

**STUDENT EQUITY AND
ACHIEVEMENT PROGRAM:
2022-25 STUDENT EQUITY PLAN**

Planning Resources & Development Template

Deadline to Submit in NOVA: November 30, 2022
Questions? Please contact seaprograminfo@cccoco.edu

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PRELUDE

One in every five community college students in the nation attends a California Community College (CCC), and nearly 70% of those students are students of color. Five years ago, the Vision for Success catalyzed a paradigm shift in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a “Call to Action” to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Using Disproportionate Impact Methods to Identify Equity Gaps](#), The RP Group (Sosa, 2018)
- [Forming a Planning Team Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccoco.edu.

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
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2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

Guidance: With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-25 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This SEP REFLECTION section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The responses to these questions should help you craft your response in the SEP REFLECTION section below.

ASSURANCES:

Help Text: Please attest to the following assurances:

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Race Consciousness in Equity Plan Development (2,500 character max)

Help Text: Considering the research and documentation provided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

Fullerton College will identify and interrogate current processes, policies, and culture that impede equitable outcomes for racialized minority students. Specifically, the Campus will initiate campus conversations among appropriate stakeholders to address the disproportional impact of Black/African American students across all five metrics and include Latinx students in both the Completed Transfer-Level Math& English and Transfer metrics.

The College will implement purposeful structures of engagements designed to address the disproportionate impact of Black/African American and Latinx students. Specifically, the goal is to reduce the disproportionate impact percentage of Black/African American students, concerning enrollment to 2% from 5%. We will develop a shared understanding and define equity-minded terms and race-conscious practices. Professional development trainings will be

designed for all employees to ensure they are prepared to support Black/African American students.

As a college, we understand the importance of students' sense of belonging, and according to the data, current students of color report a low sense of belonging at Fullerton College. Our goal is to purposefully target, recruit, and support the enrollment of Black/African American students. The college will further present as an anti-racist institution by way of including anti-racist language in our mission, vision, and core values refresh that will take place fall 2022.

The campus will commit to equity-minded practices related to the recruitment and retraining of full-time, permanent, and benefited Black/African American faculty, staff, and employees. In terms of Student Services, strategies for targeted recruitment and outreach efforts will be established for onboarding Black/African American students.

Instructional Success Teams will continue to collaborate closely with Math and English faculty to analyze DI Data for Black/African American and Latinx students. Teams will identify and recommend broad-level changes and culturally responsive practices designed to foster a more consistent approach to course delivery. Collaboration between faculty and the Academic Support will continue to maximize the use of embedded tutoring with a concerted effort to increase the use of the Tutoring and Writing Center by Black/African American and Latinx students to support Math and English course success.

To increase persistence of Black/African American students, the college will develop an infrastructure that will engage necessary stakeholders, including faculty and student services. The infrastructure will assist in the development of targeted interventions to increase Black/African American student persistence. Specifically, the campus aims to increase Black/African American student persistence by 50%.

Contacts

Guidance: The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college's Student Equity Plan.

DISTRICT CONTACT INFORMATION FORM

Required Contacts (at least one contact is required for each of the following roles):

- Project Lead (College Equity Lead is recommended)
- Alternate Project Lead
- Approver: Chancellor/President
- Approver: Chief Business Officer
- Approver: Chief Instructional Officer
- Approver: Chief Student Services Officer
- Approver: Academic Senate President
- Approver: Guided Pathways Coordinator/Lead

Equity Plan Reflection

Guidance: Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college's knowledge.

2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

KEY INITIATIVES/PROJECTS/ACTIVITIES

Help Text: Summarize the key initiatives/projects/activities that supported student equity at your institution-across all areas of the college in 2019-22. (2,500 character max)

In response to the COVID-19 pandemic, the College shifted timelines for SEA projects, and focused its efforts at supporting the "whole student" through increased basic needs support and targeted interventions. Specifically, the College began and still provides free meals to students, expanded its mental health supports for students, initiated device lending programs, and increased the number of courses offering Open Educational Resources (OER) to students.

Other key initiatives include:

Targeted Communication and Support for Leavers: Data indicated that Black, Pacific-Islander, low-income, and first-generation students disproportionately left the college during the pandemic. In response, the College initiated targeted communications to these groups. This included emails, phone calls, and targeted advertising about the College and SEA funded specialized programs.

Increased communication before start of semester: Students who applied but not registered, were sent targeted communication close to their registration date and again before the start of the semester. These communications provided information on various college support programs and services designed to

support students, especially those in DI groups. Programs such as Puente, Umoja, the Foster Youth Success Initiative, and services for LGBT students and Veterans etc. were highlighted.

Increased communication following spring registration date: Due to the pandemic we instead reached out to students who had stopped out in Spring. 3,632 students who stopped out during Spring 2021 and Fall 2021 were called by call center staff which notated reasons for stopping out, plans to return, resources needed, and other information.

Increased professional development: The college developed a data coaching program and used them to support instructional programs during their most recent program review self-study. Each program was provided disaggregated data and the data coaches were positioned as the “content experts” in their divisions tasked with facilitating genuine reflection about addressing racial equity gaps.

Increased group advising or individual counseling appointments to encourage taking Transfer-Level Math/English in first semester - As students are completing their group advising or meeting with counselors individually, they are encouraged to take transfer level math and English in their first semester as well as given information about the co-req options. The College developed multiple course options for students to increase enrollment in these key courses, including co-req and embedded support courses. Over 70 pathways were developed to include these courses, and when students participate in group or individual advising, these courses are including in the first year of students’ ed plans.

