skills English Completion

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills English course compared to the number of those students who complete such a final course.

CAMPUS BASED RESEARCH - Ethnicity

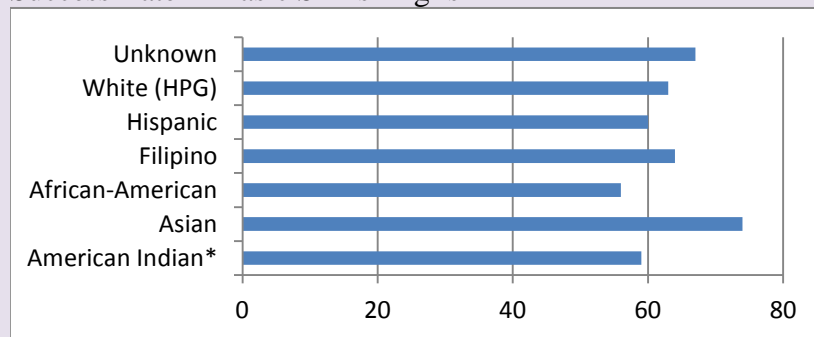
Disproportionate Impact:

The data below indicate that African American students, who have a 56% success rate in basic skills English, experience the greatest adverse impact compared to the 74% success rate of Asian students, the group selected as the benchmark because it is the highest performing group (HPG). The 80% rule was used to indicate if the success of the focal group is less than 80% of the rate of success of the HPG, thus experiencing adverse impact.

Source: *Data on Demand & Scorecard*

DATA ANALYSIS AND FINDINGS

Success Rate in Basic Skills English



Success Rate, 80% Index, and Disproportionate Impact

| Group | Rate | 80% Index | Disproportionate Impact |
|------------------|------|-----------|-------------------------|
| (Ref) Asian | 0.74 | 1.000 | - |
| African-American | 0.56 | 0.763 | yes |
| Filipino | 0.64 | 0.863 | no |
| Hispanic | 0.60 | 0.809 | no |
| American Indian* | 0.59 | 0.815 | yes |
| White | 0.63 | 0.855 | no |
| Unknown | 0.67 | 0.909 | no |

*Not used because the total number of students in the cohort was too small to be statistically significant.

RESOURCES

- Curriculum alignment between basic skills classes and degree applicable courses.
- Faculty/staff development
- Personalized instruction – mentoring, hands-on approach to instruction.
- Dynamic and supportive classroom environment
- Small class size
- Placement test guidelines
- Diagnostic exams to determine correct level
- Academic good standing requirements
- Course withdrawal procedures
- Financial aid eligibility and availability
- English Learning Center, SCE Pathways, EOPS, DSPS, Legacy, Summer Boost

ACTIVITIES

- Staff Development: “Provide a forum for BSI/ESL faculty to discuss best practices for the needs of students. Meet with counseling to outline case studies and review assessment practices/screening. Investigate a pilot set of services for this population.”
- Research the need for and potential to employ a Mentor Coordinator to develop and implement a mentoring program with faculty and students. Model “Early Scholars” from Fullerton College.
- Review and update division/department websites to ensure accessibility for all Basic Skills/ESL students.
- Implement an “early warning” system for at-risk students.
- Research the need for and potential to employ a campus LD Specialist to assess ESL students for learning disabilities.

GOAL:

Achieve proportional basic skills English rates of Cypress College students, specifically for African-American students, in the next three years.

FUNDING:

- Reassigned time for faculty to participate in review committees.
- Workshops/Professional Development.
- Fund research and possible hire of position(s).
- Staff time to conduct research for mentoring program, etc.

OBJECTIVES

- Identify barriers that affect how African American students use resources related to Basic Skills English.
- To continue to provide course offerings and support services for Basic Skills English students.
- Research new and innovative ways to help African American students succeed in Basic Skills English courses.

STUDENT EQUITY PLAN SUMMARY

Indicator: DEGREE/CERTIFICATE COMPLETION

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

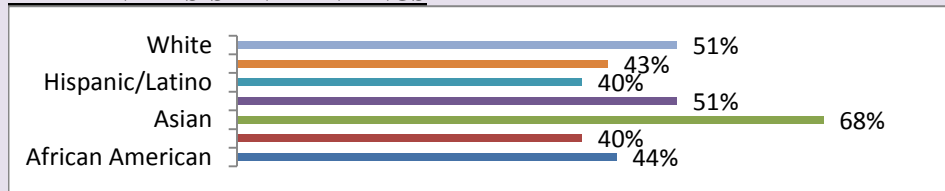
CAMPUS BASED RESEARCH

ETHNICITY Disproportionate Impact:

The data below indicate that Hispanic students, who have 40% degree/certificate completion, and African American students, who have 44% degree/certificate completion rate, experience the greatest adverse impact, compared with the 68% degree/certificate completion rate of Asian students, the group selected as the benchmark because it is the highest performing group (HPG).

Source: SPAR Completion; Data cohorts from 2003/2004, 2004/2005, 2005/2006, 2006/2007, 2007/2008;
Data on Demand

DATA ANALYSIS AND FINDINGS



| Racial/Ethnic Group | Group Success Rate/HPG Rate | 80% Rule Comparison Value* |
|---------------------|-----------------------------|----------------------------|
| African American | 44%/68% | 0.65 |
| American Indian | 40%/68% | 0.58 |
| Asian | 68%/68% | 1.00 |
| Filipino | 51%/68% | 0.75 |
| Hispanic/Latino | 40%/68% | 0.59 |
| Pacific Islander | 43%/68% | 0.63 |
| White | 51%/68% | 0.75 |

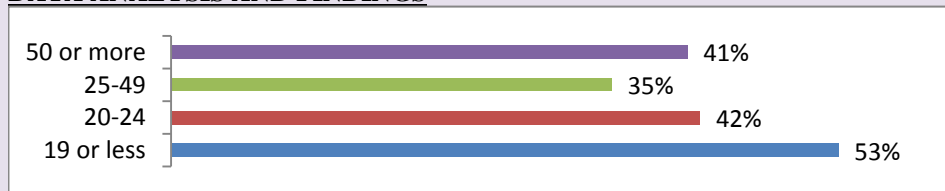
*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied.

AGE Disproportionate Impact:

When compared to the highest performing group (19 years old or younger) at 53% completion rate, the data indicate that students older than 24 (specifically ages 25-49) experience the greatest adverse impact at 35% degree/certificate completion rate.

Source: SPAR Completion; Data cohorts from 2003/2004, 2004/2005, 2005/2006, 2006/2007, 2007/2008;
Data on Demand

DATA ANALYSIS AND FINDINGS



| Age Group | Group Success Rate/HPG Rate | 80% Rule Comparison Value* |
|------------|-----------------------------|----------------------------|
| 19 or less | 53%/53% | 1.00 |
| 20-24 | 42%/53% | 0.79 |
| 25-49 | 35%/53% | 0.65 |
| 50 or more | 41%/53% | 0.77 |

*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied.

RESOURCES

- Academic good standing requirements
- Financial aid available from year to year
- Location and working hours of academic support services
- Types of academic support services
- Classroom culture
- Learning communities
- Counseling Center
- Informational material and handouts in various service offices
- Faculty development
- Tutoring
- Faculty student/office hour

ACTIVITIES

- Conduct research to determine if students receiving counseling services or taking counseling courses/sessions are more likely to be successful.
- Implement comprehensive Degree Works program for counselor and student use.
- Investigate viability of requiring all incoming freshmen to complete a counseling course or group session to ensure completion of Student Educational Plan and college preparation.
- Implement “Guest Speaker” series to highlight diverse populations. Work closely with Legacy, Diversity Committee, etc. to ensure campus invites appropriate and relevant guests.

GOAL:

Achieve proportional degree and certificate completion rates of Cypress College students, specifically of African American and Hispanic students, and students ages 25-49.

FUNDING:

- Staff time to conduct surveys and analyze data.
- Invite guest speakers.

OBJECTIVES

- Identify barriers affecting African-American and Hispanic students and students older than 24 from completing their degree/certificate coursework.
- Determine how to increase degree/cert completion rates for students older than 24 and African American and Hispanic students..

STUDENT EQUITY PLAN SUMMARY

Indicator: TRANSFER

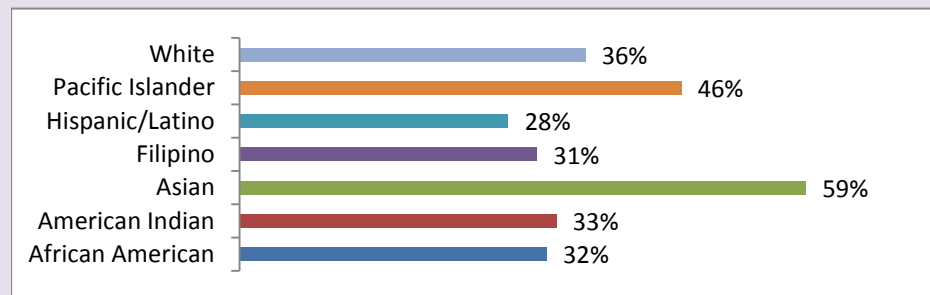
The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

CAMPUS BASED RESEARCH

ETHNICITY Disproportionate Impact:

The data indicate that Hispanic students, who have 28% transfer rate, Filipino students, who have 31% transfer rate, and African American students, who have 32% transfer rate, experience the greatest adverse impact, compared with the 59% transfer rate of Asian students, the group selected as the benchmark because it is the highest performing groups (HPG).

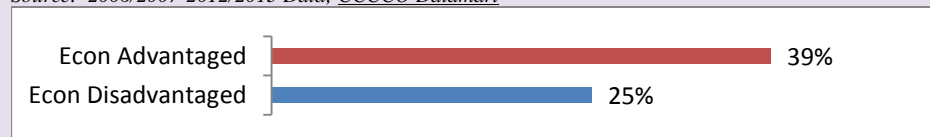
Source: 2006/2007-2012/2013 Data; CCCCO Datamart



ECONOMICALLY DISADVANTAGED Disproportionate Impact:

The data below indicate that students who are economically disadvantaged (CalWORKs, BOGG, or PELL Grant) have a 25% transfer rate and experience the greater adverse impact, compared with the 39% transfer rate of non-CalWORKs/BOGG/PELL recipients, the group selected as the benchmark because it is the higher performing group (HPG).

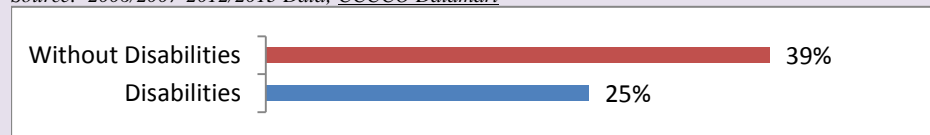
Source: 2006/2007-2012/2013 Data; CCCCO Datamart



DISABILITIES Disproportionate Impact:

The data below indicate that students with disabilities (DSPS) have a 25% transfer rate and experience the greatest adverse impact, compared with the 39% transfer rate of students without disabilities (non-DSPS), the group selected as the benchmark because it is the higher performing group (HPG).

Source: 2006/2007-2012/2013 Data; CCCCO Datamart



GOAL: Achieve proportional transfer rates of Cypress College students, specifically African-American, Hispanic, Filipino, economically disadvantaged, and students with disabilities.

FUNDING:

- Staff time to conduct surveys and analyze data.
- Publicity and advertising
- Materials and Handouts

RESOURCES

- Classroom culture
- Academic good standing requirements
- Financial aid available from year to year
- Transfer Advisement Center – Counseling
- Academic support services
- Support programs for all students and for underrepresented students
- Puente
- Legacy
- Informational materials and handouts
- DSPS
- EOPS
- Faculty development
- Library and Learning Resource Center

ACTIVITIES

- Investigate ways to improve transfer service, awareness, and student participation. Research best practices at other campus.
- Ensure transfer-related materials/handouts are located in all support offices and are visible and fully accessible. Use available media to present transfer information (i.e. campus televisions to include “transfer commercials” as part of loop).
- Publicize transfer mission through website, catalog, schedule of classes, press releases. Highlight diverse populations (i.e. testimonials from former students – struggles, barriers, etc.).
- Design and implement policy that requires students to declare and/or verify a course of study at the beginning of each semester before enrolling in courses.

OBJECTIVES

- Identify barriers affecting the transfer rate of African American, Filipino, and Hispanic students.
- Determine how to increase transfer rate for African American, Filipino, and Hispanic students.

II. Campus-Based Research

A) Overview

The data used in the Cypress College Student Equity Plan was extracted from multiple data sources:

- CCCCCO Data Mart
- Data on Demand
- Cypress College Student Success Scorecard
- California Department of Education
- Census.gov Fact Finder Pages
- Data Ferret; American Community Survey
- American Fact Finder; 2010 Decennial Census
- Local Research by the Cypress College Research and Planning Department

The Student Equity Plan Committee, along with the Research and Planning Department, extracted, reviewed, and interpreted SPAR Completion data (Data on Demand) for the time period of 2003/2004 through 2007/2008 for Degree and Certificate Completion; Transfer Velocity (CCCCO Datamart) for the time period 2006/2007 through 2012/2013 for Transfer; California Department of Education 2011-2013 and Student Success Scorecard 2013 for Access; CCCCCO Datamart 2012-2013 for Course Completion; and Data on Demand for ESL and Basic Skills Completion. Since this report will be reviewed/updated annually to determine and address emerging inequity trends, it is imperative that the Committee extract data from the same sources and length of time each review period.

B) Indicator Definitions and Data

Access

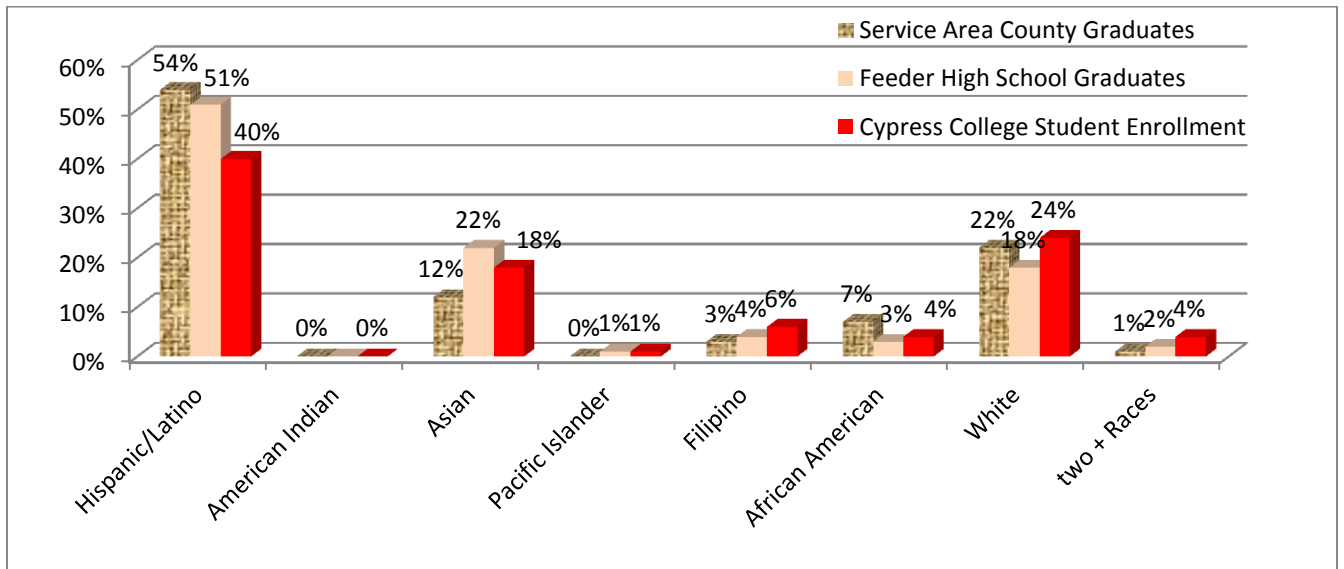
Indicator: ACCESS

Indicator: Access- The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Ethnicity:

Access data was extracted from California Department of Education, 2011-2013 and the 2013 Student Success Scorecard. These sources provide a comparison of service-area high schools from Los Angeles and Orange, and specific feeder high school districts: ABC, Anaheim, Garden Grove, Fullerton Joint Union, Los Alamitos, and Norwalk-La Mirada, along with Cypress College enrollment.

Race/Ethnicity



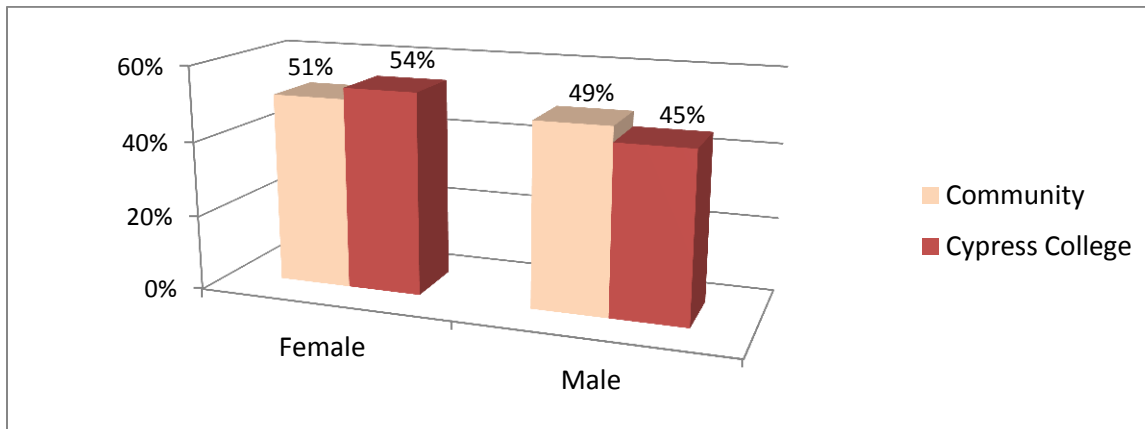
The data indicate that Pacific Islander and American Indian students are the least represented at Cypress College; however, these groups represent less than 1% of the surrounding community.

African American students are also a disproportionately impacted group, but they represent only 7% of the surrounding community. Therefore, the SEP Committee chose to focus on Hispanic/Latino students, who are underrepresented on campus compared to their community representation. All other ethnicities within the community have higher or comparable representation at Cypress College.

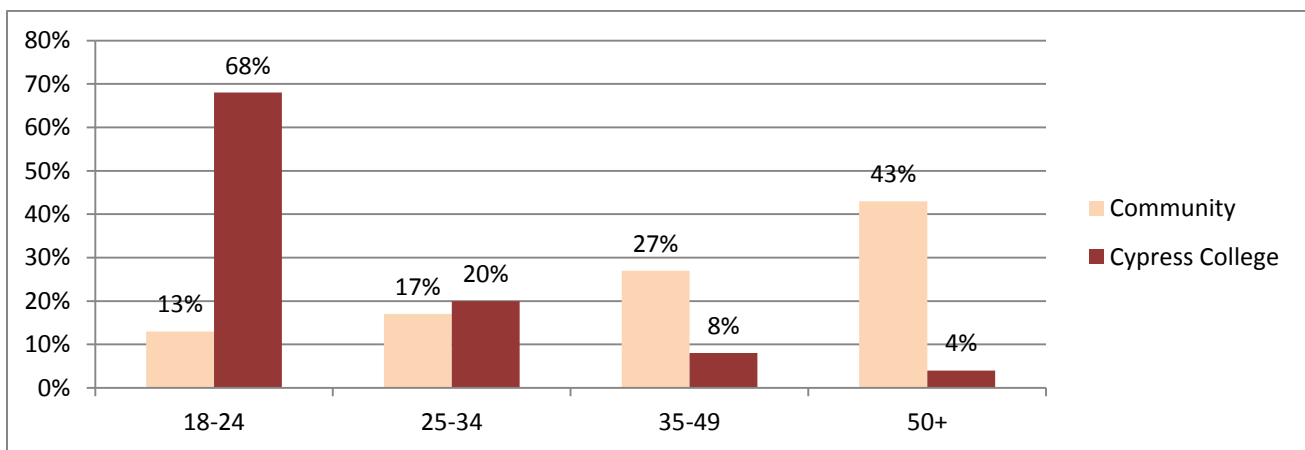
Gender and Age:

The data was extracted from the 2012 American Community Survey data and is comprised of the surrounding areas: Cypress, Buena Park, Seal Beach Cities, and Anaheim City (West).

Gender



Age



The impact of access for students within these groups (gender and age) was not significant; therefore, the Committee chose to focus on other groups. It is important to note, however, that after the age of 35, the student representation decreases on campus, but so does the age of most people choosing to or needing to attend college.

At this time, we do not have Access data regarding students with disabilities, English as a second language, foster youth, veterans, and socio-economic data for the surrounding communities.

Although Cypress College is unable to gather data to determine disproportionate impact in the **Veteran Population**, the Committee understands the substantial importance of Veterans receiving equal access to college courses, services, and college success. Cypress College has seen an increase in Veterans on campus every year since 2011 (see chart below).

| Semester | # of Veterans enrolled |
|-------------|------------------------|
| Spring 2014 | 1,341 |
| Fall 2013 | 1,268 |
| Spring 2013 | 1,182 |
| Fall 2012 | 1,107 |
| Spring 2012 | 993 |
| Fall 2011 | 924 |

According to Schiavone and Gentry, “One of the fastest-growing subpopulations of nontraditional college students is military veterans who enroll in institutions of higher education following their returns from deployment. Although much research has been conducted on veteran-students, much of that work has focused on issues such as veterans' finances or academic achievement, rather than the individuals' transitions from deployment to student life” (*Journal of Continuing Higher Education*, v62 n1 p29-38 2014). Cypress College welcomes this growing population by including in the Student Equity Plan activities to address the increase in our Veteran population and deems the Veteran activities as absolutely fitting and applicable.

Findings:

- Hispanic/Latino students represent 54% of the service area high school graduates, yet only 40% attend Cypress College. Therefore, Hispanic/Latino students are underrepresented by 14% on campus.
- Hispanic/Latino students represent 51% of the specific feeder high school graduate, yet only 40% attend Cypress College. An 11% decrease in representation on the campus.
- White and Filipino students have higher representation at Cypress College than within the surrounding communities.
- Male students represent 49% of the community population and comprise 45% of the Cypress College student population. Therefore, males are underrepresented by 4%

- When looking at age, students between 18 and 24 are overrepresented at Cypress College when compared to the surrounding community.

Course Completion

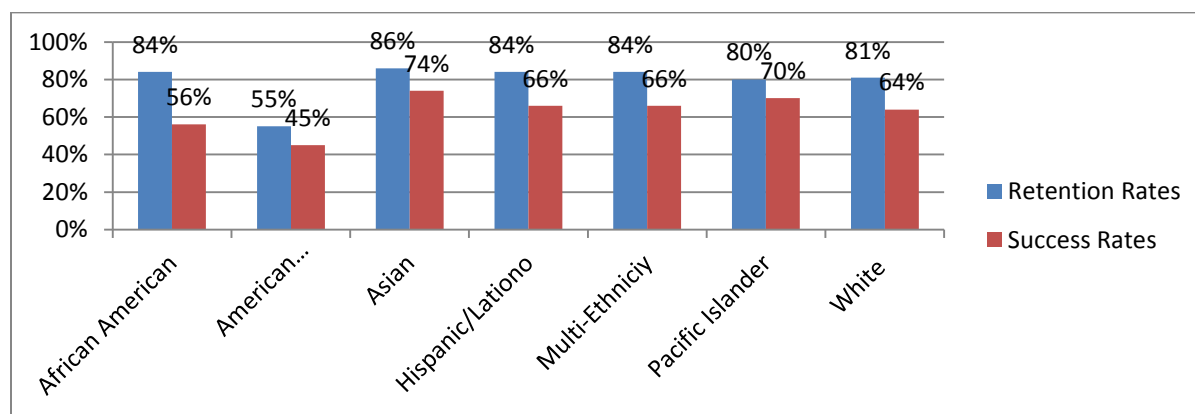
Indicator: COURSE COMPLETION

Indicator: *Course Completion (Retention and Success)* – The ratio of the number of credit courses that students, by population, complete compared to the number of courses in which students in that group are enrolled on census day of the term.

The State requested that Course completion focus on credit bearing courses; however, Cypress College has no population groups that are disproportionately impacted within credit courses.

Based on this finding, the committee elected to gather and interpret data for basic skills course completion, instead. This area is defined as the number of students who have successfully completed a basic skills class. When looking at basic skills course completion, none of the population groups (gender, age, disabilities, economically-disadvantaged) were disproportionately impacted except race/ethnicity. The data below indicate that African-American students have 84% retention and 56% success rate. Although this group does not experience the greatest adverse impact, American Indian/Alaskan Native students (the greatest adversely impacted group) represents less than 1% of the Cypress College student population. Since African-American students represent a higher percentage on campus, their adverse impact is compared with Asian students at 86% retention and 74% of the success rate. Asian students were selected as the benchmark as the highest performance group in this indicator. It is important to note that none of the ethnicities have disproportionate impact in the area of retention.

Retention and Success Rates by Ethnicity



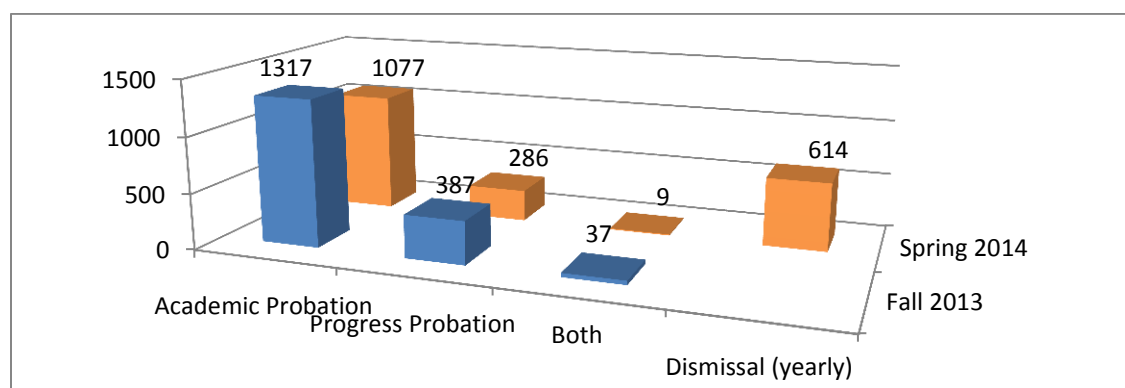
Data retrieved from CCCCO Datamart 2012-13.

At this time, we do not have data on course completion rates for student with disabilities or from socioeconomically disadvantaged groups. We also do not have data on foster youth or veterans regarding course completion rates.

Academic/Probation and Dismissal Process

Students who do not meet the following satisfactory academic progress (SAP) standards: 1) a minimum cumulative Grade Point Average (GPA) of 2.0 or higher must be maintained, and 2) complete at least 50% of units attempted in a semester, are placed on academic probation. At the end of each term, students are informed by U.S. mail if they are on academic and/or progress probation.

Students on Probation and/or Dismissal in 2013-14



Data was extracted from student records in Banner 2013-14

Once on probation, students must either: 1) earn a passing grade of “A”, “B”, or “C” in 75% of their classes, or 2) complete more than 50% of their cumulative classes with a passing grade. Students who are on probation are recommended to complete an in-person or online probation workshop, as well as seek support from a counselor. The workshop includes a transcript review, a definition of important terms and policies related to their academic standing, and information on skills to support success. If after two consecutive semesters students do not meet the SAP standards, they are academically dismissed and must petition to be reinstated to the college.

Findings:

- No disproportionate impact regarding credit course completion rates (retention/success) related to gender, age, or ethnicity/race.
- In age and gender, no significant impact was found with regards to retention and success in basic skills course completion.
- Disparity exists in African American students only in the basic skills course completion, and only with success rates not retention rates.
- No ethnicity/race was negatively impacted in basic skills completion in retention rates.

Basic Skills and ESL Completion

Indicator: BASIC SKILLS AND ESL COURSE COMPLETION

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final English as a Second Language (ESL) or basic skills course compared to the number of those students who complete such a final course.

Basic skills and ESL completion focuses on students who start below transfer level in English, mathematics, and/or ESL and complete a college-level course in the same discipline.

ESL

Data on Demand was used to gather data for the basic skills/ESL indicator.

The data suggest that there was no disproportionate impact in ESL for gender, disability, or age groups. However, there was a disproportionate impact for certain ethnicities as well as economically disadvantaged students.

While analyzing the data some questions arose from the committee about the accuracy of various ethnic groups found in ESL. For example, why were African-Americans represented in ESL? The committee discussed the possibility that mainland African students are self-selecting African-American on the initial application form when they first apply to the college. Currently, the college has no way to identify which ESL students are “African American” and which are “African.” Another example relates to the highest performing group (HPG) who ethnically identified themselves as “White.” This brought up the question of “White” students taking ESL courses, which could possibly include Eastern and Western European students or Middle Eastern students.

Remedial English

Data on Demand was used to gather data for the Basic Skills/Remedial English indicator.

The data suggest that there was no disproportionate impact in remedial English based on gender, age, disability, or economic disadvantage. However, certain racial groups do experience a disproportionate impact: African American, American Indian, and Pacific Islander students. Because of the low, potentially statistically insignificant numbers of American Indian students (n = 34) and Pacific Islander students (n = 66), the Student Equity Committee decided to focus on the remedial English disproportionate impact experienced by African American Students (n = 333). The data is not yet available for foster youth or veterans in remedial English; however, campus research indicates that there is a rise in veteran enrollment.

Remedial Math

Data on Demand was used to gather data for the Basic Skills/Remedial Math indicator.

The data suggest that there was no disproportionate impact in remedial math based on gender and economic disadvantage. In our summary, we focused mainly on the African-American student population. The reason for this is because this population group had the highest disproportionate impact compared to all other groups represented. However, other populations do experience a disproportionate impact as well. Students with disabilities showed a slight disproportionate impact. Also, in terms of age, two groups experience disproportionate impact: students in the age range of 25 to 49 and students 50 and older. Lastly, in terms of race, all student groups other than those identified as “Asian” and “unknown” experience a disproportionate impact. So, the following racial groups are disproportionately impacted in remedial math: African American, Filipino, Hispanic, American Indian, and Pacific Islander, and White. The data is not yet available for foster youth or veterans in remedial math; however, campus research indicates that there is a rise in veteran enrollment.

Data

The Cypress College *Student Success Scorecard* reflects robust ESL and remedial English programs. According to the 2014 *Student Success Scorecard*, which tracked students for six years through 2012-13, Cypress College ESL had a 65.4% success rate, compared with a statewide average of 27.1% of students who started below transfer level in English and completed a college-level course in the same discipline. The remedial English program had a success rate of 62.1% as compared to a statewide average of 43.7%, ranking each program as second and fourth in the state of California. Even with these positive figures, there are areas of disproportionate impact where each program can work to improve success rates.

ESL Data

The charts below reflect the ratio of the number of students by population group who complete a degree-applicable course after having completed the final English as a Second Language (ESL) or basic skills course compared to the number of those students who complete such a final course.

The data below indicate that Hispanic students, who have a 48% success rate in ESL, experience the greatest adverse impact, compared with the 61% success rate of White students, the group selected as the benchmark because it is the highest performing group (HPG). The 80% Rule was used to indicate if the success of the focal group was less than 80% of the rate of success of the HPG, and thus experiencing the adverse impact.

ESL - Success Rate, 80% Index, and Disproportionate Impact based on Ethnicity

| Group | Rate | 80% Index | Disproportionate Impact |
|-------------------|------|-----------|-------------------------|
| Asian | 0.60 | 0.979 | no |
| African-American* | 0.42 | 0.686 | yes |
| Filipino* | 0.30 | 0.496 | yes |
| Hispanic | 0.48 | 0.780 | yes |
| Pacific Islander* | 1.00 | NA | NA |
| (Ref) White | 0.61 | 1.000 | - |
| Unknown | 0.50 | 0.815 | no |

*Not used because the total number of students in the cohort was too small to be statistically significant.

The data below show that the reference group is the student group receiving CalWORKs services. The population group with disproportionate impact is the group NOT considered economically disadvantaged. The committee will investigate to inquire if ESL students are struggling to navigate the financial aid and/or CalWORKs process. This could be a reason for the disproportionate impact.

ESL - Success Rate, 80% Index, and Disproportionate Impact based on Economic Disadvantages

| Group | Rate | 80% Index | Disproportionate Impact |
|--------------|------|-----------|-------------------------|
| CalWORKs | 0.62 | 1.000 | - |
| Non-CalWORKs | 0.47 | 0.765 | yes |

Remedial English Data

The chart below reflects the ratio of the number of students by population group who complete a degree-applicable course after having completed the final remedial English or basic skills course compared to the number of those students who complete such a final course.

The data below indicate that African-American students, who have a 56% success rate in Basic Skills English, experience the greatest adverse impact, compared with the 74% success rate of Asian students, the group selected as the benchmark because it is the highest performing group (HPG). The 80% Rule was used to indicate if the success of the focal group was less than 80% of the rate of success of the HPG, and thus experiencing the adverse impact.

Remedial English - Success Rate, 80% Index, and Disproportionate Impact based on Race

| Group | Rate | 80% Index | Disproportionate Impact |
|-------------------|------|-----------|-------------------------|
| (Ref) Asian | 0.74 | 1.000 | - |
| African-American | 0.56 | 0.763 | yes |
| Filipino* | 0.64 | 0.863 | no |
| Hispanic | 0.60 | 0.809 | no |
| Pacific Islander* | 0.50 | 0.675 | yes |
| American Indian* | 0.59 | 0.795 | yes |
| White | 0.63 | 0.855 | no |
| Unknown | 0.67 | 0.909 | no |

*Not used because the total number of students in the cohort was too small to be statistically significant.

Remedial Math Data

The charts below reflect the ratio of the number of students by population group who complete a degree-applicable course after having completed the final remedial math or basic skills course compared to the number of those students who complete such a final course.

The data below indicate that African-American students, who have a 20% success rate in basic skills math, experience the greatest adverse impact, compared with the 39% success rate of Asian students, the group selected as the benchmark because it is the highest performing group (HPG).

The 80% Rule was used to indicate if the success of the focal group was less than 80% of the rate of success of the HPG, and thus experiencing the adverse impact. The committee chose this benchmark as the primary area of focus of remedial math because the disproportionate impact was the most significant for African-Americans. It is our hope, that by better supporting African-American students, we will better serve all of the groups who are disproportionately impacted.

Remedial Math - Success Rate, 80% Index, and Disproportionate Impact based on Race

| Group | Rate | 80% Index | Disproportionate Impact |
|------------------|-------------|------------------|--------------------------------|
| (Ref) Asian | 0.39 | 1.000 | - |
| African-American | 0.20 | 0.514 | yes |
| Filipino | 0.27 | 0.696 | yes |
| Hispanic | 0.26 | 0.681 | yes |
| Pacific Islander | 0.26 | 0.671 | yes |
| American Indian | 0.26 | 0.679 | yes |
| White | 0.30 | 0.789 | yes |
| Unknown | 0.35 | 0.893 | no |

The data below indicate that students ranging in age from 25-49 and 50 and older who have success rates of 23% and 20% respectively in basic skills math experience the greatest adverse impact, compared with the 33% success rate of 20 years old and younger students, the group selected as the benchmark because it is the highest performing group (HPG). The 80% Rule was used to indicate if the success of the focal group is less than 80% of the rate of success of the HPG, and thus experiencing the adverse impact.

Remedial Math - Success Rate, 80% Index, and Disproportionate Impact based on Age

| Group | Rate | 80% Index | Disproportionate Impact |
|------------------|------|-----------|-------------------------|
| (Ref) 20 or less | 0.33 | 1.000 | - |
| 20-24 | 0.28 | 0.846 | no |
| 25-49 | 0.23 | 0.718 | yes |
| 50 or more | 0.20 | 0.614 | yes |

The data below indicate that students with disabilities, who have a 22% success rate in basic skills math, experience the greatest adverse impact, compared with the 29% success rate of students without disabilities, the group selected as the benchmark because it is the highest performing group (HPG). The 80% Rule was used to indicate if the success of the focal group is less than 80% of the rate of success of the HPG, and thus experiencing the adverse impact.

Remedial Math - Success Rate, 80% Index, and Disproportionate Impact based on DSPTS (disabilities)

| Group | Rate | 80% Index | Disproportionate Impact |
|-----------------|------|-----------|-------------------------|
| DSPTS | 0.22 | 0.756 | yes |
| (Ref) Non-DSPTS | 0.29 | 1.000 | - |

Findings/Trends:

- African-American students are disproportionately impacted in all three areas of remedial education.
- Hispanic students showed a disproportionate impact in ESL.
- Although American Indian/Alaskan Native, Pacific Islander, and Filipino students show a disproportionate impact in basic skills and ESL completion, their cohort numbers are not statistically significant enough to make conclusions or take action.
- The completion rate for remedial math continues to drop as the age of the student increases.

- There is no gender disproportion in any basic skill.
- The age gap is less evident in basic skill courses except for math.
- Students who are not economically disadvantaged are disproportionately impacted in ESL.
- Regardless of ethnicity, students in basic math classes have lower success rates than students in English and ESL.
- Students with disabilities are disproportionately impacted in remedial math.

Degree and Certificate Completion

Indicator: DEGREE AND CERTIFICATE COMPLETION

Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

On August 27, 2014, the California Community Colleges announced that “it will seek to increase the number of students earning certificates, degrees or transferring to four-year institutions by nearly a quarter of a million over the next 10 incoming freshman classes under college completion goals set by the system’s Board of Governors”. The Cypress College Student Equity Committee supports this ambitious effort by establishing goals for completion of degree, certificate, and transfer. As Community Colleges Chancellor Brice W. Harris states, “We are making a commitment to incoming freshmen that more of them will graduate, transfer or complete career technical programs.”

Cypress College maintains an annual enrollment of approximately 20,000 students. Enrollment data is influenced by variations in the local, state, and national economy and population shifts in North Orange County, as well as other factors. The college maintains 77 Associate Degree programs and 146 certificate programs. Students enroll in degree and certificate programs based on personal necessity, interests, skills, and abilities.

In 2012-2013, 3,941 students received Associate Degrees and/or Certificates. Of those students completing the degree/certificate requirements, 56% were female and 43% were male; 4% students had disabilities; 57% students received CalWORKs, BOGG, or Pell Grant; 93% were ages 19 to 24 and 7% were ages 25 and older; 25% were Asian, 4% were African American, 9% were Filipino, 23% were Hispanic, .4% were American Indian, .4% were Pacific Islander, 28% were White, and 10% were students who identified as “unknown”.

Cypress College will continue to increase the overall number of students receiving Associate Degrees and/or certificates with support from a variety of campus programs, services, and activities.

As the data was extracted and interpreted, significant disproportionate differences in degree and/or certificate completion were discovered in only two population groups, **ethnicity** and **age**.

Ethnicity: Although the data indicate that all students are disproportionately impacted in degree/certificate completion rate compared to Asian students (68%), the Committee will focus on Hispanic (40%) and African American (44%) students, only. It is important to note that two other groups display a greater impact in completion than African American students, but the percentage of American Indian (.3%)* and Pacific Islander (.5%) ** students is insignificant in comparison to the overall student enrollment at Cypress College. Therefore, the data indicate that Hispanic students who have 40% degree/certificate completion and African American students who have 44% degree/certificate completion rate experience the greatest adverse impact, compared with the 68% degree/certificate completion rate of Asian students, the group selected as the benchmark because it is the highest performing group.

Ethnicity

| Group | All Count | Successful Count | Rate |
|--------------------|------------------|-------------------------|-------------|
| Asian | 1437 | 977 | 68% |
| African American | 384 | 169 | 44% |
| Filipino | 665 | 341 | 51% |
| Hispanic | 2245 | 907 | 40% |
| American Indian* | 43 | 17 | 40% |
| Pacific Islander** | 91 | 39 | 43% |
| White | 2167 | 1111 | 51% |
| Unknown | 745 | 380 | 51% |

Age: When compared to the highest performing group (19 years old or younger) at 53% completion rate, the data indicate that students older than 24 (specifically ages 25-49) experience the greatest adverse impact at 35% degree/certificate completion rate.

Age

| Group | All Count | Successful Count | Rate |
|------------|-----------|------------------|------|
| 19 or less | 6346 | 3388 | 53% |
| 20-24 | 701 | 296 | 42% |
| 25-49 | 674 | 234 | 35% |
| 50 or more | 56 | 23 | 41% |

Degree/Certificate Completion Findings/Trends:

- Asian students have the highest degree/certificate completion rate.
- Compared to Asian students, all other students are disproportionately impacted in degree/cert completion rate.
- There are no differences regarding degree/cert completion rates related to gender, disabilities, or economically advantaged.
- Students ages 25 or more have the lowest degree/certificate completion rate.

Transfer

Indicator: TRANSFER

Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

The rates of transfer of Cypress College students vary across population groups. In 2012-2013, 460 students transferred to universities. Of those 460 students, 53% were female, 46% were male; 3% had disabilities; 0.6% were CalWORKs participants; 96% were 24 years old or younger at the cohort beginning; 32% were Asian, 26% White, 20% Hispanic, 10% unknown, 8% Filipino, 3% African American, 1% Pacific Islander, and .4% American Indian.

Cypress College will continue to increase transfer rates by offering support services and activities through the Transfer Center and other programs. Specifically, Cypress College participates in the Transfer Admission Guarantee (TAG). This program agreement between the University of California and California Community Colleges offers students guaranteed admission to a specific TAG UC as long as the students have met all necessary requirements.

As the data was extracted and interpreted, significant disproportionate differences in transfer rate were uncovered in three student population groups: **ethnicity**, those with **economic disadvantage**, and those with **disabilities**.

Ethnicity: The data indicate that Hispanic students who have 28% transfer rate, Filipino students who have 31% transfer rate, and African American students who have 32% transfer rate experience the greatest adverse impact. To determine the disproportionate impact, the transfer rate of each ethnic group was compared to the transfer rate of Asian students at 59%, the group selected as the benchmark because it is the highest performing group.

Ethnicity

| Group | Cohort Year 2006-2007 Transferred Student | Cohort Year 2006-2007 Cohort Student | Transfer Rate |
|------------------|--|---|---------------|
| Asian | 149 | 253 | 59% |
| American Indian | 2 | 6 | 33% |
| African American | 12 | 37 | 32% |
| Filipino | 35 | 112 | 31% |
| Hispanic | 91 | 326 | 28% |
| Pacific Islander | 6 | 13 | 46% |
| Unknown | 45 | 112 | 40% |
| White | 120 | 334 | 36% |

Economically Disadvantaged: The data indicate that students who are economically disadvantaged have a 25% transfer rate and experience the greater adverse impact, compared to the 29% transfer rate of non-CalWORKs recipients, the group selected as the benchmark because it is the higher performing group. The committee questions, however, if the data source used for this indicator (CCCCO Datamart “Transfer Velocity”) identifies ALL students considered economically disadvantaged (CalWORKs, BOGG, and PELL) or just those registered with CalWORKs only.

Economically Disadvantaged

| Group | Cohort Year 2006-2007 Transferred Student | Cohort Year 2006-2007 Cohort Student | Transfer Rate |
|--------------------------|--|---|---------------|
| CalWORKs Participant | 4 | 16 | 29% |
| Non-CalWORKs Participant | 456 | 1177 | 39% |

Disabilities: The data indicate that students with disabilities (DSPS) have a 25% transfer rate and experience the greatest adverse impact, compared with the 39% transfer rate of students without disabilities (non-DSPS), the group selected as the benchmark because it is the higher performing group.

Disabilities

| Group | Cohort Year 2006-2007 Transferred Student | Cohort Year 2006-2007 Cohort Student | Transfer Rate |
|--------------|--|---|----------------------|
| DSPS | 13 | 51 | 25% |
| Non-DSPS | 447 | 1142 | 39% |

Transfer Findings/Trends:

- There is no gender gap within transfer rate (Female=38%; Male=40%).
- Asian students have the highest transfer rate at 59%.
- Compared to Asian students (59%), all other students are disproportionately impacted in transfer rate while Hispanic students (28%) have the lowest transfer rate followed by Filipino students (31%).
- Students in higher age groups are less likely to transfer than younger students. (19 or below)
- Students with disabilities (25%) show lower transfer rate than those students without disabilities (39%)
- Students who are economically disadvantaged have greater adverse impact.

III. Goals and Activities

Indicator #1: ACCESS

| <p>Goal 1: Increase Hispanic/Latino enrollment at Cypress College in the next four years to match the population of its feeder high school graduates of 51%.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify barriers Hispanic/Latino experience on campus. Determine how to increase recruitment of Hispanic/Latino students to Cypress College. | | | |
|--|---|---|-----------------|
| Activities and Target Dates | Responsibility | Expected Outcomes | Estimated Costs |
| By <i>February 2015</i> : Research the need of and potential to employ a campus Student Equity and Diversity Coordinator. | *Executive VP *Deans | Promotion and coordination of student equity and diversity activities and delivery of a sense of campus belonging for students of all backgrounds, cultures, and abilities. | \$125,000/yr |
| By <i>March 2015</i> : Design and translate campus materials to meet the needs of Spanish-speaking students and families. | *A&R Director *Dean of Counseling *Campus Communications Mgr | Improve communication with Hispanic/Latino students and families. | \$50,000 |
| By <i>March 2015</i> : Survey high school principals and counselors to gain their insight as to why students are not coming to Cypress College and what Cypress College can do to enhance/increase enrollment. (**CCSP, Goal C.1) | *Executive VP | Gain insight about high school graduates. Strengthen high school partnerships. | \$25,000 |
| By <i>August 2015</i> : Conduct a review of the matriculation process utilizing an external evaluator. Create a workgroup to explore options for change. (*SSI, Rec. 2.1) | *Dean of Counseling *Assessment Center Manager | Create a seamless transition for students enrolling at Cypress College.(*SSI) | \$50,000 |
| By <i>August 2015</i> : Research the need of and potential to employ a campus Outreach Coordinator. | *Dean of Counseling *Dean of Student Support Services | Increase partnership with feeder high schools. | \$91,000/yr |
| By <i>December 2015</i> : Explore “From Boots to Books” programs/courses at participating institutions. Determine feasibility of adapting an academic course to support From Boots to Books at Cypress College to aid Veterans with transition from Military to higher education. | *Veteran Counselor *Dean of Student Support Services *Curriculum Committee *Academic Deans | Assist Veteran transition to college to help connect student-veterans to appropriate supports and services that facilitate personal and academic success. | \$100,000 |

**Student Success Initiative requirement – Recommendation 2.1 “Community colleges will develop and implement a common centralized assessment for English reading and writing, mathematics, and ESL that can provide diagnostic information to inform curriculum development and student placement and that over time will be aligned with the K-12 Common Core State Standards (CCSS) and assessments.*

***Cypress College Strategic Plan 2014-2017)– Direction C, Goal C.1 “Establish more effective collaboration with K-12 schools.”*

Indicator #2: COURSE COMPLETION

| <p>Goal 2: Achieve proportional course (basic skills) retention and success rates of Cypress College students, specifically for African-American students, in the next three years.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify barriers that affect African-American student success rates at Cypress College. Determine how to increase retention and success rates in basic skills courses for African-American students. | | | |
|---|---|---|-----------------|
| Activities and Target Dates | Responsibility | Expected Outcomes | Estimated Costs |
| By <i>December 2014</i> : Continue to require students to complete assessment, orientation, educational plan and declare a major – core services. (*SSI 2.2 and **CCSP A.1.2) | Dean of Counseling <ul style="list-style-type: none"> Assessment Center Manager SSSP Manager Counselors | To be able to evaluate the impact of students' completion rates. | \$50,000 |
| By <i>April 2015</i> : Conduct qualitative study to determine reasons for low completion rates in Basic Skills courses. | <ul style="list-style-type: none"> Executive VP BSI Coordinator Title V Coordinator Deans, Math and Language Arts | Gain better understanding of factors causing adverse impact. Identify key obstacles and predictors of basic skills course completion. | \$50,000 |
| By <i>May 2015</i> : Study specific student groups to evaluate the utilization of LLRC services. Develop additional services (or targeted service) for basic skills courses. | <ul style="list-style-type: none"> Dean of LLRC | Increase understanding of the utilization of support services in order to better support specific needs. | \$200,000 |
| By <i>December 2015</i> : Provide professional development activities. Examples: <ul style="list-style-type: none"> Invite and fund speaker, James Gray, Community College of Aurora, Math Faculty Facilitate Student Panel On-course Workshop | <ul style="list-style-type: none"> Staff Development office Campus Communications Manager Students Faculty | Provide instructional methods, classroom activities, etc. to meet the needs of all students. | \$25,000 |

**Student Success Initiative requirement – Recommendation 2.2. “Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.*

***Cypress College Strategic Plan 2014-2017 (pending)– Direction A, Objective A.1.2. “Maximize the proportion of students completing a Student Educational Plan (SEP).”*

Indicator #3: BASIC SKILLS & ESL COURSE COMPLETION

Goal 3:

ESL: Achieve proportional ESL completion rates of Cypress College students, specifically for Hispanic and economically-disadvantaged students, in the next three years.

Basic Skills Mathematics: Achieve proportional basic skills math completion rates of Cypress College students, specifically for African American students, students ages 25 and older, and students with disabilities, in the next three years.

Basic Skills English: Achieve proportional basic skills English rates of Cypress College students, specifically for African-American students, in the next three years.

Objectives:

- Identify barriers that affect Hispanic and African-American student completion rates in ESL and/or Basic Skills courses.
- Determine how to increase ESL and/or Basic Skills completion rates for Hispanic and African-American students.

| Activities and Target Dates | Responsibility | Expected Outcomes | Estimated Costs |
|---|--|--|-----------------|
| By <i>December 2014</i> : Staff Development: "Provide a forum for BSI/ESL faculty to discuss best practices for the needs of students. Meet with counseling to outline case studies and review assessment practices/screening. Investigate a pilot set of services for this population." (*BSI - Goal C, Activity 4; **CCSP, Goal B.2) | <ul style="list-style-type: none"> • Dept. Coordinators: Math, English, and Reading • Staff Development Coordinator • BSI Coordinator | Increased understanding of how to implement best practices to increase sequence completion. | \$50,000 |
| By <i>April 2015</i> : Review and update division/department websites to ensure accessibility for all Basic Skills/ESL students. For example, include on the website "How To" information for all student support services. | <ul style="list-style-type: none"> • Deans • Faculty • Academic Computing Director | Increased utilization and satisfaction of website. | \$25,000 |
| By <i>July 2015</i> : Research the need of and potential to employ a campus Learning Disabilities Specialist to assess ESL students for learning disabilities. | <ul style="list-style-type: none"> • DSPS Director • Dean of Counseling • Executive Vice President | Identify ESL students who may have learning disabilities but cannot receive disability services because they lack disability verification. | \$50,000/yr |
| By <i>September 2015</i> : Implement an "early warning" and intervention systems for at-risk students. | <ul style="list-style-type: none"> • Faculty • Deans • Special Projects, Probation, Director | Increase retention and completion for at-risk students. | \$10,000 |
| By <i>December 2015</i> : Research the need of and potential to employ a Mentor Coordinator to develop and implement a mentoring program with faculty and students. Model "Early Scholars" from Fullerton College | <ul style="list-style-type: none"> • Executive VP • Research and Planning Dept. | Maintain a fully-developed program to increase retention and success. | \$50,000 |

* Cypress College 2013-2014 ESL/Basic Skills Action Plan – Goal A, B, and C.

**Cypress College Strategic Plan 2014-2017 (pending) – Direction B, Goal B.2 "Enhance professional development."

Indicator #4: DEGREE & CERTIFICATION COMPLETION

| <p>Goal 4: Achieve proportional degree and certificate completion rates of Cypress College students, specifically of African American and Hispanic students, and students, ages 25-49.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify barriers affecting students older than 24 and African American and Hispanic students. Determine how to increase degree/cert completion rates for all students, specifically African American, Hispanic and students older than 24. | | | |
|--|---|---|---------------------------|
| Activities and Target Dates | Responsibility | Expected Outcomes | Estimated Costs |
| By <i>June 2015</i> : Implement “Guest Speaker” series to highlight diverse populations. Work closely with Legacy, Diversity Committee, etc. to ensure campus invites appropriate and relevant guests. | <ul style="list-style-type: none"> Professional Development Office Legacy Program Manager Diversity Committee Chair Campus Communications Mgr | Bring diversity awareness and belonging to students from various backgrounds, cultures, and abilities. | \$20,000 |
| By <i>June 2015</i> : Implement comprehensive Degree Works program for counselor and student use. (**SSI 2.3) | <ul style="list-style-type: none"> A&R Director Academic Computing Director SSSP Director | Student access to course planning, degree/cert completion progress, and success awareness. | No Cost. Covered by SSSP. |
| By <i>July 2015</i> : Investigate viability of requiring all incoming Freshman to complete a counseling course or group session to ensure completion of Student Educational Plan and college preparation. (*SSI 2.2 and SP A.1.2) | <ul style="list-style-type: none"> Dean of Counseling A&R Director SSSP Director | Increased student understanding, tracking, and completion of degree and/or certificates. | \$180,000 |
| By <i>December 2015</i> : Conduct research to determine if students receiving counseling services or taking counseling courses/sessions are more likely to be successful. | <ul style="list-style-type: none"> Dean of Counseling SSSP Director Campus Communications Mgr | Students will seek counseling services to better understand educational direction leading to degree and certificate completion. | \$5,000 |

*Student Success Initiative requirement – Recommendation 2.2. “Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.

*Cypress College Strategic Plan 2014-2017 – Direction A, Objective A.1.2. “Maximize the proportion of students completing a Student Educational Plan (SEP).”

**Student Success Initiative requirement – Recommendation 2.3 “Community Colleges will develop and use centralized and integrated technology, which can be accessed through campus or district web portals, to better guide students in their educational process.

Indicator #5: TRANSFER

| <p>Goal 5: Achieve proportional transfer rates of Cypress College students, specifically African-American, Hispanic, Filipino, economically disadvantaged, and students with disabilities.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify barriers affecting the transfer rate of all students, specifically African American, Hispanic, DSPS, and economically-disadvantaged students. Determine how to increase transfer rate for all students. | | | |
|---|--|--|-----------------|
| Activities and Target Dates | Responsibility | Expected Outcomes | Estimated Costs |
| By <i>March 2015</i> : Investigate ways to improve transfer service, awareness, and student participation. Research best practices at other campus. | <ul style="list-style-type: none"> Transfer Center Director Dean of Counseling Campus Communications Manager | Gain understanding of transfer fair and to whom the transfer fair and activities attract. Is Cypress College catching the attention of all students, including those underrepresented? | \$10,000 |
| By <i>April 2015</i> : Ensure transfer-related materials/handouts are located in all support offices and are visible and fully accessible. Use available media to present transfer information. (i.e. campus televisions to include “transfer commercials” as part of loop) | <ul style="list-style-type: none"> DSPS Director Dean of Counseling Dean of Student Support Services Campus Communications Mgr Transfer Center Director | Ensure transfer information access for all students. | \$5,000 |
| By <i>April 2015</i> : Publicize transfer mission through website, catalog, schedule of classes, press releases. Highlight diverse student populations. (i.e. Testimonials from previous students – struggles, barriers, etc.) | <ul style="list-style-type: none"> Campus Communications Mgr Transfer Center Director | Increased student awareness of transfer services. | \$15,000 |
| By <i>December 2015</i> : Design and implement policy that requires students to declare and/or verify a course of study at the beginning of each semester before enrolling in courses. (Enhancement of *SSI 2.5) | <ul style="list-style-type: none"> Admissions Director Dean of Counseling Counselors | Increased clearly delineated pathways toward student achievement. | No cost |

**Student Success Initiative requirement – Recommendation 2.5. “Encourage students to declare a program of study upon admission, intervene if a declaration is not made by the end of their second term, and require declaration by the end of their third term in order to maintain enrollment priority.”*

IV. Sources of Funding

In September 2014, the North Orange County Community College District (NOCCCD) received its 2014-2015 budget allocation and funding guidelines for the new Student Equity categorical program. Addressed in the email, authored by the Vice Chancellor of Student Services and Special Programs, expenditures must:

- Be targeted towards the populations, goals, and activities prioritized in the college Student Equity Plan as defined in statute and title 5. Targeted populations, goals and activities must be prioritized based on the results of a disproportionate impact study outlined in the Student Equity Plan.
- Meet the purpose and address the target populations and success indicators of Student Equity as defined in statute and title 5.
- Be necessary and reasonable.

Based on the August 2014 Student Equity funding formula factors (annual FTES, high need students, educational attainment of residential zip code, participation rate, poverty rate, unemployment rate), NOCCCD is allocated **\$1,827,580**. Cypress College will use its proportional share of this allocation to fund activities within this Plan. Additionally, since Cypress College is committed to integrating student equity planning into other College planning processes and understands that the entire institution is responsible for ensuring student equity, institutional funds will also be viewed as resources for student equity (title 5 54200(a)(4)). These funds and resources include:

- SSSP funds that have been and will be allocated to the colleges in conjunction with SB 1456 (approximately \$1.9 million for Cypress College for the 2014-15 fiscal year)
- College general fund reserves to support one-time allocations for activities related to student success and the elimination of performance gaps (4-year college visitations, guest speakers on issues of diversity and success, Puente and Legacy program funding, etc.)
- Allocation of faculty positions for counseling and guidance in EOPS and DSPS
- Increase in support staff for EOPS, DSPS, and other support programs targeting negatively impacted student populations (Combination of categorical and general funds)
- Institutionalization of Title V Grant activities that have demonstrated success, including the Math Learning Center and English Success Center
- Grant procurement to forge stronger and more effective linkages and pathways for students engaged in career and technical training programs

V. Evaluation Schedule and Process

The Student Equity Plan is prepared with a three-year timeframe; however, many of the planned activities require an earlier completion date as they will be required to gain insight of causes for adverse impact on particular population groups. If deemed appropriate, these “inquiry” activities will be enriched and expanded to include additional action/activity items in an effort to deliver change within three years.

| <u>Target Dates</u> | <u>Task Information</u> |
|---------------------|--|
| December 2014 | Cypress College Administration in partnership with Student Equity Committee to designate individuals to serve as Indicator Workgroup Leaders (♦Access♦Course Completion♦Basic Skills/ESL♦Degree/Certificate♦Transfer) |
| January 2015 | Leaders select workgroup members to assign, research, or perform, and then evaluate indicator activities. |
| February 2015 | Complete “Access” Activity: Research the need of and potential to employ a campus Student Equity and Diversity Coordinator. Promote and coordinate student equity and diversity activities and delivery of a sense of campus belonging for students of all backgrounds, cultures, and abilities. |
| April 2015 | Each workgroup leader to submit report #1 to Student Equity Committee addressing the activities status, outcomes, barriers, and successes. |
| May 2015 | Student Equity Committee to submit annual status report to CCCCCO. |
| June 2015 | Workgroups continue to research, perform, and evaluate indicator activities. |
| December 2015 | Measure and evaluate SEP goals for 2014-2015. Adjust activities as needed to accomplish goals. |
| April 2016 | Each workgroup leader to submit report #2 to Student Equity Committee addressing activity status, outcomes, barriers, and successes. |
| May 2015 | Student Equity Committee to submit annual status report to CCCCCO. |
| June 2016 | Workgroups continue to research, perform, and evaluate indicator activities. |
| December 2016 | Measure and evaluate SEP goals for 2015-2016. Adjust activities as needed to accomplish goals. |
| April 2017 | Each workgroup leader to submit report #3 to Student Equity Committee addressing activity status, outcomes, barriers, and successes. |
| May 2017 | Student Equity Committee to submit annual status report to CCCCCO. |
| June 2017 | Workgroups continue to research, perform, and evaluate indicator activities. |
| December 2017 | Student Equity Committee to submit updated 3-year Student Equity Plan to CCCCCO. |

Fullerton College

Student Equity Plan



September 29, 2014

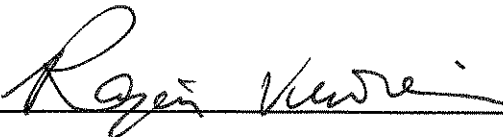
FULLERTON COLLEGE STUDENT EQUITY PLAN

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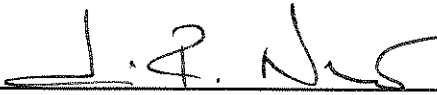
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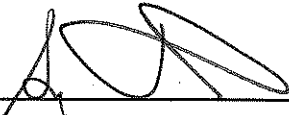
**Fullerton College
Student Equity Plan
Signature Page**

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

College President: 
Dr. Rajen Vurdien

Vice President of Student Services: 
Dr. Toni DuBois

Vice President of Instruction: 
Dr. Jose Ramon Nunez

Academic Senate President: 
Dr. Sam Foster

Student Equity Coordinator/Contact Person: 
Mr. Mark Greenhalgh, Dean of Math and Computer Science

Executive Summary

EXECUTIVE SUMMARY

Introduction

The process of creating this student equity plan has been a valuable one for Fullerton College. As will be shown throughout all areas of the Fullerton College Student Equity Plan (FCSEP), we currently have many effective programs and services in place that support success for all students. Our campus-based research demonstrates that while there are measures for a small number of student populations that do need to be improved to reach both the proportionality index and 80% index, as a whole Fullerton College currently has a high level of student success across all groups. We make this comment based on the fact that no single student population falls below measures in all areas. We take this as verification that the programs and services currently available as well as the dedicated faculty and staff that support those programs and services are highly effective. From this position of strength, then, we present the FCSEP.

Fullerton College has sought to create a well-rounded plan that will not only employ funds among as many areas as possible but will approach improvement from multiple perspectives—this includes outreach materials available for recruiters and counselors; professional development aimed specifically at improving instruction; support for specific programs that have shown positive outcomes for underrepresented student populations; classroom mentors; and, tutors. One expected outcome of these efforts is that Fullerton College will be experienced as welcoming by all students. Research has clearly demonstrated that when students feel they have a supportive “home” on campus they become better integrated and more successful. This home can vary from population to population, so the specialized programs focused on particular student groups will offer specific supports. More importantly, they will also serve a direct connection between their students and campus-wide student support services with the intention of not duplicating essential services. Therefore, Fullerton College intends to use the Equity Initiative to expand existing programs that have demonstrated success and promise while strengthening the connection and communication between individual support programs for designated student populations and central campus services that are in place to support student success. Over the initial three years the one major goal, then, is to increase the integration between areas. All with the essential goal and focus of creating equitable outcomes for all of the students we serve.

Target Groups

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

Goals

The primary goal of this plan is to eliminate the disproportionate impact for the target groups mentioned above. An important secondary goal is to implement an ongoing annual equity review process to ensure meaningful and impactful student equity efforts across the entire college, particularly for those student populations that may not currently demonstrate disproportionate impact but are essential in any equity plan, i.e. former foster youth, and veterans. In the first year the review process will also focus on defining the role, responsibilities, and expectations for a student equity director/dean. All activity-specific goals reflect college efforts to reach equity as defined by the 80-percent rule. Specific goals for each metric regarding student populations demonstrating disproportionate impact:

A. Access

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

B. Course Completion

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

C. ESL and Basic Skills Completion

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

D. Degree and Certificate Completion

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

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

E. Transfer

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

Activities

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

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

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

Resources

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

Contact Person

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

Campus-Based Research

CAMPUS-BASED RESEARCH

Overview

As the data analyses in this section show, Fullerton College currently has only a small portion of areas that demonstrate disproportionate impact. While we are proud of this fact, our plan addresses specific programs and services to help eliminate any area of disproportionate impact while simultaneously seeking to support the continued success of all Fullerton College students.

- A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Student Access by Gender

| Gender | Count | Percent |
|---------|--------|---------|
| Female | 12,087 | 50.18% |
| Male | 11,635 | 48.31% |
| Unknown | 363 | 1.51% |
| Total | 24,085 | 100% |

Veteran Student Access by Gender

| Gender | Count | Percent |
|---------|-------|---------|
| Female | 75 | 14.85% |
| Male | 417 | 82.57% |
| Unknown | 13 | 2.57% |
| Total | 505 | 100% |

Foster Youth Student Access by Gender

| Gender | Count | Percent |
|---------|-------|---------|
| Female | 41 | 61.19% |
| Male | 25 | 37.31% |
| Unknown | 1 | 1.49% |
| Total | 67 | 100% |

Student Access by Ethnicity

| Ethnicity | Count | Percent |
|------------------|--------|---------|
| African-American | 768 | 3.19% |
| American Indian | 75 | 0.31% |
| Asian | 3,573 | 14.84% |
| Hispanic | 12,133 | 50.38% |
| Multi-Ethnicity | 763 | 3.17% |
| Pacific Islander | 97 | 0.40% |
| White | 5,799 | 24.08% |
| Unknown | 877 | 3.64% |
| Total | 24,085 | 100% |

Service Area¹ Ethnicity² - All Ages

| Ethnicity | Percent |
|------------------|---------|
| African-American | 2.19% |
| American Indian | 0.22% |
| Asian | 17.08% |
| Hispanic | 42.74% |
| Multi-Ethnicity | 2.05% |
| Pacific Islander | 0.31% |
| White | 35.23% |
| Other | 0.18% |

The two tables above show Fullerton College has higher ratios of African-American, American Indian, Hispanic, and Pacific Islander students than its service area. Therefore the goals and activities described later in the plan seek not to necessarily increase the numbers of these students on campus, so much as to increase their access to programs and services that support their success.

Veteran Student Access by Ethnicity

| Ethnicity | Count | Percent |
|--------------------|-------|---------|
| African-American | 39 | 7.72% |
| American Indian | 6 | 1.19% |
| Asian | 64 | 12.67% |
| Hispanic | 206 | 40.79% |
| White Non-Hispanic | 184 | 36.44% |
| Unknown | 6 | 1.19% |
| Total | 505 | 100% |

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

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

Foster Youth Student Access by Ethnicity

| Ethnicity | Count | Percent |
|--------------------|-------|---------|
| African-American | 11 | 16.42% |
| Asian | 7 | 10.45% |
| Hispanic | 32 | 47.76% |
| White Non-Hispanic | 17 | 25.37% |
| Total | 67 | 100% |

Student Access by DSPS Status

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

CAMPUS-BASED RESEARCH

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

COMPLETION ALL COURSES

All Student Course Completion by Gender

| Gender | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Female | 34,841 | 50.20% | 23,577 | 51.24% | 67.67% | 1.02 | 97.62% |
| Male | 33,568 | 48.37% | 21,746 | 47.26% | 64.78% | 0.98 | 93.45% |
| Unknown | 991 | 1.43% | 687 | 1.49% | 69.32% | 1.05 | 100% |
| Total | 69,400 | 100% | 46,010 | 100% | 66.30% | 1.00 | |

All Student Course Completion by Ethnicity

| Ethnicity | Cohort | | Outcome | | Success Rate | Prop. Index | 80% Index |
|------------------|--------|---------|---------|---------|--------------|-------------|-----------|
| | Count | Percent | Count | Percent | | | |
| African-American | 2,547 | 3.67% | 1,388 | 3.02% | 54.50% | 0.82 | 74.79% |
| American Indian | 213 | 0.31% | 144 | 0.31% | 67.61% | 1.02 | 92.78% |
| Asian | 9,834 | 14.17% | 7,166 | 15.57% | 72.87% | 1.10 | 100% |
| Hispanic | 35,055 | 50.51% | 22,304 | 48.48% | 63.63% | 0.96 | 87.32% |
| Multi-Ethnicity | 2,261 | 3.26% | 1,468 | 3.19% | 64.93% | 0.98 | 89.10% |
| Pacific Islander | 286 | 0.41% | 153 | 0.33% | 53.50% | 0.81 | 73.42% |
| White | 16,696 | 24.06% | 11,878 | 25.82% | 71.14% | 1.07 | 97.63% |
| Unknown | 2,508 | 3.61% | 1,509 | 3.28% | 60.17% | 0.91 | 82.57% |
| Total | 69,400 | 100% | 46,010 | 100% | 66.30% | 1.00 | |

While the proportionality index for all student groups rises above 0.8, African-American and Pacific Islander student subpopulations do not meet the 80% index. Programs and services for these two groups are detailed in the “Goals and Activities” section of the plan.

All Student Course Completion by DSPS Status

| DSPS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|-------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| DSPS | 3,140 | 4.52% | 2,075 | 4.51% | 66.08% | 1.00 | 99.65% |
| Non-DSPS | 66,260 | 95.48% | 43,935 | 95.49% | 66.31% | 1.00 | 100% |
| Total | 69,400 | 100% | 46,010 | 100% | 66.30% | 1.00 | |

All Student Course Completion by Economically Disadvantaged Status

| EDS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| EDS | 626 | 0.90% | 385 | 0.84% | 61.50% | 0.93 | 92.70% |
| Non-EDS | 68,774 | 99.10% | 45,625 | 99.16% | 66.34% | 1.00 | 100% |
| Total | 69,400 | 100% | 46,010 | 100% | 66.30% | 1.00 | |

All Student Course Completion by Veteran Status

| Veteran Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|----------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Veteran | 1537 | 2.21% | 1119 | 2.43% | 72.80% | 1.10 | 100% |
| Non-Veteran | 67,863 | 97.79% | 44,891 | 97.57% | 66.15% | 1.00 | 90.86% |
| Total | 69,400 | 100% | 46,010 | 100% | 66.30% | 1.00 | |

All Student Course Completion by Foster Youth Status

| Foster Youth Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Foster Youth | 191 | 0.28% | 116 | 0.25% | 60.73% | 0.92 | 91.59% |
| Non-Foster Youth | 69,209 | 99.72% | 45,894 | 99.75% | 66.31% | 1.00 | 100% |
| Total | 69,400 | 100% | 46,010 | 100% | 66.30% | 1.00 | |

COURSE COMPLETION: BASIC SKILLS

Basic Skills Course Completion by Gender

| Gender | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Female | 3,611 | 53.74% | 2,353 | 57.08% | 65.16% | 1.06 | 100% |
| Male | 3,005 | 44.72% | 1,705 | 41.36% | 56.74% | 0.92 | 87.08% |
| Unknown | 104 | 1.55% | 64 | 1.55% | 61.54% | 1.00 | 94.44% |
| Total | 6,720 | 100% | 4,122 | 100% | 61.34% | 1.00 | |

Basic Skills Course Completion by Ethnicity

| Ethnicity | Cohort | | Outcome | | Success Rate | Prop. Index | 80% Index |
|------------------|--------|---------|---------|---------|--------------|-------------|-----------|
| | Count | Percent | Count | Percent | | | |
| African-American | 214 | 3.18% | 96 | 2.33% | 44.86% | 0.73 | 64.44% |
| American Indian | 9 | 0.13% | 8 | 0.19% | 88.89% | 1.45 | 127% |
| Asian | 665 | 9.90% | 463 | 11.23% | 69.62% | 1.14 | 100% |
| Hispanic | 4,235 | 63.02% | 2,507 | 60.82% | 59.20% | 0.97 | 85.03% |
| Multi-Ethnicity | 181 | 2.69% | 110 | 2.67% | 60.77% | 0.99 | 87.29% |
| Pacific Islander | 38 | 0.57% | 17 | 0.41% | 44.74% | 0.73 | 64.26% |
| White | 1,132 | 16.85% | 753 | 18.27% | 66.52% | 1.08 | 95.55% |
| Unknown | 246 | 3.66% | 168 | 4.08% | 68.29% | 1.11 | 98.09% |
| Total | 6,720 | 100% | 4,122 | 100% | 61.34% | 1.00 | |

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

Basic Skills Course Completion by DSPS Status

| DSPS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|-------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| DSPS | 455 | 6.77% | 254 | 6.16% | 55.82% | 0.91 | 90.41% |
| Non-DSPS | 6,265 | 93.23% | 3,868 | 93.84% | 61.74% | 1.01 | 100% |
| Total | 6,720 | 100% | 4,122 | 100% | 61.34% | 1.00 | |

Basic Skills Course Completion by Economically Disadvantaged Status

| EDS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| EDS | 106 | 1.58% | 63 | 1.53% | 59.43% | 0.97 | 96.84% |
| Non-EDS | 6614 | 98.42% | 4059 | 98.47% | 61.37% | 1.00 | 100% |
| Total | 6720 | 100% | 4122 | 100% | 61.34% | 1.00 | |

Basic Skills Course Completion by Veteran Status

| Veteran Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|----------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Veteran | 147 | 2.19% | 88 | 2.13% | 59.86% | 0.98 | 97.54% |
| Non-Veteran | 6,573 | 97.81% | 4,034 | 97.87% | 61.37% | 1.00 | 100% |
| Total | 6,720 | 100% | 4,122 | 100% | 61.34% | 1.00 | |

Basic Skills Course Completion by Foster Youth Status

| Foster Youth Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Foster Youth | 22 | 0.33% | 9 | 0.22% | 40.91% | 0.67 | 66.62% |
| Non-Foster Youth | 6,698 | 99.67% | 4,113 | 99.78% | 61.41% | 1.00 | 100% |
| Total | 6,720 | 100% | 4,122 | 100% | 61.34% | 1.00 | |

Course Completion: Transfer Courses

Transfer Course Completion by Gender

| Gender | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Female | 29,733 | 50.30% | 20,225 | 51.24% | 68.02% | 1.02 | 100% |
| Male | 28,544 | 48.29% | 18,666 | 47.29% | 65.39% | 0.98 | 96.13% |
| Unknown | 829 | 1.40% | 583 | 1.48% | 70.33% | 1.05 | 103% |
| Total | 59,106 | 100% | 39,474 | 100% | 66.79% | 1.00 | |

Transfer Course Completion by Ethnicity

| Ethnicity | Cohort | | Outcome | | Success Rate | Prop. Index | 80% Index |
|------------------|--------|---------|---------|---------|--------------|-------------|-----------|
| | Count | Percent | Count | Percent | | | |
| African-American | 2,218 | 3.75% | 1,232 | 3.12% | 55.55% | 0.83 | 75.99% |
| American Indian | 182 | 0.31% | 121 | 0.31% | 66.48% | 1.00 | 90.94% |
| Asian | 8,812 | 14.91% | 6,442 | 16.32% | 73.10% | 1.09 | 100% |
| Hispanic | 29,008 | 49.08% | 18,640 | 47.22% | 64.26% | 0.96 | 87.91% |
| Multi-Ethnicity | 1,991 | 3.37% | 1,298 | 3.29% | 65.19% | 0.98 | 89.18% |
| Pacific Islander | 242 | 0.41% | 133 | 0.34% | 54.96% | 0.82 | 75.18% |
| White | 14,533 | 24.59% | 10,358 | 26.24% | 71.27% | 1.07 | 97.50% |
| Unknown | 2,120 | 3.59% | 1,250 | 3.17% | 58.96% | 0.88 | 80.66% |
| Total | 59,106 | 100% | 39,474 | 100% | 66.79% | 1.00 | |

While the proportionality index for all student groups rises above 0.8, African-American and Pacific Islander student subpopulations do not meet the 80% index. Programs and services for these two groups are detailed in the “Goals and Activities” section of the plan.

Transfer Course Completion by DSPS Status

| DSPS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|-------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| DSPS | 2,324 | 3.93% | 1,550 | 3.93% | 66.70% | 1.00 | 99.87% |
| Non-DSPS | 56,782 | 96.07% | 37,924 | 96.07% | 66.79% | 1.00 | 100% |
| Total | 59,106 | 100% | 39,474 | 100% | 66.79% | 1.00 | |

Transfer Course Completion by Economically Disadvantaged Status

| EDS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| EDS | 458 | 0.77% | 275 | 0.70% | 60.04% | 0.90 | 89.83% |
| Non-EDS | 58,648 | 99.23% | 39,199 | 99.30% | 66.84% | 1.00 | 100% |
| Total | 59,106 | 100% | 39,474 | 100% | 66.79% | 1.00 | |

Transfer Course Completion by Veteran Status

| Veteran Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|----------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Veteran | 1345 | 2.28% | 978 | 2.48% | 72.71% | 1.09 | 100% |
| Non-Veteran | 57,761 | 97.72% | 38,496 | 97.52% | 66.65% | 1.00 | 91.66% |
| Total | 59,106 | 100% | 39,474 | 100% | 66.79% | 1.00 | |

Transfer Course Completion by Foster Youth Status

| Foster Youth Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Foster Youth | 177 | 0.30% | 108 | 0.27% | 61.02% | 0.91 | 91.34% |
| Non-Foster Youth | 58,929 | 99.70% | 39,366 | 99.73% | 66.80% | 1.00 | 100% |
| Total | 59,106 | 100% | 39,474 | 100% | 66.79% | 1.00 | |

COURSE COMPLETION: VOCATIONAL

Vocational Course Completion by Gender

| Gender | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Female | 13,240 | 47.75% | 9,063 | 48.76% | 68.45% | 1.02 | 100% |
| Male | 14,065 | 50.73% | 9,235 | 49.68% | 65.66% | 0.98 | 95.92% |
| Unknown | 421 | 1.52% | 290 | 1.56% | 68.88% | 1.03 | 100% |
| Total | 27,726 | 100% | 18,588 | 100% | 67.04% | 1.00 | |

Vocational Course Completion by Ethnicity

| Ethnicity | Cohort | | Outcome | | Success Rate | Prop. Index | 80% Index |
|------------------|--------|---------|---------|---------|--------------|-------------|-----------|
| | Count | Percent | Count | Percent | | | |
| African-American | 1,103 | 3.98% | 576 | 3.10% | 52.22% | 0.78 | 70.85% |
| American Indian | 89 | 0.32% | 69 | 0.37% | 77.53% | 1.16 | 105% |
| Asian | 3,612 | 13.03% | 2,662 | 14.32% | 73.70% | 1.10 | 100% |
| Hispanic | 13,894 | 50.11% | 8,986 | 48.34% | 64.68% | 0.96 | 87.76% |
| Multi-Ethnicity | 910 | 3.28% | 598 | 3.22% | 65.71% | 0.98 | 89.16% |
| Pacific Islander | 96 | 0.35% | 51 | 0.27% | 53.13% | 0.79 | 72.09% |
| White | 6,954 | 25.08% | 5,038 | 27.10% | 72.45% | 1.08 | 98.30% |
| Unknown | 1,068 | 3.85% | 608 | 3.27% | 56.93% | 0.85 | 77.25% |
| Total | 27,726 | 100% | 18,588 | 100% | 67.04% | 1.00 | |

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

Vocational Course Completion by DSPS Status

| DSPS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|-------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| DSPS | 1,242 | 4.48% | 796 | 4.28% | 64.09% | 0.96 | 95.40% |
| Non-DSPS | 26,484 | 95.52% | 17,792 | 95.72% | 67.18% | 1.00 | 100% |
| Total | 27,726 | 100% | 18,588 | 100% | 67.04% | 1.00 | |

Vocational Course Completion by Economically Disadvantaged Status

| EDS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| EDS | 276 | 1.00% | 173 | 0.93% | 62.68% | 0.93 | 93.43% |
| Non-EDS | 27,450 | 99.00% | 18,415 | 99.07% | 67.09% | 1.00 | 100% |
| Total | 27,726 | 100% | 18,588 | 100% | 67.04% | 1.00 | |

Vocational Course Completion by Veteran Status

| Veteran Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|----------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Veteran | 383 | 1.38% | 294 | 1.58% | 76.76% | 1.14 | 100% |
| Non-Veteran | 27,343 | 98.62% | 18,294 | 98.42% | 66.91% | 1.00 | 87.16% |
| Total | 27,726 | 100% | 18,588 | 100% | 67.04% | 1.00 | |

Vocational Course Completion by Foster Youth Status

| Foster Youth Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Foster Youth | 23 | 0.08% | 18 | 0.10% | 78.26% | 1.17 | 117% |
| Non-Foster Youth | 27,703 | 99.92% | 18,570 | 99.90% | 67.03% | 1.00 | 100% |
| Total | 27,726 | 100% | 18,588 | 100% | 67.04% | 1.00 | |

CAMPUS-BASED RESEARCH

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

BASIC SKILLS: ESL

Basic Skills Completion in ESL by Gender

| Gender | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Female | 176 | 61.11% | 57 | 60.00% | 32.39% | 0.98 | 95.32% |
| Male | 103 | 35.76% | 35 | 36.84% | 33.98% | 1.03 | 100% |
| Unknown | 9 | 3.13% | 3 | 3.16% | 33.33% | 1.01 | 98.09% |
| Total | 288 | 100% | 95 | 100% | 32.99% | 1.00 | |

Basic Skills Completion in ESL by Ethnicity

| Ethnicity | Cohort | | Outcome | | Success Rate | Prop. Index | 80% Index |
|------------------|--------|---------|---------|---------|--------------|-------------|-----------|
| | Count | Percent | Count | Percent | | | |
| African-American | 8 | 2.78% | 2 | 2.11% | 25.00% | 0.76 | 73.27% |
| American Indian | - | - | - | - | - | - | - |
| Asian | 147 | 51.04% | 49 | 51.58% | 33.33% | 1.01 | 97.68% |
| Hispanic | 85 | 29.51% | 29 | 30.53% | 34.12% | 1.03 | 100% |
| Multi-Ethnicity | - | - | - | - | - | - | - |
| Pacific Islander | 4 | 1.39% | 1 | 1.05% | 25.00% | 0.76 | 73.27% |
| White | 24 | 8.33% | 8 | 8.42% | 33.33% | 1.01 | 97.68% |
| Unknown | 20 | 6.94% | 6 | 6.32% | 30.00% | 0.91 | 87.92% |
| Total | 288 | 100% | 95 | 100% | 32.99% | 1.00 | |

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

Basic Skills Completion in ESL by DSPS Status

| DSPS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|-------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| DSPS | 9 | 3.13% | 3 | 3.16% | 33.33% | 1.01 | 101% |
| Non-DSPS | 279 | 96.88% | 92 | 96.84% | 32.97% | 1.00 | 100% |
| Total | 288 | 100% | 95 | 100% | 32.99% | 1.00 | |

Basic Skills Completion in ESL by Economically Disadvantaged Status

| EDS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| EDS | 188 | 65.28% | 78 | 82.11% | 41.49% | 1.26 | 80.50% |
| Non-EDS | 100 | 34.72% | 17 | 17.89% | 51.54% | 0.52 | 100% |
| Total | 288 | 100% | 95 | 100% | 100% | 1.00 | |

BASIC SKILLS ENGLISH

Basic Skills Completion in English by Gender

| Gender | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Female | 1228 | 48.21% | 654 | 53.21% | 53.26% | 1.10 | 100% |
| Male | 1281 | 50.29% | 561 | 45.65% | 43.79% | 0.91 | 82.22% |
| Unknown | 38 | 1.49% | 14 | 1.14% | 36.84% | 0.76 | 69.17% |
| Total | 2547 | 100% | 1229 | 100% | 48.25% | 1.00 | |

Basic Skills Completion in English by Ethnicity

| Ethnicity | Cohort | | Outcome | | Success Rate | Prop. Index | 80% Index |
|------------------|--------|---------|---------|---------|--------------|-------------|-----------|
| | Count | Percent | Count | Percent | | | |
| African-American | 103 | 4.04% | 29 | 2.36% | 28.16% | 0.58 | 45.82% |
| American Indian | 26 | 1.02% | 10 | 0.81% | 38.46% | 0.80 | 62.58% |
| Asian | 301 | 11.82% | 185 | 15.05% | 61.46% | 1.27 | 100.00% |
| Hispanic | 1145 | 44.95% | 514 | 41.82% | 44.89% | 0.93 | 73.04% |
| Multi-Ethnicity | - | - | - | - | - | - | - |
| Pacific Islander | 17 | 0.67% | 8 | 0.65% | 47.06% | 0.98 | 76.57% |
| White | 741 | 29.09% | 378 | 30.76% | 51.01% | 1.06 | 83.00% |
| Unknown | 214 | 8.40% | 105 | 8.54% | 49.07% | 1.02 | 79.84% |
| Total | 2547 | 100% | 1229 | 100% | 48.25% | 1.00 | |

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

Basic Skills Completion in English by DSPS Status

| DSPS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|-------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| DSPS | 198 | 7.77% | 107 | 8.71% | 54.04% | 1.12 | 113% |
| Non-DSPS | 2349 | 92.23% | 1122 | 91.29% | 47.77% | 0.99 | 100% |
| Total | 2547 | 100% | 1229 | 100% | 48.25% | 1.00 | |

Basic Skills Completion in English by Economically Disadvantaged Status

| EDS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| EDS | 1470 | 57.71% | 706 | 57.45% | 48.03% | 1.00 | 98.90% |
| Non-EDS | 1077 | 42.29% | 523 | 42.55% | 48.56% | 1.01 | 100% |
| Total | 2547 | 100% | 1229 | 100% | 48.25% | 1.00 | |

BASIC SKILLS: MATHEMATICS

Basic Skills Completion in Mathematics by Gender

| Gender | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Female | 1508 | 51.77% | 550 | 55.33% | 36.47% | 1.07 | 100% |
| Male | 1362 | 46.76% | 424 | 42.66% | 31.13% | 0.91 | 85.36% |
| Unknown | 43 | 1.48% | 20 | 2.01% | 46.51% | 1.36 | 127% |
| Total | 2913 | 100% | 994 | 100% | 34.12% | 1.00 | |

Basic Skills Completion in Mathematics by Ethnicity

| Ethnicity | Cohort | | Outcome | | Success Rate | Prop. Index | 80% Index |
|------------------|--------|---------|---------|---------|--------------|-------------|-----------|
| | Count | Percent | Count | Percent | | | |
| African-American | 131 | 4.50% | 24 | 2.41% | 18.32% | 0.54 | 41.01% |
| American Indian | 24 | 0.82% | 7 | 0.70% | 29.17% | 0.85 | 65.30% |
| Asian | 244 | 8.38% | 109 | 10.97% | 44.67% | 1.31 | 100% |
| Hispanic | 1294 | 44.42% | 392 | 39.44% | 30.29% | 0.89 | 67.81% |
| Multi-Ethnicity | - | - | - | - | - | - | - |
| Pacific Islander | 22 | 0.76% | 10 | 1.01% | 45.45% | 1.33 | 101.75% |
| White | 944 | 32.41% | 345 | 34.71% | 36.55% | 1.07 | 81.82% |
| Unknown | 254 | 8.72% | 107 | 10.76% | 42.13% | 1.23 | 94.31% |
| Total | 2913 | 100% | 994 | 100% | 34.12% | 1.00 | |

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

Basic Skills Completion in Mathematics by DSPS Status

| DSPS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|-------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| DSPS | 219 | 7.52% | 74 | 7.44% | 33.79% | 0.99 | 98.95% |
| Non-DSPS | 2694 | 92.48% | 920 | 92.56% | 34.15% | 1.00 | 100% |
| Total | 2913 | 100% | 994 | 100% | 34.12% | 1.00 | |

Basic Skills Completion in Mathematics by Economically Disadvantaged Status

| EDS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| EDS | 1635 | 56.13% | 514 | 51.71% | 31.44% | 0.92 | 84% |
| Non-EDS | 1278 | 43.87% | 480 | 48.29% | 37.56% | 1.10 | 100% |
| Total | 2913 | 100% | 994 | 100% | 34.12% | 1.00 | |

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

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Awards by Gender

| Gender | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Female | 1668 | 50.51% | 877 | 53.28% | 52.58% | 1.05 | 100% |
| Male | 1579 | 47.82% | 747 | 45.38% | 47.31% | 0.95 | 89.98% |
| Unknown | 55 | 1.67% | 22 | 1.34% | 40.00% | 0.80 | 76.07% |
| Total | 3302 | 100% | 1646 | 100% | 49.85% | 1.00 | |

Awards by Ethnicity

| Ethnicity | Cohort | | Outcome | | Success Rate | Prop. Index | 80% Index |
|------------------|--------|---------|---------|---------|--------------|-------------|-----------|
| | Count | Percent | Count | Percent | | | |
| African-American | 98 | 2.97% | 54 | 3.28% | 55.10% | 1.11 | 82.24% |
| American Indian | 21 | 0.64% | 7 | 0.43% | 33.33% | 0.67 | 49.75% |
| Asian | 503 | 15.23% | 337 | 20.47% | 67.00% | 1.34 | 100% |
| Hispanic | 1283 | 38.86% | 497 | 30.19% | 38.74% | 0.78 | 57.82% |
| Multi-Ethnicity | - | - | - | - | - | - | - |
| Pacific Islander | 16 | 0.48% | 11 | 0.67% | 68.75% | 1.38 | 102% |
| White | 1077 | 32.62% | 575 | 34.93% | 53.39% | 1.07 | 79.69% |
| Unknown | 304 | 9.21% | 165 | 10.02% | 54.28% | 1.09 | 81.01% |
| Total | 3302 | 100% | 1646 | 100% | 49.85% | 1.00 | |

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

Awards by DSPS Status

| DSPS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|-------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| DSPS | 189 | 5.72% | 69 | 4.19% | 36.51% | 0.73 | 72.07% |
| Non-DSPS | 3113 | 94.28% | 1577 | 95.81% | 50.66% | 1.02 | 100% |
| Total | 3302 | 100% | 1646 | 100% | 49.85% | 1.00 | |

This is the sole measure for which students with disabilities fall below the proportionality index and the 80% index. Programs and services for these students are detailed in the “Goals and Activities” section of the plan.

Awards by Economically Disadvantaged Status

| EDS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| EDS | 2047 | 61.99% | 969 | 58.87% | 47.34% | 0.95 | 87.75% |
| Non-EDS | 1255 | 38.01% | 677 | 41.13% | 53.94% | 1.08 | 100% |
| Total | 3302 | 100% | 1646 | 100% | 49.85% | 1.00 | |

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

CAMPUS-BASED RESEARCH

E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Transfer by Gender

| Gender | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|---------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| Female | 1207 | 51.96% | 540 | 54.05% | 44.74% | 1.04 | 100% |
| Male | 1078 | 46.41% | 448 | 44.84% | 41.56% | 0.97 | 92.89% |
| Unknown | 38 | 1.64% | 11 | 1.10% | 28.95% | 0.67 | 64.71% |
| Total | 2323 | 100% | 999 | 100% | 43.00% | 1.00 | |

Transfer by Ethnicity

| Ethnicity | Cohort | | Outcome | | Success Rate | Prop. Index | 80% Index |
|------------------|--------|---------|---------|---------|--------------|-------------|-----------|
| | Count | Percent | Count | Percent | | | |
| African-American | 51 | 2.20% | 29 | 2.90% | 56.86% | 1.32 | 95.20% |
| American Indian | 10 | 0.43% | 7 | 0.70% | 70.00% | 1.63 | 117% |
| Asian | 365 | 15.71% | 218 | 21.82% | 59.73% | 1.39 | 100% |
| Hispanic | 873 | 37.58% | 285 | 28.53% | 32.65% | 0.76 | 54.66% |
| Multi-Ethnicity | - | - | - | - | - | - | - |
| Pacific Islander | 13 | 0.56% | 5 | 0.50% | 38.46% | 0.89 | 64.39% |
| White | 792 | 34.09% | 363 | 36.34% | 45.83% | 1.07 | 76.73% |
| Unknown | 219 | 9.43% | 92 | 9.21% | 42.01% | 0.98 | 70.33% |
| Total | 2323 | 100% | 999 | 100% | 43.00% | 1.00 | |

Both the proportionality index and the 80% index are low for the Hispanic student subpopulation in this measure. Additionally the 80% index is low for the Pacific Islander and White student subpopulations. Programs and services for these groups are detailed in the “Goals and Activities” section of the plan.

Transfer by DSPS Status

| DSPS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|-------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| DSPS | 118 | 5.08% | 42 | 4.20% | 40.68% | 0.83 | 93.73% |
| Non-DSPS | 2205 | 94.92% | 957 | 95.80% | 43.40% | 1.01 | 100% |
| Total | 2323 | 100% | 999 | 100% | 43.00% | 1.00 | |

Transfer by Economically Disadvantaged Status

| EDS Status | Cohort | | Outcome | | Success Rate | Proportionality Index | 80-Percent Index |
|------------|--------|---------|---------|---------|--------------|-----------------------|------------------|
| | Count | Percent | Count | Percent | | | |
| EDS | 10 | 0.43% | 4 | 0.40% | 40.00% | 0.93 | 92.98% |
| Non-EDS | 2313 | 99.57% | 995 | 99.60% | 43.02% | 1.00 | 100% |
| Total | 2323 | 100% | 999 | 100% | 43.00% | 1.00 | |

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

Conclusion

Our campus-based research demonstrates that while there are measures for a small number of student populations that do need to be improved to reach both the proportionality index and 80% index, as a whole Fullerton College currently has a high level of equity in outcomes related to student success across all groups. We make this comment based on the fact that no single student population falls below measures in all areas. We take this as verification that the programs and services currently available as well as the dedicated faculty and staff that support those programs and services are highly effective. Given this relatively strong level of equitable outcomes, then, we move to describe the goals and activities that can further improve the educational success of all of our students.

Goals and Activities

GOALS AND ACTIVITIES

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

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”

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

ACTIVITY A.1.1

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

ACTIVITY A.1.2

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

ACTIVITY A.1.3

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

ACTIVITY A.1.4

EOPS/FYSI will establish a Foster Youth Advisory Committee with representation from college personnel, EOPS/FYSI Staff, Foster Youth students, feeder high school district personnel, social services, community and business sector members, and four-year colleges where possible. The Foster Youth Advisory Committee will meet at least once during each academic year. The purpose of the advisory committee is to assist the college in increasing access to higher education, develop and maintain effective services and new opportunities for Foster Youth students.

EXPECTED OUTCOMES A.1.1 - A.1.4

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

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

ACTIVITY A.2.1

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

EXPECTED OUTCOMES A.2.1

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

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

ACTIVITY A.3.1

As discussed in "Campus-based Research," Fullerton College currently serves a higher proportion of traditionally under-represented student populations than reside in its service area; therefore, our goal is to better inform all incoming students from these groups about the programs and services available to support their success. If college recruiters have quality materials describing these programs, they will be able to more effectively communicate with perspective students about these resources.

EXPECTED OUTCOMES A.3.1

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

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

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

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

ACTIVITY B.1.1

The Incite Program provides a comprehensive range of support for student athletes, such as: an orientation (where program guidelines are discussed); required study hall with monitored attendance and tutorial assistance; counselor assistance for educational planning; academic success workshops (with topics that include time management, budget management, note-taking, test-taking strategies etc.); a staff member who serves as a liaison between the various coaches and the Incite Program, transfer/culture-related campus activities and field trips; a comprehensive student survey, and monitoring of academic progress. While a significant number of Incite participants fall into the target population, more research is needed to disaggregate numbers of participants and success rates by ethnicity. Program data shows that achievement gaps in course success rates for African-American and Hispanic students compared to White and Asian students in the program are reduced. With additional funding, the Incite Program would like to partner with the Student Health Center in future semesters to provide health-related workshops and trainings including topics related to personal wellness, tolerance, and anti-violence. There are approximately 500 students enrolled in Incite every semester.

EXPECTED OUTCOME B.1.1

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

ACTIVITY B.1.2

The Student Diversity Success Initiative (SDSI) is designed to increase success among at-risk African-American and Latino male students. "At-risk" is primarily defined as earning below a 2.0 GPA, though some students are enrolled for other life situations that cause them to require additional support. SDSI supports these at-risk students by providing specialized services including academic counseling, life skills coaching, tutoring and specialized workshop for SDSI students. Individualized attention is given to SDSI students, including a private "in-take" session with an academic counselor and life skills coach. SDSI students are also surveyed regarding program satisfaction. The program particularly targets math success by working with the Math Division to provide seats in basic skills math courses and by providing tutoring primarily focused on math. In 2012-2013, the

program served 109 students, while in 2013-2014, 85 students were served. In the 2014-2015 academic year, SDSI anticipates reaching 120 students. Increased outreach as well as additional funding would enable the program to reach a greater number of at-risk students. As a part of increased funding, SDSI will also offer services to students from the Pacific Islands.

EXPECTED OUTCOMES B.1.2

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

ACTIVITY B.1.3

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

EXPECTED OUTCOME B.1.3

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

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

ACTIVITY B.2.1

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

ACTIVITY B.2.2

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

ACTIVITY B.2.3

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

ACTIVITY B.2.4

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

EXPECTED OUTCOMES B.2.1 - B.2.4

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

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

The Accelerated Developmental English Program, developed with the support of basic skills funds, contributes to the ability of all populations to complete their basic skills English requirement in a more timely fashion: one semester rather than two or three semesters. Preliminary data from our pilot offerings also shows that students who enter College Writing from the accelerated pathway succeed in the transfer-level course have a higher success rate than students who reach English 100 through the traditional sequence, certainly in less time. Basic Skills funds enabled the English Department to train an additional 18 instructors to teach the course, which makes it possible to scale our offerings from nine sections in Fall 2014 to 17 in Spring 2015. Increased funding for training would allow continued scaling in 2015/2016. Statewide data from the RP Group on accelerated English sections shows that students in an accelerated pathway, which leads directly to College Writing, succeed in the transfer course at nearly two and a half times the rate of students who reach the transfer course via a three-semester sequence.

ACTIVITY B.3.2

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

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

ACTIVITY B.3.3

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

EXPECTED OUTCOMES B.3.1 - B.3.3

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

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

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

ACTIVITY B.4.1

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

who get priority registration. Program data shows that achievement gaps in course success rates for African-American and Hispanic students compared to White and Asian students in the program are reduced. Given the number of program components, and basic skills sections available for the intervention within the Humanities Division, this program is currently at capacity. Expanding the ESP model of supporting first year students (embedded tutoring support, integrated study skills instruction, student services support, etc.) to other departments would be the only way to further scale the program.

EXPECTED OUTCOMES B.4.1

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

ACTIVITY B.4.2

The Fullerton College Supplemental Instruction Program (FCSI) is designed to provide support for transfer-level, general education courses with high enrollment and low success rates. In this program, student facilitators attend all class sessions and then provide two separate hours of supplemental instruction each week on topics determined by the class instructor. The SI session plans are developed by the SI facilitators with significant help from a faculty SI trainer. While the SI sessions are optional for students, they are highly encouraged by the faculty members. Additionally, faculty offer incentives to encourage student participation in the SI sessions. In these SI sessions, the SI leader facilitates collaborative learning activities focused on the weekly topic to help deepen student engagement with and learning of the course material. While the FCSI Program has been supported as a pilot for the last three semesters by money designated to fund Program Review requests, it could expand to support more courses with increased and more stable ongoing funding. More outreach and information about FCSI would also potentially draw in additional faculty participants in the program, particularly for courses like Political Science 100 and English 100, which all students completing degrees are required to take.

EXPECTED OUTCOME B.4.2

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

ACTIVITY B.4.3

Staff Development's New Faculty Seminar provides professional learning to newly hired full-time instructors over the course of their whole first year of instruction. Workshop topics include: understanding and reducing the achievement gap; lessons learned from Puente and Umoja for serving African-American and Hispanic populations; institutional alienation and at-risk students, among many others focused on improving classroom instruction.

EXPECTED OUTCOME B.4.3

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

ACTIVITY B.4.4

Staff Development's Adjunct Academy provides professional learning to adjunct instructors over the course of two intensive days of training that occur two weeks before the semester begins. The purpose is to provide time for the adjunct faculty member to implement changes to his or her class syllabus and session plans. Workshops are focused on helping adjunct faculty understand the community college population and improving classroom instruction. Workshop topics most related to serving our target populations include: understanding and reducing the achievement gap; lessons learned from Puente and Umoja for serving African-American and Hispanic populations; institutional alienation and at-risk students; among many others focused on improving classroom instruction. As the number of adjuncts increases to staff classes added due to growth, the Adjunct Academy would like to expand to meet the needs of the adjuncts.

EXPECTED OUTCOMES B.4.4

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

GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

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

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

ACTIVITY C.1.1

The college will develop strategies to ensure multiple measures are applied to all students when determining math placement. Multiple measures ensure students are correctly placed in their math classes upon entering, allowing them to move on to their transfer-level math as quickly as possible and more importantly, to succeed in the first math class.

ACTIVITY C.1.2

The Math Department opened Elementary Algebra (Math 020) as an option for incoming students starting Fall 2014. Remediation is available if needed, which is something being done nationwide at community colleges. Students will be tracked using data provided by faculty and the college over the next three years to determine if they are succeeding when starting Math 020 sooner and thus allowing them to complete their transfer-level math more quickly.

EXPECTED OUTCOMES C.1.1 - C.1.2

1. As we increase the use of multiple measures in the placement process, students will be placed more accurately.
2. The college will be gathering data over the next three years from success rates in Math 020 for students that may not have tested into Math 020 but started there to determine if our plan of allowing students into Math 020 initially, will increase success rates in their basic skills math classes and improve the ability to complete their transfer-level math more quickly. The Mathematics Division will monitor the program. Research indicates that the longer a student remains in basic skills classes, the least likely they are to complete a degree.

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

ACTIVITY C.2.1

The college will develop strategies to ensure multiple measures are applied to all students when determining math placement. Multiple measures ensure students are correctly placed in their math classes upon entering, allowing them to move on to their transfer-level math as quickly as possible and more importantly, to succeed in the first math class.

ACTIVITY C.2.2

The Math Department opened Elementary Algebra (Math 020) as an option for incoming students starting Fall 2014. Remediation is available if needed, which is something being done nationwide at community colleges. Students will be tracked using data provided by faculty and the college over the next three years to determine if they are succeeding when starting Math 020 sooner and thus allowing them to complete their transfer-level math more quickly.

EXPECTED OUTCOME C.2.1 - C.2.2

1. As we increase the use of multiple measures in the placement process, students will be placed more accurately.
2. The college will be gathering data over the next three years from success rates in Math 020 for students that may not have tested into Math 020 but started there to determine if our plan of allowing students into Math 020 initially, will increase success rates in their basic skills math classes and improve the ability to complete their transfer-level math more quickly. The Mathematics Division will monitor the program. Research indicates that the longer a student remains in basic skills classes, the least likely they are to complete a degree.

ACTIVITY C.2.3

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

EXPECTED OUTCOMES C.2.3

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

ACTIVITY C.2.4

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

EXPECTED OUTCOMES C.2.4

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

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

ACTIVITY C.3.1

The Transfer Achievement Program (TAP) serves students who initially place in basic skills courses in two of three areas (English, math, reading) by providing a cohort experience that includes: enrollment in Counseling 101 and 151 in the first year; mandatory supplemental instruction for basic skills courses; seats in college-level, general education courses, and pro-active counseling support throughout their career at Fullerton College. The purpose is to promote successful transfer to a four-year university. TAP courses have a higher proportion of Hispanic students than regular developmental courses, and success rates for these students in TAP math courses are higher than for this population in regular developmental math courses.

ACTIVITY C.3.2

The Basic Skills Initiative Supplemental Instruction Program (BSISI) is designed to provide support for basic skills courses in math, reading, ESL and English. In this program, student facilitators attend all class sessions and then provide two hours of supplemental instruction each week on topics determined by the instructor. The SI session plans are developed by the SI facilitators with significant help from a faculty SI trainer. While the SI sessions are optional for the students, they are highly encouraged by the faculty members. Additionally, faculty include incentives to encourage student participation in the SI sessions. In these SI sessions, the SI leader facilitates collaborative learning activities focused on the weekly topic to help deepen student engagement with and learning of the course material. The BSISI Program has been supported by BSI funds, and with a larger budget, it could expand to support more courses. This is one of the few programs that support courses taught by adjunct faculty, an increasing portion of the college's instructional staff.

EXPECTED OUTCOME C.3.2

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

ACTIVITY C.3.3

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

EXPECTED OUTCOME C.3.3

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

ACTIVITY C.3.4

The Graduate Student Intern Program pairs graduate student interns with faculty mentors in basic skills math classes in order to provide assistance to students both in and outside the classroom. With faculty mentor guidance, the interns provide tutoring and success strategy workshops throughout the semester. Interns are identified from local four-year universities as individuals who are interested in pursuing a career in community college teaching, and often serve as role models to students. In addition, many graduate student interns who complete their master's degree then return to the campus as adjunct faculty.

EXPECTED OUTCOMES C.3.4

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

ACTIVITY C.3.5

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

EXPECTED OUTCOMES C.3.5

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

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

The Incite Program provides a comprehensive range of support for student athletes, such as: an orientation (where program guidelines are discussed); required study hall with monitored attendance and tutorial assistance; counselor assistance for educational planning; academic success workshops (with topics that include time management, budget management, note-taking, test-taking strategies etc.); a staff member who serves as a liaison between the various coaches and the Incite Program, transfer/culture-related campus activities and field trips; a comprehensive student survey, and monitoring of academic progress. While a significant number of Incite participants fall into the target population, more research is needed to disaggregate numbers of participants and success rates by ethnicity. Program data shows that achievement gaps in course success rates for African-American and Hispanic students compared to White and Asian students in the program are reduced. With additional funding, the Incite Program would like to partner with the Student Health Center in future semesters to provide health-related workshops and trainings including topics related to personal wellness, tolerance, and anti-violence. There are approximately 500 students enrolled in Incite every semester.

EXPECTED OUTCOME C.4.1

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

ACTIVITY C.4.2

The Accelerated Developmental English Program, developed with the support of basic skills funds, contributes to the ability of all populations to complete their basic skills English requirement in a more timely fashion: one semester rather than two or three semesters. Preliminary data from our pilot offerings also shows that students who enter College Writing from the accelerated pathway succeed in the transfer-level course have a higher success rate than students who reach English 100 through the traditional sequence, certainly in less time. Basic Skills funds enabled the English Department to train an additional 18 instructors to teach the course, which makes it possible to scale our offerings from nine sections in Fall 2014 to 17 in Spring 2015. Increased funding for training would allow continued scaling in 2015/2016. Statewide data from the RP Group on accelerated English sections shows that students in an accelerated pathway, which leads directly to College Writing, succeed in the transfer course at nearly two and a half times the rate of students who reach the transfer course via a three-semester sequence.

EXPECTED OUTCOMES C.4.2

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

ACTIVITY C.4.3

The Basic Skills Initiative Supplemental Instruction Program (BSISI) is designed to provide support for basic skills courses in math, reading, ESL and English. In this program, student facilitators attend all class sessions and then provide two hours of supplemental instruction each week on topics determined by the instructor. The SI session plans are developed by the SI facilitators with significant help from a faculty SI trainer. While the SI sessions are optional for the students, they are highly encouraged by the faculty members. Additionally, faculty include incentives to encourage student participation in the SI sessions. In these SI sessions, the SI leader facilitates collaborative learning activities focused on the weekly topic to help deepen student engagement with and learning of the course material. The BSISI Program has been supported by BSI funds, and with a larger budget, it could expand to support more courses. This is one of the few programs that support courses taught by adjunct faculty, an increasing portion of the college's instructional staff.

EXPECTED OUTCOME C.4.3

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

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

ACTIVITY C.5.1

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

EXPECTED OUTCOME C.5.1

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

ACTIVITY C.5.2

The Accelerated Developmental English Program, developed with the support of basic skills funds, contributes to the ability of all populations to complete their basic skills English requirement in a more timely fashion: one semester rather than two or three semesters. Preliminary data from our pilot offerings also shows that students who enter College Writing from the accelerated pathway succeed in the transfer-level course have a higher success rate than students who reach English 100 through the traditional sequence, certainly in less time. Basic Skills funds enabled the English Department to train an additional 18 instructors to teach the course, which makes it possible to scale our offerings from nine sections in Fall 2014 to 17 in Spring 2015. Increased funding for training would allow continued scaling in 2015/2016. Statewide data from the RP Group on accelerated English sections shows that students in an accelerated pathway, which leads directly to College Writing, succeed in the transfer course at nearly two and a half times the rate of students who reach the transfer course via a three-semester sequence. This study also shows that achievement gaps for Hispanic students in these accelerated pathways are dramatically reduced.

EXPECTED OUTCOMES C.5.2

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

ACTIVITY C.5.3

The Transfer Achievement Program (TAP) serves students who initially place in basic skills courses in two of three areas (English, math, reading) by providing a cohort experience that includes: enrollment in Counseling 101 and 151 in the first year; mandatory supplemental instruction for basic skills courses; seats in college-level, general education courses, and pro-active counseling support throughout their career at Fullerton College. Sections of Math 59 and 60 have historically been a part of the TAP Program with supplemental instruction provided. TAP courses have a higher proportion of Hispanic students than regular developmental courses. Beginning in Fall 2014, the TAP English 59 course has been replaced with a section of the new English 99 course, a one-semester option for completing the basic skills English requirement.

EXPECTED OUTCOME C.5.4

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

ACTIVITY C.5.4

The Basic Skills Initiative Supplemental Instruction Program (BSISI) is designed to provide support for basic skills courses in math, reading, ESL and English. In this program, student facilitators attend all class sessions and then provide two hours of supplemental instruction each week on topics determined by the instructor. The SI session plans are developed by the SI facilitators with significant help from a faculty SI trainer. While the SI sessions are optional for the students, they are highly encouraged by the faculty members. Additionally, faculty include incentives to encourage student participation in the SI sessions. In these SI sessions, the SI leader facilitates collaborative learning activities focused on the weekly topic to help deepen student engagement with and learning of the course material. The BSISI Program has been supported by BSI funds, and with a larger budget, it could expand to support more courses. This is one of the few programs that support courses taught by adjunct faculty, an increasing portion of the college's instructional staff.

EXPECTED OUTCOME C.5.4

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

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

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

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

EXPECTED OUTCOME C.6.1

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

ACTIVITY C.6.2

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

EXPECTED OUTCOME C.6.2

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

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

ACTIVITY C.7.1

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

ACTIVITY C.7.2

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

ACTIVITY C.7.3

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

EXPECTED OUTCOMES C.7.1 - C.7.3

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

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

ACTIVITY C.8.1

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

EXPECTED OUTCOME C.8.1

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

ACTIVITY C.8.2

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

EXPECTED OUTCOME C.8.2

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

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

ACTIVITY C.9.1

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

ACTIVITY C.9.2

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

ACTIVITY C.9.3

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

EXPECTED OUTCOME C.9.1 - C.9.3

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

ACTIVITY C.9.4

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

EXPECTED OUTCOME C.9.4

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

ACTIVITY C.9.5

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

EXPECTED OUTCOME C.9.5

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

ACTIVITY C.9.6

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

EXPECTED OUTCOME C.9.6

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

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

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

ACTIVITY D.1.1

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

EXPECTED OUTCOME D.1.1

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

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

ACTIVITY D.2.1

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

EXPECTED OUTCOME D.2.1

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

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

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

ACTIVITY D.3.2

The foster youth liaison will continue to collaborate with the Financial Aid Office technician that directly works with the Chafee Grant and Orangewood Children's Foundation Children's Trust Fund in order to ensure that foster youth are accessing all the financial aid for which they eligible and they are able to maintain financial aid throughout degree or certificate completion.

ACTIVITY D.3.3

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

ACTIVITY D.3.4

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

EXPECTED OUTCOME D.3.1 - D.3.4

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

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

ACTIVITY D.4.1

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

ACTIVITY D.4.2

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

ACTIVITY D.4.3

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

EXPECTED OUTCOMES D.4.1 - D.4.3

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

ACTIVITY D.5.1

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

EXPECTED OUTCOMES D.5.1

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

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

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

ACTIVITY E.1.1

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

EXPECTED OUTCOME E.1.1

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

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

ACTIVITY E.2.1

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

ACTIVITY E.2.2

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

ACTIVITY E.2.3

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

EXPECTED OUTCOME E.2.1 - E.2.3

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

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

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

ACTIVITY E.3.2

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

ACTIVITY E.3.3

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

EXPECTED OUTCOMES E.4.1 - D.4.3

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

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

ACTIVITY E.4.1

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

ACTIVITY E.4.2

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

ACTIVITY E.4.3

The Honors Program has been very successful at transferring Honors Certified students, however, to meet the needs of a fast-growing program, it plans to expand the courses offered. The Honors coordinator Jodi Balma, has been recruiting more faculty who are willing to teach courses in the program and giving the staff support to help transition courses into curriculum. The main issue is the amount of time it takes for the approval process to complete. The goal is to add ten more courses to the program by the end of 2015.

EXPECTED OUTCOMES E.4.1 - E.4.3

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

ACTIVITY E.4.4

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

EXPECTED OUTCOME E.4.4

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

ACTIVITY E.4.5

The Transfer Achievement Program (TAP) serves students who initially place in basic skills courses in two of three areas (English, Math, Reading) by providing a cohort experience that includes enrollment in Counseling 101 and 151 in the first year, supplemental instruction for basic skills courses, seats in college-level, general ed. courses, and pro-active counseling support throughout their career at FC. Transfer rates for TAP students are consistently higher relative to the regular student population, particularly for Hispanic students. The TAP program has expanded in recent years to include additional courses in English, and in Fall, 2014 the TAP English 59 was replaced with a TAP English 99. This should result in a greater number of TAP students achieving Basic Skills completion in English at a faster rate compared to those students who previously took both English 59 and English 60 within TAP. Thus students will be moving faster into their transfer-level course work and reach transfer-readiness more quickly.

EXPECTED OUTCOME E.4.5

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

ACTIVITY E.4.6

The Math Department is creating a new course to assist students through Basic Skills Algebra classes in a single semester. The course, MATH 041 which will include Elementary and Intermediate Algebra, MATH 020 and MATH 040, is expected to start Fall 2015. It will allow students to proceed to their transfer level Math class in their second semester if they are not cleared of the Basic Skills Math requirement and can start their transfer

Math in their second semester. Since Math is a requirement for all majors to transfer, this should accelerate the ability of all students to complete their Math requirement, which is often cited as the reason they do not complete their course work to transfer. The Math Division along with Counseling will be using multiple measures for course placement and will then be monitoring the statistics for success with this new class.

EXPECTED OUTCOME E.4.6

Since completing all required Math courses is often cited in the inability to transfer in all majors, shortening the time a student is in Basic Skills Math classes should mean that students of all majors are able to transfer more quickly. Each Division will need to track the number of transfers in their area to determine if shortening the Basic Skills sequence in Math is increasing transfers instead of having students give up and not move on. Data will need to be made available to them indicating length of time in Basic Skills Math classes compared to those taking longer to complete the Basic Skills Math and use that data to monitor if there is a difference in transfers for all majors.

ACTIVITY E.4.7

Counseling, in conjunction with faculty from the Math Division and the Natural Sciences Division, will be available to help math and science students select the correct transfer math and science classes for their major thus increasing transfers in the STEM areas.

EXPECTED OUTCOME E.4.7

The college will monitor the number of transfers to the universities over the next 3 years from the sciences, Math and Computer Science and note yearly increases to determine if the above activity is successful in increasing transfers in areas of the sciences.

ACTIVITY E.4.8.

Math and Natural science faculty will provide additional academic support to science, Math and computer science students. Math is often a problem for the Hispanic population so having academic support could be particularly helpful for them. Counselors and discipline faculty will meet with students majoring in these areas to make sure they are on track to transfer and help them with scheduling classes and labs to assist them in getting their transfer courses completed in a timely manner. This is currently taking place in such programs as the ENGAGE in STEM initiative and others and will be expanded upon. The change to the 16-week semester has made it very difficult, for science students, in particular, to manage their class schedules that include laboratories.

EXPECTED OUTCOME E.4.8

The college will monitor the number of transfers to the universities over the next 3 years from the sciences, Math and Computer Science and note yearly increases to determine if the above activity is successful in increasing transfers in areas of the sciences.

Budget

SOURCES OF FUNDING

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

Fullerton College Student Equity Plan Pro Forma Budget

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

Planned Expansion of Existing Programs Pro Forma Budget

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

Programs and related staff to receive FCSEP funding:

Foster Youth Success Initiative and EOPS Foster Youth Liaison

EOPS

Veterans Center

Umoja Initiative

Puente

Disability Support Programs and Services

Incite (Support for Student Athletes)

Student Diversity Success Initiative

Entering Scholars Program

Fullerton College Supplemental Instruction Program (FCSI)

Transfer Achievement Program (TAP)

Honors Program

Transfer Center

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

Boot Camps, Freshman Orientation and other similar activities

Basic Skills curriculum and courses to be expanded:

Accelerated Developmental English Program

Accelerated Reading Program/class

Accelerated ESL Program/class

Basic Skills Initiative Supplemental Instruction (BSISI)

Acceleration efforts in mathematics courses

Faculty/staff development initiatives to be expanded:

New Faculty Seminar

Adjunct Faculty Training

Teaching and Learning Certificate Program (TLC)

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

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

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

Other Expenses:

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

Equity Committee planning and assessment retreat

Data collection and evaluation

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

Throughout this plan we have identified those areas with disproportionately impacted student populations and the primary basis for evaluating this aspect of the plan will be through the core metrics determined by the state: access, course completion, English as a Second Language (ESL) and basic skills completion, degrees, certificates and transfer. Where statewide MIS data was available, this plan has presented target goals for these metrics, which will be evaluated by the Fullerton College Office of Institutional Research and Planning at the end of the academic year and included in the campus-wide institutional effectiveness and program review process. We at Fullerton College are proud that our student success rates in these areas tend to be positive and believe that with the increased support for programs called for in this plan we will make positive headway in eliminating all disproportionate impact in the coming years. These gains will be evaluated and reported in our annual review document, as proscribed by the State Chancellors Office.

Beyond the basic college-wide metrics described above, individual programs serving designated student populations will evaluate the performance of the students they serve on an annual basis at minimum, with assistance from the Fullerton College Office of Institutional Research and Planning. This evaluation will have both quantitative and qualitative aspects. First, these programs will report on the five metrics required by the state in order to determine the direct impact the programs have on the essential measures. While we believe that there will be direct evidence in these metrics, it is also crucial to collect qualitative data that might not be directly reflected in those quantitative measures. For example, if through a particular support program student participants report they felt valued, encouraged, welcomed, and a part of the college, that feeling and perception of belonging can itself add to student success while it might not be directly captured in purely quantitative measures. Because of the increased financial support for program staff, it is reasonable to expect qualitative evaluations based on brief student interviews, ideally on a term-by-term basis, but annually at a minimum.

All three of these forms of evaluation will be used by the Fullerton College Equity Committee to determine ongoing adjustments to this plan and for creating annual equity plan reports. During the first year of this plan, the equity committee will also use this data as one source for determining and defining the role, responsibilities, and expectations for a student equity director who will coordinate all equity activities at Fullerton College in the future.

Attachments

Proportionality Index and 80 Percent Index

Proportionality Index

The proportionality methodology **compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group**. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

| Proportionality Index | Interpretation |
|-----------------------|---|
| 1.0 | Proportions of subgroups are equal |
| Less Than 1.0 | Subgroup is less prevalent in the outcome group |
| More Than 1.0 | Subgroup is more prevalent in the outcome group |

80 Percent Index

The “80% Rule” methodology **compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup**. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered an adverse – or disproportionate - impact.

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome is calculated by dividing the outcome frequency into the cohort frequency. The second step of this methodology compares the completion rate of each non-reference disaggregated subgroup to the completion rate of a reference subgroup. The subgroup with the highest completion rate is typically chosen as the reference group. The 80 Percent Index is calculated by dividing the completion rate of a non-reference subgroup into the completion rate of the reference subgroup. A result of less than 80 percent is considered evidence of a disproportionate impact.

North Orange County Community College District School of Continuing Education

Student Equity Plan 2014-2017



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School of Continuing Education

Student Equity Plan

Certification Page

Board of Trustees President: _____ **Date:** _____

District Chancellor: _____ **Date:** _____

Provost: _____ **Date:** _____

Academic Senate President: _____ **Date:** _____

Student Success Committee Chair: _____ **Date:** _____

EXECUTIVE SUMMARY

The School of Continuing Education (SCE) is an Orange County, California community college-based comprehensive adult education program which in 2013/14 served a diverse student body of 36,472 (5,732 FTES) students. SCE's Mission and Vision Statements are shown below.

Mission Statement

To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.

Vision Statement

SCE has a comprehensive presence in the community and is recognized for excellence. SCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. SCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. SCE is responsive to evolving community needs.

SCE is part of the North Orange County Community College District (NOCCCD) consisting of SCE, Fullerton College and Cypress College. The school operates under the direction of the NOCCCD Board of Trustees and utilizes the principles of participatory governance. SCE has an Academic Senate and a 13-member school leadership council called the Provost's Cabinet, which is comprised of representatives of all employee constituent groups. Community input is obtained from advisory committees, focus groups, local reports, studies, and surveys of students, residents, and employers. The school utilizes a strategic planning process to develop annual goals and to monitor its WASC Accreditation Action Plan.

In order to promote student success for all students, SCE has developed and presented for Board of Trustees approval a Student Equity Plan, consistent with guidelines adopted by the California Community College Chancellor's Office. At a minimum, the plan is required for American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. (Title 5, §54220).

The Student Equity Plan focuses on the indicators of access, course completion, and CTE, Basic Skills and ESL graduates, certificate completion and transfer. A description of the approach that was taken for each of these areas for our noncredit students is contained in the Campus Based Research section of the report. In terms of the target groups included in this report, the process of developing and completing this report has led to discussion about the type of institutional data that is collected and tracked and new ways to obtain additional data in the future. While ethnicity and gender data was readily available for analysis, SCE recognizes the need to develop additional opportunities to examine students with disabilities, veterans, students who are economically disadvantaged and foster youth in greater depth.

A summary of the Student Equity Plan findings and goals are shown below. A more detailed description that includes activities and desired outcomes for each goal is contained later in the report.

A. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Access Findings #1: Males are a disproportionately impacted group, as they represent 36.33% of those enrolled in the three programs (CTE, Basic Skills (High School), and ESL).

A.1. Goal: Increase male student enrollment in CTE, Basic Skills, and ESL programs.

Access Findings #2: The least represented groups to demonstrate a disproportionate impact are African American, Pacific Islander and American Indian/Alaskan Native.

A.2. Goal: Increase enrollment of African American, Pacific Islander, and American Indian/Alaskan Native students.

Access Findings #3: Students under 24 years of age are a disproportionately impacted group in CTE and Basic Skills (High School) and ESL programs.

A.3. Goal: Increase enrollment of students age 18-24 in CTE, Basic Skills, and ESL programs

B. Course Completion (*Retention*¹)

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Course Completion Findings #1: African American male and Pacific Islander female and male students experience a disproportionate impact in course completion for CTE programs.

B. 1. Goal: SCE will increase the success of CTE course and program completion by African American (male) and Pacific Islander (female/male) students by identifying students at risk of not passing CTE courses in a timely manner and equipping them with foundational skills in reading, math, and writing.

¹ Although title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.

C. ESL and Basic Skills Completion

The credit definition pertains to *“the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.”* However, for the purpose of this report, completion pertains to *the number of students who attempted or completed a degree-applicable course after having completed ESL Academic Success.*

C.1. Goal: Increase noncredit-to-credit transfer rate of Hispanic students enrolled in ESL Program.

D. Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

SCE’s Student Success Committee did not address this finding yet will continue to identify instructional and student support services to support degree and certificate completion.

E. Transfer

For the purpose of this research, transfer pertains to *the ratio of the number of noncredit students by population group who successfully graduated from noncredit diploma and certificate programs and have attempted credit coursework within a six year period after transitioning to credit campuses within the North Orange County Community College District.*

Noncredit to Credit Transfer Findings #1: Latino/Hispanic, White Non-Hispanic, African American, and American Indian high school diploma student groups are disproportionately impacted in terms of transferring to credit.

E.1. Goal: Increase noncredit-to-credit transfer rate of Latino/Hispanic, White Non-Hispanic, African American, and American Indian high school diploma student and ESL Academic Success.

Noncredit to Credit Transfer Findings #2: Asian, Filipino, African American, and Native American certificate student are disproportionately impacted in terms of transferring to credit.

E.2. Goal: Improve the success rates of Asian, Filipino, African American, and Native American certificate students transferring to credit.

A summary of the budgeted resources and estimated costs are contained in the report. SCE will invest the available Student Equity resources towards the implementation of the Student Equity Plan and will look for additional resource opportunities to support goals and activities that are not able to be funded within the amount of available Student Equity funding.

Currently, the contact person for the SCE Student Equity Plan is Vaniethia Hubbard who serves as Dean of Instruction and Student Services at the SCE Wilshire Center. Our Student Equity Plan has identified the need for someone to serve as a Student Equity Coordinator and that person would work under the direct supervision of the Dean.

Student Equity Plan Participants

Title V, Section 54220, requires that student equity plans for each district be developed in consultation with representatives of faculty, staff and students. The School of Continuing Education (SCE) Student Equity Plan was shaped through a collaborative effort by members of the Provost's Cabinet Committee. This shared-governance committee, composed of faculty, staff, students, and administrators, was charged with this critical task due to its ability to lead innovative campus initiatives and projects to support student success. In order to move the student equity project forward purposefully and in a timely manner, a four-step process was developed. The committee began with a thorough review of the California Community College Chancellor's Office Student Equity Plan document, followed by the formation of a work group of the Provost's Cabinet focused on student equity referred to as the Student Success Committee. The Student Success Committee then identified how the School of Continuing Education would respond to the goals, activities, and outcomes for each of the five student success indicators. The next step involved reviewing the 2010 Census data and 2013-2014 Institutional Research data produced by the SCE Institutional Research Office. Based on the data from this report, the committee identified meaningful goals and activities with measurable outcomes for each student success indicator. Finally, the Student Success Committee agreed to maintain student equity as a part of its ongoing areas of responsibility to ensure the implementation and sustainability of the Student Equity Plan upon approval of the plan.

The following is a list of participants involved in the development of the plan:

Student Success Committee

Cathy Dunne, Career Technical Education Faculty

Michael Gieck, Research Analyst

Dr. Adam Gottdank, President, Academic Senate and Disabled Student Programs and Services Faculty

Martha Gutierrez, Dean of Instruction and Student Services (Anaheim Campus)

Raine Hambly, Manager, Career Technical Education Program

Vaniethia Hubbard, Chair, Student Success Committee and Dean of Instruction and Student Services (Wilshire Campus)

Lorenze Legaspi, Interim Manager, Administrative Services

Khanh Ninh, Student Success and Support Program Counselor

Valentina Purtell, Dean of Instruction and Student Services (Cypress Campus)

Dr. Greg Schulz, Provost of the School of Continuing Education

Denise Simpson, Director, Disabled Student Programs and Services

CAMPUS-BASED RESEARCH

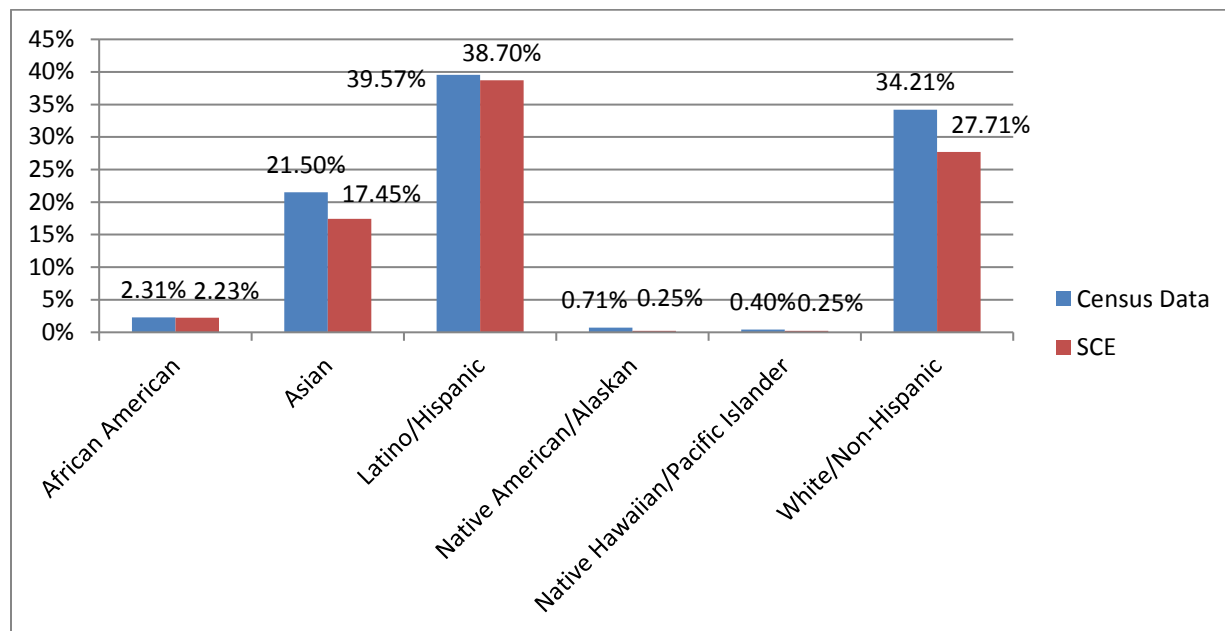
Indicator: ACCESS

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This is frequently calculated as a participation rate.

North Orange Community College District (NOCCD) School of Continuing Education (SCE) measured Access by first examining the overall SCE school student participation rates based on Ethnicity/Race and Gender of those served compared to the general population demographics based on U.S. Census 2010 data within the district's service boundaries. Secondly, the researcher conducted an in-depth analysis of participation rates based on student demographics reviewing three key program areas upon recommendation of the SCE Student Success Committee: Career Technical Education (CTE), Basic Skills and English as a Second Language (ESL).

The tables below illustrate results from the Access analysis based on Ethnicity/Race, and Gender compared to the general population per US Census data.

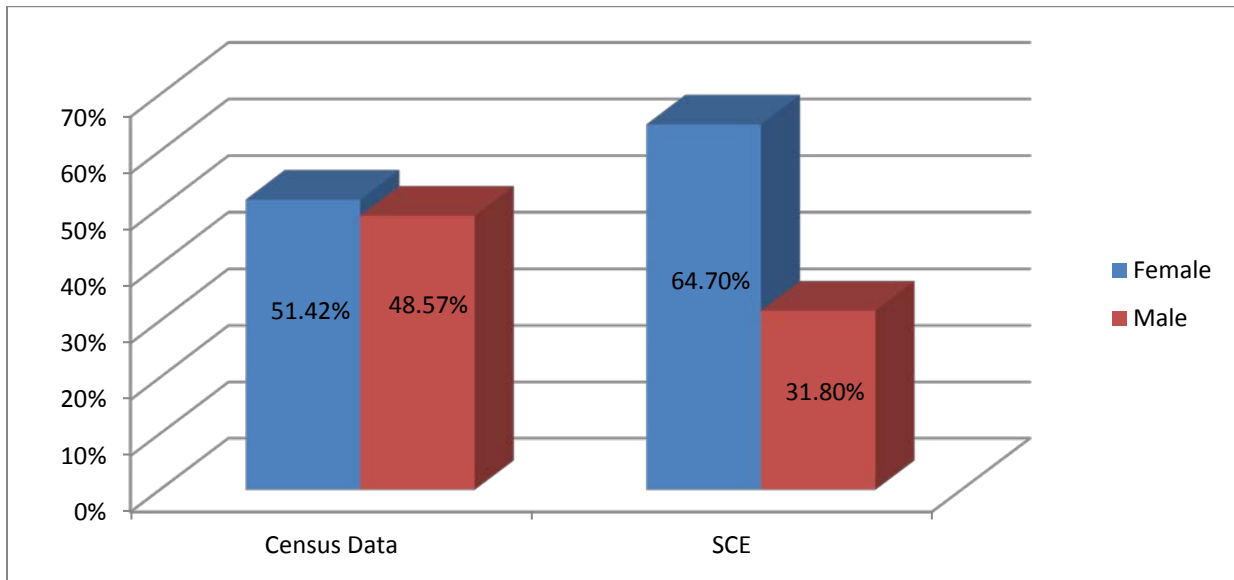
Ethnicity/Race



In terms of Ethnicity/Race, Latinos/Hispanics are the highest represented group at 38.70%, with a strong parallel to the general population at 39.57%. Also, drawing a similar pattern in comparison to the general population is the White/Non-Hispanic group, who make up 34.21% of the general population with a participation rate of 27.71%. Asians are the third group represented at SCE with a participation rate of 17.45% and make up 21.50% of the general population. Among the least represented groups at SCE are Pacific Islander and Native

American/Alaskan, both at .25%; however, it must be noted, they represent less than one percent of the population of NOCCCD district service boundaries. Overall, SCE student participation rates mirror US Census data of general population within NOCCCD district service boundaries, with White Non-Hispanics having a slight higher percentage difference when compared to the general population at 6.5%.

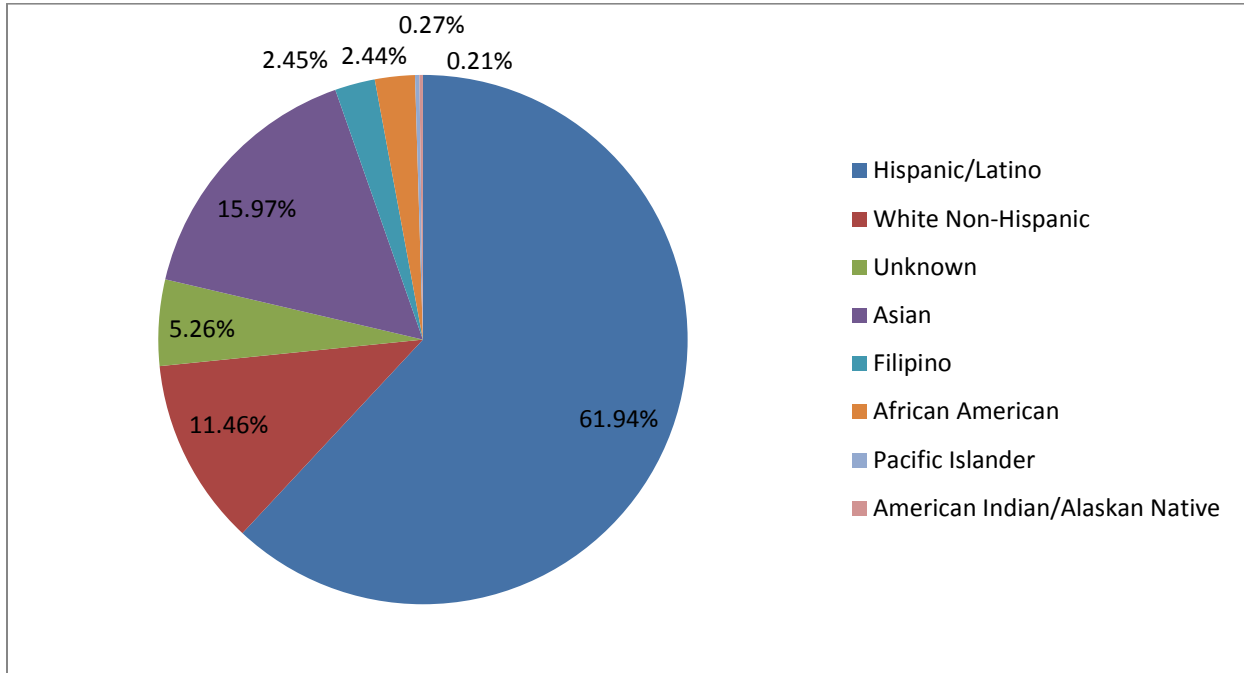
Gender



In terms of gender, Females are the highest represented group at SCE with a participation rate of 64.70%, surpassing the general population by 13.28% based on US Census data. Male students show a participation rate of 31.8%, when compared to Females and are underrepresented compared to the general population based on US Census data.

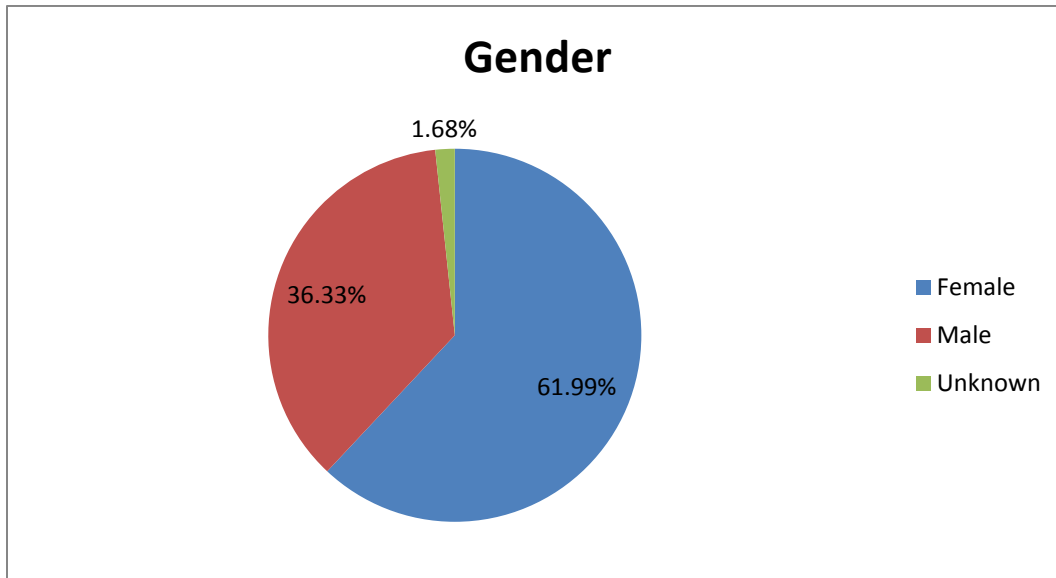
The tables below illustrate participation rates based on student demographics in three SCE programs: Career Technical Education (CTE), Basic Skill and English as a Second Language (ESL).

Ethnicity/Race



Within the three programs reviewed, data shows that Latino/Hispanics are the highest represented at 61.94%, followed by Asian at 15.97%, and White/Non-Hispanic 11.46%. The least represented groups to demonstrate a disproportionate impact are African American, Pacific Islander and American Indian/Alaskan Native at 2.44%, .27%, and .21%, respectively.

Gender



In regards to gender, females make up the highest proportion of students enrolled in the three programs at 61.99%. Males are a disproportionately impacted group, as they represent 36.33% of those enrolled in the three programs.

Age

Enrollment Rates and 80% index
Age
2013-2014

| | Enrollment Count | Percentage | 80% Index |
|--------------|-------------------------|-------------------|------------------|
| Under 24 | 3017 | 22.31% | 0.75 |
| 25-34 | 3478 | 25.71% | 0.86 |
| 35-49 | 4037 | 29.85% | 1.00 |
| 50+ | 2994 | 22.14% | 0.74 |

Four age groups were examined: under 24, 25-34, 35-49, and 50 +. As it pertains to age, data indicates that students under 24 and 50 + age groups are a disproportionately impacted group in CTE and Basic Skills (High School) and ESL programs.

Disabled Students:

Regarding participation rates among disabled students in the three programs, they represent a small proportion at 1.4%.

Other Categories for future inclusion:

At this time, the School of Continuing Education does not have Access data on students who are foster youth, veterans and/or socioeconomic status.

The Student Success Committee has recognized the need to capture such data, with regards to disabled students, foster youth, veterans and socioeconomic status regarding the all Student Equity indicators. The Student Equity Plan is an ongoing, continuous process in which the School of Continuing Education and Student Success Committee will continue to address the disproportionate impact of the aforementioned groups on an institutional and structural level in order to bring forth significant parity that creates equitable opportunities and outcomes for all students. As the data for foster youth, veterans and or socioeconomic becomes available it will be incorporate into future Student Equity reports.

ACCESS Findings:

- Latino/Hispanic students represent the majority of SCE enrollment in CTE, Basic Skill (High School) and ESL.
- Male students are underrepresented in CTE, Basic Skill-High School and ESL.
- Students with disabilities represent 1.4 % of enrollment in CTE, Basic Skill (High School) and ESL.
- The age group under 24 and 50 + are a disproportionately impacted group in CTE and Basic Skills (High School), and ESL programs.

Indicator: COURSE COMPLETION

The ratio of the number of non-credit courses that students Pass (“P”), by student population, compared to the number of courses in which students in that group enrolled and received either “P”, not-pass (“NP”) or withdrew (“W”) at the end of term.

Based on internal data, the Student Success Committee decided to focus on three programs that have graded courses, such as CTE, Basic Skill (High School) and ESL (Academic Success). Successful completion for graded courses was measured with a “P”.

Upon analysis, results show that in all three programs the success rate based on gender and age were not disproportionately impacted. However, when examining race/ethnicity, Pacific Islanders were disproportionately impacted, with success rate of 60%, making it .74 of the 80% Index, compared to the highest success rate group, Filipino, who represent a completion rate of 81.07%.

Overall Course Completion Rates and 80% index
Ethnicity/Race
2013-2014

| | Enrollment Count | Success Count | Success Rate | 80% Index |
|-------------------------|-------------------------|----------------------|---------------------|------------------|
| Hispanic/Latino | 6071 | 4656 | 76.69% | 0.95 |
| White Non-Hispanic | 2333 | 1841 | 78.91% | 0.97 |
| Unknown | 833 | 648 | 77.79% | 0.96 |
| Asian | 2011 | 1557 | 77.42% | 0.95 |
| Filipino | 824 | 668 | 81.07% | 1.00 |
| African American | 397 | 277 | 69.77% | 0.86 |
| <i>Pacific Islander</i> | <i>55</i> | <i>33</i> | <i>60.00%</i> | <i>0.74</i> |
| American Indian | 39 | 31 | 79.49% | 0.98 |

Demographic analysis was conducted on CTE and Basic Skills/ESL to examine completion rates in each group. According to the data examined, there were no disproportionate impacted groups in the Basic Skill/ESL group, when it came to Gender, Age, and Race/Ethnicity.

However, when analyzing CTE by Ethnicity/Race, African American and Pacific Islander students experience a disproportionate impact in course completion falling below the 80% index when compared to the success rate of Filipino students which was the highest group of course completers.

CTE Course Completion Rates and 80% index
Ethnicity/Race
2013-2014

| | Enrollment Count | Success Count | Success Rate | 80% Index |
|-------------------------|-----------------------------|--------------------------|---------------------|------------------|
| Hispanic/Latino | 4411 | 3042 | 69.00% | 0.86 |
| White Non-Hispanic | 2063 | 1582 | 76.70% | 0.95 |
| Unknown | 742 | 557 | 75.10% | 0.93 |
| Asian | 1914 | 1465 | 76.50% | 0.95 |
| Filipino | 774 | 623 | 80.50% | 1.00 |
| <i>African American</i> | <i>321</i> | <i>205</i> | <i>63.90%</i> | <i>0.79</i> |
| <i>Pacific Islander</i> | <i>45</i> | <i>24</i> | <i>53.30%</i> | <i>0.66</i> |
| American Indian | 38 | 30 | 78.90% | 0.98 |

Further analysis was conducted by gender and race amongst the CTE group. According to the data examined, the highest disproportionate impacted students by Ethnicity/Race and Gender, were Pacific Islanders, both female and male students, followed by African American males.

CTE Course Completion Rates and 80% index
Ethnicity/Race & Gender
2013-2014

| | | Enrollment Count | Success Count | Success Rate | 80% Index |
|--------|-------------------------|-----------------------------|--------------------------|---------------------|------------------|
| Female | Hispanic/Latino | 3327 | 2283 | 68.62% | 0.86 |
| Female | White Non-Hispanic | 1433 | 1108 | 77.32% | 0.96 |
| Female | Unknown | 440 | 338 | 76.82% | 0.96 |
| Female | Asian | 1398 | 1092 | 78.11% | 0.97 |
| Female | Filipino | 524 | 420 | 80.15% | 1.00 |
| Female | African American | 279 | 181 | 64.87% | 0.81 |
| Female | <i>Pacific Islander</i> | <i>28</i> | <i>17</i> | <i>60.71%</i> | <i>0.76</i> |
| Female | American Indian | 29 | 24 | 82.76% | ** |

**The committee decided to use Filipino as the highest group, instead of American Indian because of small sample size.

CTE Course Completion Rates and 80% index
Ethnicity/Race & Gender
2013-2014

| | | Enrollment Count | Success Count | Success Rate | 80% Index |
|------|-------------------------|-----------------------------|--------------------------|---------------------|------------------|
| Male | Hispanic/Latino | 1050 | 737 | 70.19% | 0.86 |
| Male | White Non-Hispanic | 566 | 424 | 74.91% | 0.92 |
| Male | Unknown | 147 | 108 | 73.47% | 0.90 |
| Male | Asian | 498 | 361 | 72.49% | 0.89 |
| Male | Filipino | 247 | 202 | 81.78% | 1.00 |
| Male | <i>African American</i> | 42 | 24 | 57.14% | 0.70 |
| Male | <i>Pacific Islander</i> | 17 | 7 | 41.18% | 0.50 |
| Male | American Indian | 7 | 5 | 71.43% | 0.87 |

Disabled Students among CTE:

While disabled students make up a small population within CTE, it should be noted that there was no disproportionate impact among this student group.

COURSE COMPLETION Findings:

- There was no disproportionate impact when it came to course completion for Basic Skills/ESL among gender, Race/Ethnicity, and age.
- There was a disproportionate impact for both female and male Pacific Islanders, and for African American male students for CTE.
- There was no disproportionate impact for age and gender in course completion for CTE
- There was no disproportionate impact for students with disabilities in course completion for CTE at 0.98.

Indicator: ESL AND BASIC SKILLS COMPLETION

The credit definition pertains to “the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.” However, for the purpose of this report, completion pertains to the number of students who attempted or completed a degree-applicable course after having completed ESL Academic Success.

ESL Academic Success

ESL Academic Success Transfer Rates and 80% index
Gender
2009-2010

| | Enrollment Count | Success Count | Success Rate | 80% Index |
|---------------|-------------------------|----------------------|---------------------|------------------|
| Female | 27 | 8 | 29.63% | 1.00 |
| Male | 11 | 2 | 18.18% | 0.61 |

ESL Academic Success Transfer Rates and 80% index
Ethnicity/Race
2009-2010

| | Enrollment Count | Success Count | Success Rate | 80% Index |
|--------------------|-------------------------|----------------------|---------------------|------------------|
| Hispanic/Latino | 26 | 6 | 23.07% | 0.62 |
| White Non-Hispanic | 3 | 1 | 33.33% | 0.88 |
| Asian | 8 | 3 | 37.50% | 1.00 |
| African American | 1 | 0 | 0.00% | 0.00 |

The data indicated that there was a disproportionate impact for male student in their transition to credit. In addition, there was a disproportionate impact for Hispanic/Latino and African American students; however, it must be noted that African American group represent a small sample size. It should be noted that due to limitation in the data the students were only followed for four years. In further examination of the data, ten students transferred to community college, two graduated with a high school diploma, two graduated with a Career Technical Education certificate, eight enrolled in CTE and twelve enrolled in SCE’s high school program.

Indicator: DEGREE AND CERTIFICATE COMPLETION Completion

Indicator: The percentage of Basic Skills High School and CTE Graduates compared to the overall student graduate group representation.

Basic Skills High School Graduates

Basic Skills High School Diploma Graduates and 80% index
Gender
2007-2008

| | Graduate Count | Percentage | 80% Index |
|-------------|---------------------------|-------------------|------------------|
| Female | 126 | 41.90% | 0.74 |
| Male | 170 | 56.50% | 1.00 |
| Unknown | 5 | 1.60% | 0.03 |

Basic Skills High School Diploma Graduates and 80% index
Ethnicity/Race
2007-2008

| | Graduate Count | Percentage | 80% Index |
|------------------------|---------------------------|-------------------|------------------|
| Hispanic/Latino | 168 | 55.81% | 1.00 |
| White Non-Hispanic | 62 | 9.63% | 0.17 |
| Unknown | 10 | 3.30% | 0.13 |
| Asian | 22 | 7.00% | 1.00 |
| Filipino | 9 | 3.00% | 0.05 |
| African American | 18 | 6.00% | 0.11 |
| Other | 7 | 2.33% | 0.04 |
| American Indian | 5 | 1.70% | 0.03 |

Institutional data was used to analyze data for Basic Skills High School graduates.

The data indicated there was a disproportionate impact for female students with Basic Skills High School graduates. In addition, there was a disproportionate impact for all ethnicities/race with Basic Skills High School graduates when compared Hispanic/Latino who had the highest number of Basic Skills High School graduates.

CTE Graduates

CTE Graduates and 80% index
Gender
2007-2008

| | Graduate Count | Percentage | 80% Index |
|---------------|---------------------------|-------------------|------------------|
| Female | 125 | 88.65% | 1.00 |
| Male | 13 | 9.22% | 0.10 |
| Unknown | 3 | 2.13% | 0.24 |

CTE Graduates and 80% index
Ethnicity/Race
2007-2008

| | Graduate Count | Percentage | 80% Index |
|------------------------|----------------|---------------|-------------|
| Hispanic/Latino | 47 | 33.33% | 1.00 |
| White Non-Hispanic | 30 | 21.28% | 0.64 |
| Unknown | 6 | 4.30% | 0.13 |
| Asian | 38 | 27.00% | 0.81 |
| Filipino | 13 | 9.22% | 0.28 |
| African American | 2 | 1.42% | 0.04 |
| Other | 4 | 2.84% | 0.09 |
| American Indian | 1 | 0.71% | 0.02 |

Institutional data was used to analyze data for CTE graduates.

The data indicated there was a disproportionate impact for male students with overall CTE graduates. In addition, there was a disproportionate impact for certain ethnicities with overall CTE graduates count. In analyzing the data, "Hispanic/Latino" had the highest number of graduates in CTE. The disproportionately impacted groups are White Non-Hispanic, along with Filipino, "Unknown", African American, "Other" and American Indian.

Indicator: TRANSFER

The credit definition for transfer pertains to “the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years”. However, for the purpose of this research, the definition of transfer pertains to the ratio of the number of noncredit students by population group who successfully graduated from noncredit diploma and certificate programs and have attempted credit coursework within a six year period after transitioning to credit campuses within the North Orange County Community College District.

Basic Skills (High School) Graduates

| | Enrollment Count | Success Count | Success Rate | 80% Index |
|--------------------|-----------------------------|--------------------------|---------------------|------------------|
| Hispanic/Latino | 168 | 55 | 32.73% | 0.55 |
| White Non-Hispanic | 62 | 29 | 46.77% | 0.79 |
| Unknown | 10 | 1 | 10.00% | 0.17 |
| Asian | 22 | 13 | 59.09% | 1.00 |
| Filipino | 9 | 5 | 55.55% | 0.94 |
| African American | 18 | 7 | 38.88% | 0.66 |
| Other | 7 | 1 | 14.28% | 0.24 |
| American Indian | 5 | 2 | 40.00% | 0.68 |

Thus, the data indicated that there was a disproportionate impact for certain ethnicities as they transition to credit. Asian students had the highest success rate transitioning to credit at 59.09%. The disproportionately impacted groups are Latino/Hispanic, White-Non-Hispanic, African American, Unknown, Other, and American Indian. However, it must be noted the “Other” and American Indian groups represent a small sample size. Within a six-year period, 4.4% of noncredit transition students graduated with an AA/AS and 4.2% of the noncredit transition students received a Career Technical Education certificate.

CTE Graduates

| | Enrollment Count | Success Count | Success Rate | 80% Index |
|--------------------|-----------------------------|--------------------------|---------------------|------------------|
| Hispanic/Latino | 47 | 13 | 27.66% | 0.83 |
| White Non-Hispanic | 30 | 9 | 30.00% | 0.90 |
| Unknown | 6 | 2 | 33.33% | 1.00 |
| Asian | 38 | 8 | 21.05% | 0.63 |
| Filipino | 13 | 1 | 7.69% | 0.23 |
| African American | 2 | 0 | 0.00% | 0.00 |
| Other | 4 | 0 | 0.00% | 0.00 |
| American Indian | 1 | 1 | 100.00% | ** |

**The committee decided to use “Unknown” as the highest group, instead of American Indian given the small sample size

The data demonstrates that there was a disproportionate impact for certain ethnicities that transition to credit. In analyzing the data, “Unknown” had the highest rate in transition to credit. The disproportionately impacted groups are Asian and Filipino, along with African American, “Other”, and Native American. It must be noted that African American, “Other” and Native American students represent a very low sample size. In further examination of the data, no student graduated with an AA/AS within a six-year period.

ESL Academic Success

| | Enrollment Count | Success Count | Success Rate | 80% Index |
|---------------|-----------------------------|----------------------|---------------------|------------------|
| Female | 27 | 8 | 29.63% | 1.00 |
| Male | 11 | 2 | 18.18% | 0.61 |

The data indicated that there was a disproportionate impact for male students in their transition to credit. It should be noted that due to limitations in the data the students were only followed for four years. In further examination of the data, ten students transferred to community college, two graduated with a high school diploma, two graduated with a Career Technical Education certificate, eight enrolled in CTE and twelve enrolled in SCE’s high school program.

GOALS AND ACTIVITIES

A. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Access Findings #1: Males are a disproportionately impacted group, as they represent 36.33% of those enrolled in the three programs (CTE, Basic Skills (High School), and ESL).

A.1. Goal: Increase male student enrollment in CTE, Basic Skills, and ESL programs.

Activity #1: By providing offsite High School Diploma Program (HSDP) labs, such as Gilbert West and El Camino, in partnership with local K-12 high school districts, Anaheim Union High School District and Placentia Yorba Linda Unified High School District, SCE will implement targeted outreach techniques, enrollment process, and instructional programs, specifically designed for male student population, provided at the sites of the students' home high school districts.

Outcome: The High School Diploma Program enrollment numbers of male students will be increased by 3%.

Activity #2: NOCCCD counselors (SCE, Cypress College, and Fullerton College) as well as ACCT Coordinator will promote CTE options to the students enrolled at the offsite HSDP labs, Gilbert West and El Camino.

Outcome: CTE enrollment number of male students will increase by 3%.

Activity #3: The DSPPS program will use resources such as the DSPPS Counselors, College to Career staff, and AB86 partnerships to perform outreach that will result in more students with disabilities enrolling in SCE CTE courses and programs.

Outcome: There will be at least 5% more students with disabilities enrolled in CTE courses by the end of the 2015/2016 Academic Year.

Access Findings #2: The least represented groups to demonstrate a disproportionate impact are African American, Pacific Islander and American Indian/Alaskan Native.

A.2. Goal: Increase enrollment of African American, Pacific Islander, and American Indian/Alaskan Native students.

Activity #1: SCE will implement targeted outreach techniques, enrollment process, and instructional programs, specifically designed for African American, Pacific Islander and

American Indian/Alaskan Native student population. In addition, approximately one week prior to the registration period for CTE programs, faculty from each program will offer day and evening information sessions to inform prospective students about their programs and the registration process.

Outcome: There will be at least 5% more African American, Pacific Islander and American Indian/Alaskan Native students enrolled in SCE courses by the end of the 2015/2016 Academic Year.

Access Findings #3: Students under 24 years of age are a disproportionately impacted group in CTE and Basic Skills (High School) and ESL programs.

A.3. Goal: Increase enrollment of students age 18-24 in CTE, Basic Skills, and ESL programs

Activity #1: SCE will implement targeted outreach techniques and an enrollment process specifically designed for the younger student population. Outreach efforts will be provided at the sites of the students' home high school districts for CTE, Basic Skills, and ESL programs.

Outcome: Program enrollment numbers of students under 24 years of age will be increased by 5%.

B. Course Completion (*Retention*²)

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Course Completion Findings #1: African American male and Pacific Islander female and male students experience a disproportionate impact in course completion for CTE programs.

B. 1. Goal: SCE will increase the success of CTE course and program completion by African American (male) and Pacific Islander (female/male) students by identifying students at risk of not passing CTE courses in a timely manner and equipping them with foundational skills in reading, math, and writing.

Activity: Students at risk of failing CTE courses will be individually referred either by an instructor or a counselor to the Basic Skills Learning Center where contextualized and

² Although title 5 refers to "retention" the term "course completion" is deemed to embody that term in the guidelines.

individualized math, reading, and writing instruction will be provided by basic skills faculty and tutors.

Outcome: By identifying students in danger of failing CTE courses in a timely manner and equipping them with foundational skills in reading, math, and writing, SCE will increase the success of CTE course and program completion by African American and Pacific Islander students by 5%.

C. ESL and Basic Skills Completion

The credit definition pertains to *“the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.”* However, for the purpose of this report, completion pertains to *the number of students who attempted or completed a degree-applicable course after having completed ESL Academic Success.*

C.1. Goal: Increase noncredit-to-credit transfer rate of Hispanic students enrolled in ESL Program.

Activity: ESL students enrolled in the ESL advanced courses offered at the Cypress and Wilshire Centers will participate in yearly transfer programs offered in collaboration with the Cypress and Fullerton Colleges. The students will be placed in cohorts and provided with intensive weekly workshops on college enrollment process, financial aid, successful study skills, etc. The students will receive college orientation and assessment, which will make them eligible for registration priority.

Outcome: The noncredit-to-credit transfer rate of the ESL students whose goal is to enroll in a credit program will increase by 3%.

D. Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

SCE’s Student Success Committee did not address this finding yet will continue to identify instructional and student support services to support degree and certificate completion.

E. Transfer

For the purpose of this research, transfer pertains to *the ratio of the number of noncredit students by population group who successfully graduated from noncredit diploma and certificate programs and have attempted credit coursework within a six year period after transitioning to credit campuses within the North Orange County Community College District.*

Noncredit to Credit Transfer Findings #1: Latino/Hispanic, White Non-Hispanic, African American, and American Indian high school diploma student groups are disproportionately impacted in terms of transferring to credit.

E.1. Goal: Increase noncredit-to-credit transfer rate of Latino/Hispanic, White Non-Hispanic, African American, and American Indian high school diploma student and ESL Academic Success.

Activity: HSDP students intending to transfer to credit will be identified individually by the HSDP faculty and SCE counselor and referred to the IHSS 300 Transitioning to College course.

Outcome: The noncredit-to-credit transfer rate of the High School Diploma and ESL students whose goal is to enroll in a credit program will increase by 3%.

Noncredit to Credit Transfer Findings #2: Asian, Filipino, African American, and Native American certificate student are disproportionately impacted in terms of transferring to credit.

E.2. Goal: Improve the success rates of Asian, Filipino, African American, and Native American certificate students transferring to credit.

Activity: Certificate students intending to transfer to credit will be identified individually by the CTE academic and counseling faculty and referred to participate in the Adult College to Career Transition (ACCT) program for appropriate resources (campus tours, college enrollment, financial aid workshops, etc.)

Outcome: The noncredit-to-credit transfer rate of the CTE students whose goal is to enroll in a credit program will increase by 3%.

Student Equity Plan - Estimated Costs of Proposed Items

| Indicator | Proposal | Total Cost |
|--|---|----------------|
| Access | | |
| | DSPS Student Access to CTE Courses (Increase Counseling support by 30 hours/week for 44 weeks) | 60,720 |
| | Access to Basic Skills programs by the students younger than 24 years of age (Increase Counseling support by 16 hours/week for 44 weeks) | 32,384 |
| | Access to CTE programs by the students under 24 yrs. of age (Increase Counseling support by 16.5 hours/week for 44 weeks). | 33,396 |
| | SCE computer labs (extend hours of operation to better respond to student needs) | 1,104 |
| | Initiate Faculty Led Information Sessions (prior to registration to better inform students of academic options) | 2,208 |
| | Production of new Student Support Services brochure to highlight available services to students | 500 |
| | Total Access | 130,312 |
| Course Completion | | |
| | Success in completion of CTE courses and programs by Hispanic students (offer contextualized vocational ESL instruction correlated to CTE programs – 3 instructors, each at 12 hours/week for 44 weeks) | 72,864 |
| | Success in completion of CTE courses and programs by African American and Hispanic students (Increase counseling support by 3 counselors, at 19 hours/week for 44 weeks) | 115,368 |
| | Total Course Completion | 188,232 |
| ESL Basic Skills | | |
| | Total ESL Basic Skills | - |
| Degree and Certificate Completion | | |
| | Total Degree and Certificate Completion | - |

Transfer

Success rate of ESL and HSDP Hispanic and African American students transferring from noncredit to credit (Additional class to be offered IHSS 300 Transiting to College – one Counselor for 30 hours) 1,380

Success rate of Hispanic students transferring from noncredit to credit – Increase the Adult College to Career Transition (ACCT) program activities, led by two professional experts (two at 26 hours/week) to include campus tours, college enrollment process, financial aid workshops, etc. 88,920

Total Transfer 90,300

Overall

Student Equity Coordinator 39,767
Research Analyst (s) 40,250

Total Overall 80,017

Total 488,861

Evaluation Schedule and Process

Following adoption of the Student Equity Plan, departments and programs will set out to accomplish the goals and activities defined in the plan, as permitted within the resources that are available to the school.

The Provost's Cabinet will review progress on the Student Equity Plan on a semi-annual basis, and an annual review of institutional data will be performed to evaluate progress with respect to implanting goals, activities and the related outcomes. As a work group of the Provost's Cabinet, the Student Success Committee will lead this effort and will discuss additional opportunities for SCE to collect, monitor and report institutional data as it relates to the goals established in the Student Equity Plan. The work to be completed will include efforts to address any compliance issues if discovered, as well as mitigate disproportionate impact where found.

The committee shall develop and complete a summary on an annual basis that links the goals contained in the Student Equity Plan to the budget and expenditures as well as to an analysis of outcomes.

The ongoing process of formulating, monitoring and communicating SCE's Student Equity Plan will be discussed and determined by the Provost's Cabinet.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|---|--------------|-------------------|
| TO: | BOARD OF TRUSTEES | Action | <u>X</u> |
| | | Resolution | <u>X</u> |
| DATE: | November 25, 2014 | Information | <u> </u> |
| | | Enclosure(s) | <u> </u> |
| SUBJECT: | Fullerton College Sub-Grantee Award Library, Learning Resources, Instructional Support Programs and Services Division Office of Special Programs CA Career Pathways Trust Grant – Orange County Teacher Pathway Partnership Sub Agreement No. DO-14-2501-02 | | |

BACKGROUND: The Orange County Teacher Pathway Partnership (OC TPP) project, of which Fullerton College is one of the four higher education partners, targets the Careers in Education program of study for the Career Technical Education (CTE) Education, Child Development, and Family Services Industry Sector. The purpose of the project is to develop and implement an articulated and accelerated pathway to postsecondary education with multiple opportunities for college courses, early field work experiences, and part-time employment for over 1000 participants during the five-year project. It is aligned with regional economic sectors and established career pathway programs that connect K-12 schools and higher education to promote high-wage, high-growth, and high-skill occupations ultimately filling the need for California's anticipated shortage of well-prepared teachers. High school students will build skills through an integrated standards-based academic and career relevant sequenced curriculum aligned with work-based learning that provides real-world experience as a context for their classroom experience. Current and future community college students on the pathway will receive the same levels of support, relevant curriculum, and early field experiences. Fullerton College will also focus on helping high school students attain college readiness skills while completing their CTE pathway with the option of working toward an AA degree/transfer pathway and a potential child development certificate. School site-based services will include: counseling, career development, tutoring and mentoring, and college courses. Special outreach and career development services will be provided to partner jr. high school students to facilitate participation in the high school child development/education pathway. Professional development, including externships, will be provided for teachers.

The consortium partners include: Santiago Canyon College, Santa Ana College, Fullerton College, five school districts (Orange, Santa Ana, Garden Grove, Anaheim Union and Fullerton Joint USDs), California State University Fullerton, JPL/NASA, Project Tomorrow, business partners (OUSD CARES, THINK Together, Orange YMCA, Anaheim Achieves YMCA), City of Fullerton Parks and Recreation, the Fullerton Collaborative, and the Santa Ana and Anaheim Workforce Investment Boards.

A significant goal of the project is to prepare future teacher students, who reflect the diversity of the state's K-12 population, with sufficient math and science coursework beginning in high school and on to community college. The project is designed to ensure that future teachers are better prepared in math and science, and have enriched STEM learning experiences. Students will be provided pre-professional

training in relevant teaching and learning lessons provided through California State University Fullerton (CSUF) faculty, JPL/NASA Education Division trainers, and Project Tomorrow Youth Teach2Learn curriculum. In turn, students will teach these lessons to youth in elementary schools and out of school time programs throughout the county. High school and community college students in the program will also participate in Summer STEM Institutes at CSUF and field trips to JPL/NASA.

Fullerton College will receive the amount of \$296,336 for the period of July 1, 2014, through June 30, 2015. Notification of this award was recently received with the subsequent sub-recipient award agreement executed and approved by the lead partner and grantee RSCCCD.

This item was submitted by Dani Wilson, Dean, Library, Learning Resources, Instructional Support Programs and Services Division, at Fullerton College. Karen Rose, Director, Office of Special Programs at Fullerton College, will be responsible for managing the activities of the project.

How does this relate to the five District Strategic Directions? This item responds to: **Strategic Direction 1:** The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses; **Strategic Direction 2:** The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups; and, **Strategic Direction 5:** The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 3280, Grants.

FUNDING SOURCE AND FINANCIAL IMPACT:

Fullerton College has been awarded a sub-grantee award from the Rancho Santiago Community College District, in the amount of \$ \$296,336 for the period of July 1, 2014, through June 30, 2015, for the California Career Pathways Trust Grant – Orange County Teacher Pathway Partnership (OC TPP).

RECOMMENDATION: In compliance with the California Dept. of Education, authorization is requested to accept new revenue for the California Careers Pathway Trust (CCPT) Orange County Teacher Pathway Partnership (OC TPP) for use beginning July 1, 2014, through June 30, 2015, in the amount of \$296,336. It is also requested that a resolution be adopted to accept new revenue and authorize expenditures within the General Fund, pursuant to the California Code of Regulations Title 5, Section 58308. Further authorization is requested for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs, to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

Cherry Li-Bugg

Recommended by

Approved for Submittal

5.b.2

Item No.

**Fullerton College
California Career Pathways Trust – Orange County Teacher Pathways
Partnership**

**Budget
July 1, 2014 – June 30, 2015**

| <u>OBJECT OF EXPENDITURE</u> | <u>BUDGET ACCOUNT NUMBER</u> | | | | | | <u>PROPOSED BUDGET</u> | |
|--|------------------------------|------|-------|------|------|---|----------------------------|-------------------|
| 12000 Non-Instructional Salaries | | | | | | | | |
| Counselors – Adjunct | xxxxx | 5230 | 12300 | 6190 | | I | \$ 69,000 | |
| 13000 Instructional Salaries, Other | | | | | | | | |
| Extended Day Instructors | xxxxx | 5230 | 13310 | 6190 | | I | 20,000 | |
| 20000 Noninstructional Salaries | | | | | | | | |
| Classified Monthly Salaries | xxxxx | 5230 | 21110 | 6190 | 0895 | N | 12,200 | |
| Hourly-Clerical/Secretarial | xxxxx | 5230 | 23100 | 6190 | 0895 | N | 9,625 | |
| Hourly - Professional | xxxxx | 5230 | 23400 | 6190 | 0895 | N | 66,200 | |
| Hourly-Int Aide/Non-Direct Inst | xxxxx | 5230 | 24200 | 6190 | 0895 | N | 20,425 | |
| 30000 Employee Benefits | | | | | | | | |
| Employee Benefits | xxxxx | 5230 | 30000 | 6190 | 0895 | N | 37,238 | |
| Employee Benefits | xxxxx | 5230 | 30000 | 4900 | 0895 | I | 3,000 | |
| 40000 Supplies and Materials | | | | | | | | |
| Supplies and Materials | xxxxx | 5230 | 40000 | 6190 | 0895 | | 26,700 | |
| 50000 Other Operating Expenses | | | | | | | | |
| Personal & Consultant Services | xxxxx | 5230 | 51900 | 6190 | 0895 | | 8,000 | |
| Maintenance Agreement | xxxxx | 5230 | 52230 | 6190 | 0895 | | 350 | |
| Travel & Conference - Employees | xxxxx | 5230 | 52415 | 6190 | 0895 | | 1,000 | |
| Mileage | xxxxx | 5230 | 52460 | 6190 | 0895 | | 2,000 | |
| Printing/Reprographics | xxxxx | 5230 | 52665 | 6190 | 0895 | | 4,500 | |
| 60000 Capital Outlay | | | | | | | | |
| Comp & Related Equip over \$1,000 | xxxxx | 5230 | 64310 | 6190 | 0895 | | 4,700 | |
| 70000 Indirect Charges | | | | | | | | |
| Indirect Costs (4%) | xxxxx | 5230 | 71000 | 6190 | 0895 | | 11,398 | |
| Grand Total | | | | | | | | \$ 296,336 |
| 80000 Revenue | | | | | | | | |
| Other Reimbursable Categorical | xxxxx | 5230 | 86543 | 6190 | 0895 | | \$ 296,336 | |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: November 25, 2014 Resolution _____
SUBJECT: Academic Personnel Information _____
Enclosure(s) X

BACKGROUND: Academic personnel matters within budget.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

6.a.1

Item No.

Academic Personnel
November 25, 2014

RETIREMENTS

| | | |
|-------------------|----|--|
| Robinson, Karen | FC | Nutrition & Foods Instructor Eff. 05/24/2015 PN FCF757 |
| Tackabury, Pamela | FC | English Instructor Eff. 01/15/2015 PN FCF723 |

NEW PERSONNEL

| | | |
|-----------------|----|---|
| Benoit, Douglas | FC | Dean, Business/CIS, Economic Workforce Development Range 32, Column G + Doctorate Management Salary Schedule Eff. 01/05/2015 PN FCM966 |
|-----------------|----|---|

CHANGE IN SALARY CLASSIFICATION

| | | |
|--------------|----|---|
| Zamora, Jose | CC | Ethnics Instructor (ADJ) From: Column 1, Step 0 To: Column 2, Step 0 Eff. 01/26/2015 |
|--------------|----|---|

LEAVE OF ABSENCE

| | | |
|-----------------------|----|--|
| Taguchi-Trieu, Tanomo | FC | Mathematics Instructor Family Medical Leave (FMLA/CFRA) (Intermittent) Paid Leave using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 10/14/2014-12/13/2014 |
|-----------------------|----|--|

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2014 FALL SEMESTER,
TRIMESTER

| | | |
|----------------|----|------------------|
| Kemble, Steven | FC | Column 1, Step 0 |
|----------------|----|------------------|

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2015 SPRING SEMESTER,
TRIMESTER

| | | |
|-----------------|----|------------------|
| Hoberg, Megan | CC | Column 1, Step 0 |
| Hopkins, Bryan | CC | Column 1, Step 0 |
| Hollow, Anthony | FC | Column 1, Step 0 |

Academic Personnel
November 25, 2014

| | | |
|--------------------|----|------------------|
| Loy, Amy | CC | Column 1, Step 0 |
| Parekh, Nitin | CC | Column 1, Step 0 |
| Robertson, Stephen | CC | Column 2, Step 0 |
| Sheehan, Michael | FC | Column 1, Step 0 |
| Wright, Amber | CC | Column 1, Step 0 |

TEMPORARY ACADEMIC HOURLY-NONINSTRUCTIONAL

| | | |
|----------------------|----|------------------|
| Alvarado, Delmis | FC | Column 1, Step 0 |
| Benavidez, Judith | FC | Column 1, Step 0 |
| D'Amico, Brandon | FC | Column 1, Step 0 |
| Evangelista, Amy | FC | Column 1, Step 0 |
| Fernandez, Cathy | FC | Column 2, Step 0 |
| Fucinari, Heather | CC | Column 1, Step 0 |
| Gonzalez, Haydee | FC | Column 1, Step 0 |
| Jimenez, Janette | FC | Column 1, Step 0 |
| Miramontes, Nathalie | FC | Column 1, Step 0 |
| Nguyen, Diem | FC | Column 1, Step 0 |
| Pineda, Maribel | FC | Column 1, Step 0 |
| Quilizapa, Claudia | FC | Column 1, Step 0 |
| Sanford, Juana | FC | Column 1, Step 0 |
| Santana, Citlally | FC | Column 1, Step 0 |
| Tran, Phien | FC | Column 1, Step 0 |

TEMPORARY ACADEMIC HOURLY-SUBSTITUTES

| | | |
|--------------------|----|------------------|
| Bowery, Erven | FC | Column 2, Step 0 |
| La Curan, Jennifer | FC | Column 1, Step 0 |
| Olvera, Catalina | FC | Column 3, Step 0 |

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

| | | |
|--------------|-----|---|
| Lujan, Zaida | SCE | Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class B Not to exceed 40 hours Eff. 08/01/2014-08/31/2014 |
|--------------|-----|---|

NEW ACADEMIC MANAGEMENT JOB DESCRIPTION

Athletic Director
(See pages 6.a.4 to 6.a.6)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: November 25, 2014 Resolution _____
SUBJECT: Classified Personnel Information _____
Enclosure(s) X

BACKGROUND: Classified personnel matters within budget.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

6.b.1

Item No.

Classified Personnel
November 25, 2014

| | | |
|------------------|-----|---|
| Phan, Michelle | FC | Admissions & Records Technician 12-month position (100%) Range 33, Step A Classified Salary Schedule Eff. 12/01/2014 PN FCC982 |
| Phan, Binh | SCE | Program Assistant, ESL 12-month position (100%) Range 14, Column A Management Salary Schedule Eff. 12/03/2014 PN SCM996 |
| Plescher, Sarah | FC | Admissions & Records Technician 12-month position (100%) Range 33, Step A Classified Salary Schedule Eff. 12/01/2014 PN FCC999 |
| Proud, Crystal | CC | Instructional Assistant/Career Center 12-month position (100%) Range 36, Step A Classified Salary Schedule Eff. 12/01/2014 PN CCC881 |
| Stoermer, Curtis | FC | Admissions & Records Technician 12-month position (100%) Range 33, Step A Classified Salary Schedule Eff. 12/01/2014 PN FCC642 |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: November 25, 2014 Resolution _____
SUBJECT: Professional Experts Information _____
Enclosure(s) X

BACKGROUND: Professional Experts within budget.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget. The supervising manager is authorized by the Board to assign budget numbers in the employment of Professional Experts.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

6.c.1

Item No.

Professional Experts
November 25, 2014

PROFESSIONAL EXPERTS

| Name | Site | Job Classification | Project Title | Max Permitted Hours per Week | Begin | End |
|-------------|------|---------------------|--|------------------------------|------------|----------|
| Holmes, Ian | CC | Technical Expert II | Title V Grant – Best Instructional Practices Video Project | 4 | 11/15/2014 | 01/31/15 |

SCE TUITION PROGRAMS

| Name | Salary | Trimester | Max Permitted Hours per Week |
|------------------|--------------|------------------|------------------------------|
| Pineiro, Gonzalo | Tuition Rate | Winter Trimester | 26 |
| Pineiro, Gonzalo | Tuition Rate | Spring Trimester | 26 |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: November 25, 2014 Resolution _____
SUBJECT: Hourly Personnel Information _____
Enclosure(s) X

BACKGROUND: Short-term, substitute and student work-study/work experience personnel may be employed on a temporary basis from time to time to assist in the workload of various departments.

In accordance with the District's administrative procedures, the employment of short-term and substitute employees is restricted to not more than twenty-six (26) hours per week. The employment of student employees is restricted to not more than twenty (20) hours per week.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

6.d.1

Item No.

Hourly Personnel
November 25, 2014

Short-Term Hourly

| Name | Site | Title and Description of Service | Begin | End | Grade/Step |
|----------------------|------|--|----------|----------|------------|
| Barker, Jayson | FC | Clerical/Secretarial - Clerical assistance for the FC Honors Program | 11/26/14 | 01/23/15 | TE A 2 |
| Brackman, Christine | FC | Instr Research Assistant - Assist Horticulture Dept with plant nursery | 11/26/14 | 06/30/15 | TE A 1 |
| Castro, Maria | SCE | Direct Instr Support - Assist in ESL Learning Center | 01/05/15 | 04/05/15 | TE A 4 |
| Cuevas, Danny | FC | Service/Maint - General assistance to the campus custodial staff | 11/26/14 | 02/25/15 | TE B 2 |
| Delgadillo, Humberto | FC | Instr Research Assistant - Assist Horticulture Dept with plant nursery | 11/26/14 | 06/30/15 | TE A 1 |
| Flynn, Christopher | FC | Instr Research Assistant - Assist Horticulture Dept with plant nursery | 11/26/14 | 06/30/15 | TE A 1 |
| Gonzalez, Denise | FC | Instr Research Assistant - Assist Horticulture Dept with plant nursery | 11/26/14 | 06/30/15 | TE A 1 |
| Gonzalez, Jasmin | FC | Clerical/Secretarial - Assist in Admissions & Records Office | 12/01/14 | 01/25/15 | TE A 1 |
| Guadarrama, Angelica | FC | Direct Instr Support - Assist in ACT computer lab | 11/26/14 | 02/25/14 | TE A 1 |
| Guadarrama, Angelica | FC | Direct Instr Support - Assist in the ACT computer lab | 11/26/14 | 02/21/15 | TE A 1 |
| Howard, Nicole | FC | Clerical/Secretarial - Assist in EOPS office | 11/17/14 | 02/02/14 | TE A 1 |
| Kelley, Alexis | FC | Instr Research Assistant - Assist Horticulture Dept with plant nursery | 11/26/14 | 06/30/15 | TE A 1 |
| Marquez, Brian | FC | Tech/Paraprof - Assist in ACT computer lab | 11/26/14 | 02/26/14 | TE A 2 |
| Marquez, Brian | FC | Tech/Paraprof - Assist in ACT computer lab | 11/26/14 | 02/26/14 | TE A 1 |
| Munoz, Samantha | FC | Clerical/Secretarial - Assist in Admissions and Records | 01/05/15 | 03/27/15 | TE A 1 |
| Munoz, Samantha | FC | Clerical/Secretarial - Assist in Admissions and Records | 06/01/15 | 06/30/15 | TE A 1 |
| Perera, Shenali | FC | Clerical/Secretarial - Assist in Campus Communications department | 01/02/15 | 01/23/15 | TE A 1 |
| Sorensen, Michelle | CC | Clerical/Secretarial - Assist in Social Sciences Division | 01/26/15 | 02/06/15 | TE B 4 |

Tutors, Interpreters, and Readers

| Name | Site | Title and Description of Service | Begin | End | Grade/Step |
|----------------------|------|--|----------|----------|------------|
| Anderson, Jacob | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 06/30/15 | TE A 1 |
| Baltazar, Clementina | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Carlos, Linda | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Cogan, Kevin | SCE | Direct Instr Support - Tutor DSPS students | 01/05/14 | 03/27/15 | TE A 1 |

Hourly Personnel
November 25, 2014

| | | | | | |
|---------------------|-----|---|----------|----------|--------|
| Cordova, Aida | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 2 |
| Green, Riley | SCE | Direct Instr Support - Tutor DSPS students | 12/01/14 | 06/30/15 | TE A 2 |
| Haines, Nicole | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 2 |
| Hall, Robert | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Head, Kandace | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 2 |
| Hertz, Jana | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 2 |
| Jajo, Isaac | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Javate, Sophia | SCE | Direct Instr Support - Tutor DSPS students | 12/01/14 | 06/30/15 | TE A 1 |
| Krause, Henry | FC | Direct Instr Support - Tutor students in the campus Math Lab | 01/26/15 | 05/23/15 | TE A 2 |
| Kvaska, Kirsten | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Marquis, Nicole | SCE | Direct Instr Support - Assist DSPS students with employment portfolio | 01/05/15 | 04/10/15 | TE B 4 |
| Martinez, Ariel | SCE | Direct Instr Support - Assist visually impaired students | 01/05/15 | 03/27/15 | TE B 1 |
| Martinez, Veronica | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE B 4 |
| Maxwell, Marcel | FC | Direct Instr Support - Tutor students in the campus Math Lab | 01/26/15 | 05/23/15 | TE A 2 |
| Morfin, Mayra | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 2 |
| Munoz, Arturo | FC | Direct Instr Support – Tutor students in STEM grant project | 09/24/14 | 12/31/14 | TE A 2 |
| Nguyen, Tho | FC | Direct Instr Support - Tutor students in the campus Math Lab | 01/26/15 | 05/23/15 | TE A 2 |
| Peng, Wilson | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Pensa, Brian | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Qader, Amanda | FC | Direct Instr Support - Tutor students in the campus Math Lab | 01/26/15 | 05/23/15 | TE A 2 |
| Reeves, Charles | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Resong, Eric | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Salerno, Austin | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 2 |
| Serigstad, Michelle | FC | Direct Instr Support - Tutor students in the campus Math Lab | 01/26/15 | 05/23/15 | TE A 2 |
| Shermer, Magdalena | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 3 |
| Ting, Alison | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Toste, Nicholas | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 03/27/15 | TE A 1 |
| Van Ness, Hillary | SCE | Direct Instr Support - Interpreter for hearing impaired students | 12/01/14 | 06/30/15 | TE D 1 |
| Van Ness, Hillary | SCE | Direct Instr Support - Interpreter for hearing impaired students | 12/01/14 | 06/30/15 | TE E 1 |

Hourly Personnel
November 25, 2014

| | | | | | |
|--------------------|-----|--|----------|----------|--------|
| Vazquez, Rosa | SCE | Direct Instr Support - Tutor DSPS students | 12/01/14 | 06/30/15 | TE A 1 |
| Williams, Courtney | SCE | Direct Instr Support - Tutor DSPS students | 01/05/15 | 05/01/15 | TE A 2 |

Hourly Substitutes

| Name | Site | Title and Description of Service | Begin | End | Grade/Step |
|-----------------|------|--|----------|----------|------------|
| Baldwin, Altina | CC | Service/Maint - Substitute for vacant Facilities Custodian I PN CCC838 | 11/05/14 | 01/05/15 | TE A 2 |
| Harrison, Kiyon | FC | Service/Maint - Substitute for vacant Facilities Custodian I PN FCC958 | 11/17/14 | 01/17/15 | TE B 2 |

Full Time Students and Work Study

| Name | Site | Title and Description of Service | Begin | End | Grade/Step |
|-------------------|------|---|----------|----------|------------|
| Amarillas, Cindy | FC | Work Study Student - Assist in with Student Outreach Program | 11/17/14 | 06/30/15 | TE A 1 |
| Asare, Phyllis | SCE | Full-time Student - Tutor DSPS students | 01/05/15 | 06/30/15 | TE A 2 |
| Barnes, Toysha | FC | Work Study Student - Assist with Student Outreach in the EOPS program | 11/17/14 | 06/30/15 | TE A 1 |
| Camarillo, Yanett | FC | Work Study Student - Assist with Student Outreach in the EOPS program | 11/17/14 | 06/30/15 | TE A 1 |
| Hernandez, Ximena | SCE | Full-time Student - Assist in the ESL Learning Center | 11/01/14 | 06/30/15 | TE A 1 |
| Jimenez, Andrew | CC | Work Study Student - Assist in Transfer Center | 01/05/15 | 06/30/15 | TE A 1 |
| Lee, Joshua | FC | Full-time Student - STEM event coach for Robotics Team | 11/11/14 | 06/30/15 | TE A 1 |
| Lee, Juchan | FC | Full-time Student - Tutor for Math Lab | 11/14/14 | 06/30/15 | TE A 2 |
| Lopez, Breier | FC | Work Study Student - Assist in Food & Nutrition Lab | 10/30/14 | 06/30/15 | TE A 1 |
| Montoya, Genesis | FC | Work Study Student - Assist in Food & Nutrition Lab | 11/11/14 | 06/30/15 | TE A 1 |
| Neider, Kayli | SCE | Full-time Student - Tutor DSPS students | 01/05/15 | 06/30/15 | TE A 1 |
| Nguyen, Jennifer | FC | Full-time Student - STEM event coach for Robotics Team | 11/11/14 | 06/30/15 | TE A 1 |
| Phelps, Brandy | FC | Work Study Student - Assist in the CalWORKs/CARE Office | 11/17/14 | 06/30/15 | TE A 3 |
| Sebastian, Daniel | CC | Work Study Student - Assist in Transfer Center | 11/17/14 | 06/30/15 | TE A 1 |
| Shehata, Mina | FC | Work Study Student - Assist in the Automotive Technology Department | 11/11/14 | 06/30/15 | TE A 1 |
| York, Nathan | FC | Full-time Student - Tutor students in the campus Tutoring Center | 11/17/14 | 06/30/15 | TE A 1 |
| Yrineo, Kaitlyn | FC | Work Study Student - Assist with Student Outreach in the EOPS program | 11/17/14 | 06/30/15 | TE A 1 |

Hourly Personnel
November 25, 2014

6.d.5
Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: November 25, 2014
SUBJECT: Volunteers

Action X
Resolution _____
Information _____
Enclosure(s) X

BACKGROUND: The District recognizes the value of volunteer services in conjunction with certain programs, projects, and activities and may use the services of volunteers from time to time, when it serves the interests of the District. Volunteers are individuals who freely offer to perform services for the District without promise, expectation, or receipt of any compensation for the services provided.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

6.e.1

Item No.

Volunteer Personnel
November 25, 2014

VOLUNTEER PERSONNEL WITHOUT PAY

| Name | Site | Program | Begin | End |
|------------------|-------------|---|--------------|------------|
| Calton, Tracy | FC | Physical Education - Women's Basketball | 11/12/2014 | 06/30/2015 |
| Daniel Gonzales | CC | Veterans Administration Work Study | 07/01/2014 | 05/31/2015 |
| Linares, Lourdes | SCE | DSPTS - Personal Care Attendant | 09/08/2014 | 06/26/2015 |
| Matthis, Greg | SCE | ESL Department - Intern | 11/26/2014 | 06/26/2015 |
| Perry, Charles | FC | Physical Education - Men's Basketball | 11/12/2014 | 06/30/2015 |

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
2015 BOARD MEETING CALENDAR**

**Board Room at the Anaheim Campus
1830 W. Romneya Drive, Anaheim, CA 92801**

~~First Regular Meeting in January~~

~~January 13, 2015~~

**CCLC Effective Trustees Workshop
@ Sacramento, January 23-25, 2015**

**CCLC Legislative Conference @
Sacramento, January 25-26, 2015**

~~Second~~ **Only** Regular Meeting in January

Fourth Tuesday, January 27, 2015

First Regular Meeting in February

Second Tuesday, February 10, 2015

**ACCT Legislative Summit @
Washington, D.C., February 9-12,
2015**

**ACCA Annual Conference @
Burlingame, February 26-28, 2015**

Second Regular Meeting in February

Fourth Tuesday, February 24, 2015

First Regular Meeting in March
Second Regular Meeting in March

Second Tuesday, March 10, 2015
Fourth Tuesday, March 24, 2015

**Spring Recess, March 31- April 3,
2015**

First Regular Meeting in April
Second Regular Meeting in April

Second Tuesday, April 14, 2015
Fourth Tuesday, April 28, 2015

**CCCT Annual Trustees Conference
@ Monterey, May 2-4, 2015**

First Regular Meeting in May
Second Regular Meeting in May

Second Tuesday, May 12, 2015
Fourth Tuesday, May 26, 2015

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|---|--------------|-------------------|
| TO: | BOARD OF TRUSTEES | Action | <u> X </u> |
| DATE: | November 25, 2014 | Resolution | <u> </u> |
| SUBJECT: | Organizational Meeting and 2015 Board Calendar | Information | <u> </u> |
| | | Enclosure(s) | <u> X </u> |

BACKGROUND: The yearly Organizational Meeting of the Board must be held between December 5 and December 19, 2014. The County Superintendent of Schools must be informed of the date and time no later than November 26, 2014.

The Board is asked to establish Tuesday, December 9, 2014, as the date of its Organizational Meeting. At the Organizational Meeting, the Board must establish its meeting calendar for 2015. The second and fourth Tuesdays of each month in 2015 have been listed as the tentative dates for the meetings. At its October 28, 2014, meeting, the Board directed that the first meeting in the months of January and July be canceled. A probable calendar is now presented so the Board may review all dates. Where known, the dates of national or state conventions or conferences have been listed so that the Board can determine possible scheduling conflicts.

How does this relate to the District's Five Strategic Directions? This item responds to District Strategic Direction #IV: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item relates to Board Policy 2305, Annual Organizational Meeting.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: Authorization is requested to establish Tuesday, December 9, 2014, as the date of the Board's Organizational Meeting and to so inform the County Superintendent. It is further recommended that the Board amend the suggested calendar, if any additional adjustment is needed.

Ned Doffoney

Recommended by

Approved for Submittal

7.a.1

Item No.

First Regular Meeting in June
Second Regular Meeting in June

Second Tuesday, June 9, 2015
Fourth Tuesday, June 23, 2015

~~First Regular Meeting in July~~
~~Second~~ **Only** Regular Meeting in July

~~Second Tuesday, July 14, 2015~~
Fourth Tuesday, July 28, 2015

First Regular Meeting in August
Second Regular Meeting in August

Second Tuesday, August 11, 2015
Fourth Tuesday, August 25, 2015

First Regular Meeting in September
Second Regular Meeting in September

Second Tuesday, September 8, 2015
Fourth Tuesday, September 22, 2015

First Regular Meeting in October

Second Tuesday, October 13, 2015

**ACCT Leadership Congress @San
Diego, October 14– 17, 2015**

Second Regular Meeting in October

Fourth Tuesday, October 27, 2015

First Regular Meeting in November
Second Regular Meeting in November

Second Tuesday, November 10, 2015
Fourth Tuesday, November 24, 2015

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: November 25, 2014

SUBJECT: Chapter 4, Academic Affairs
Revised Board Policy 4020,
Program and Curriculum Development

| | |
|--------------|-------------------|
| Action | <u> X </u> |
| Resolution | <u> </u> |
| Information | <u> </u> |
| Enclosure(s) | <u> X </u> |

BACKGROUND: Board Policy 4020, Program and Curriculum Development, was revised to reflect that the Vice Chancellor, Educational Services & Technology, will assume responsibility at the District Level for coordination of program and curriculum development.

The District Consultation Council reached consensus on revised Board Policy 4020 on October 27, 2014, and the Board of Trustees received this for a first reading at its November 11, 2014, meeting

How does this relate to the five District-wide Strategic Directions? This item responds to District Strategic IV: The District will implement best practices related to planning including; transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy? This item is in accordance with Board Policy 2410, Policy and Administrative Procedures.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable

RECOMMENDATION: It is recommended that the Board adopt proposed, revised Board Policy 4020, Program and Curriculum Development, and direct that it be placed on the District's web site, where it will be readily accessible by students, employees, and the general public.

Ned Doffoney

Recommended by

Approved for Submittal

7.b.1

Item No.

BP 4020 Program and Curriculum Development

Reference:

Education Code Section 70901(b), 70902(b), and 78016;

Title 5, Section 51000, 51022, 55100, 55130, and 55150

U.S. Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;

34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8

- 1.0 Although curriculum proposals may originate at any point within the District, it is recognized that curriculum changes and new course proposals generally flow from the departmental level through the division to other points within the approval process.
- 2.0 Each college and the School of Continuing Education shall be responsible for adherence to its own intra-curricular process.
- 3.0 On completion of the campus process, curricular items will be presented to the District Curriculum Coordinating Committee by the appropriate curriculum committee chair or designee.
- 4.0 The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Vice Chancellor, Educational Services & Technology, shall, in consultation with the faculty, establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance. Furthermore, these procedures shall include:
 - 4.1 Appropriate involvement of the faculty and Academic Senate in all processes.
 - 4.2 Regular review of programs and courses.
 - 4.3 Opportunities for training for persons involved in aspects of curriculum development.
 - 4.4 Consideration of job market and other related information for vocational and occupational programs.
- 5.0 Definition of a Unit of Credit: Courses shall grant units of credit based upon a relationship specified by the Board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. Each course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, laboratory, and activity courses.
- 6.0 All new courses, programs, and program deletions shall be approved by the Board unless this authority is delegated to the Chancellor.
- 7.0 After Board approval, all new courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

BP 4020 Program and Curriculum Development

- 8.0 Credit Hour: Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.
- 8.1 The Vice Chancellor, Educational Services & Technology, will establish procedures, which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts.
- 8.2 The Vice Chancellor, Educational Services & Technology, shall establish procedures to assure that curricula in the District comply with the definition of “credit hour” or “clock hour,” where applicable. The Vice Chancellor, Educational Services & Technology, shall also establish procedures for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour operation has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

See Administrative Procedure AP 4020

Date of Adoption: June 22, 2004

Date of Last Revision: August 7, 2012 Chancellor’s Staff
November 22, 2011
June 14, 2005