Increase communication for students who are near unit completion milestones: The Transfer Center recruited the assistance of OIE to create dashboards that map our “Transfer Landscape”, more specifically, how many students are at different points/milestones in the transfer journey. The dashboard allows us to disaggregate by gender and race/ethnicity and shows attributes such as EdPlan recency, GPA and number of terms enrolled. The Transfer Center used the disaggregated data to identify key groups for targeted support. This included emails and calls to Latinx males and Black/African American students for EdPlan completion, transfer deadlines, graduation applications, and invitations to make counseling appointments.

General Support for DI groups on campus: SEA supported specialized programs on campus designed to identify, mentor, and aid various groups on campus who historically have fallen into DI categories. Programs such as Umoja, EOPS, Foster Youth Success Initiative, Grads to BE, Puente and others all focus their activities on ensuring students in the various groups meet their goals. These programs provide tutoring, mentoring, life skills coaching, as well as targeted mental health support.

TASK FORCE: To prioritize and meet the student equity objectives across the campus, the College formed the SEA Task Force to develop recommendations on a new comprehensive funding allocation model. The task force recommended support for ongoing positions, the creation of a stand-alone social justice/cultural center, improved accountability and evaluation of SEA funds.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

Help Text: How do you know these initiatives/projects/activities decreased disproportionate impact? (2,500 character max)

During the last student equity plan cycle, the College experienced several changes that may have contributed to the strategies having less than their desired impact. Most notably, many of the activities planned to address the gaps identified in the last cycle did not launch until the 21-22 school year due to the Covid-19 pandemic, limiting the College’s ability to measure their impact. Additionally, the proportion of students identifying as multi-ethnic has been steadily increasing, impacting the College’s ability identify impact for students who identify across the multiple racial/ethnic categories.

Despite these limitations, the College is still invested in learning from our previous efforts and has provided an examination of relevant indicators for each of the strategies mentioned below.

Targeted Communication and Support for Leavers: Between Fall '21 and Fall '22, the College saw an enrollment decline of 2.4%; Black/African American Males experienced a slightly smaller decline than the college overall (-2.2%), and two groups (Native Hawaiian or Pacific Islanders and White Males) saw increases in enrollment. All three of these groups were identified as disproportionately impacted in the College's last equity plan for enrollment.

Increasing enrollment in Transfer Math/English: Black/African American students at the College have seen a three-percentage point in achievement of this first-year milestone and Hispanic students have experienced a five-percentage point increase between 2018-19 and 2020-21. Despite these gains, equity gaps persist.

Increase communication for students who are near unit completion milestones: Due to the timing of these interventions, we have yet to see their impact fully realized. Internal data collected on these campaigns though does speak to success of these efforts in reaching students:

- In a campaign targeting Latinx Males who were nearing transfer, 138 students were contacted resulting in 38 counseling appointments.
- A collaboration between the transfer center and the Umoja program resulted in 458 students receiving personalized correspondence based on their unit completion of which 51.1% opened the email.

Increased professional development: Given that the efforts mentioned above occurred during the 21-22 school year, there is no empirical data yet to measure impact, but the self-studies submitted by each program documented their plans address the gaps identified.

General Support for DI groups on campus: Despite declines in enrollment, the College was able to maintain engagement in some of our key student programs that support equity:

- EOPS continued to serve roughly 5% of the student population between Fall '19 and Fall '21.
- Umoja saw an 81% increase in participants between the Fall '19 and Fall '21.
- Puente saw a 30% increase in participants between the Fall of '19 and Fall '21.

2022-25 PLANNING EFFORTS

Help Text: Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25? (2,500 character max)

During the 2019-2022 student equity plan cycle a SEAC Task Force was formed to evaluate the ways in which SEAC funds were dispersed at our campus and how the funds were being used to support equity for students. This task force was formed amidst the COVID pandemic and served as a critical lens for reviewing how SEA funds were dispersed and ways to think critically about the role of the Student Equity Committee on our campus. The SEAC Task Force had the following core recommendations:

1. Maintain support for the on-going positions and adjunct counseling that support key matriculation functions and on-campus support of students.
2. Maintain support for equity-focused programs and build out a new, standalone Social Justice / Cultural Center that serves as a catalyst for current and future equity efforts.
3. Leverage the SEA allocation to provide direct student support via campus employment opportunities in addition to relevant programming and initiatives.
4. Establish principles, priorities, processes that guide how emerging needs, or needs not currently incorporated into the SEA funding allocation, can be met.
5. Improve accountability and stewardship of SEA funds by clarifying how SEA resources seek to, and ultimately address, issues of (in)equity at Fullerton College.

6. To advance accountability and further clarify the inequities at Fullerton College and how the College can address them. The Task Force encourages SEAC to engage in cyclical reflective practices and processes in which issues of (in)equity are identified, plans and solutions are developed, resources are organized and aligned to the solutions, and evaluations ascertain the effectiveness of the efforts.
7. The Task Force recommends that SEAC move away from an annual proposal process as the primary way to distribute the SEA allocation. In place of an annual proposal process, the Task Force recommends that SEAC consider using data in order to simultaneously increase the accountability and clarity for how each area and initiative advances equity and antiracist efforts with the SEA allocation.

The above recommendations informed our current plan as we continue to move towards efforts using a more comprehensive approach for establishing how to serve DI populations on our campus. The pandemic did halt some of our progress but the SEAC Task Force recommendations and the SEA 2.0 Guidelines have provided a framework for a race-focused approach and accountability.

PANDEMIC ACKNOWLEDGEMENT

Help Text: Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above. (2,500 character max)

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

The urgency to shift instruction and student support services online significantly impacted how the campus sought to support student success and advance equity efforts. Simultaneously as the campus collectively worked to ensure the safety of staff, students, and faculty, the necessary structures were created and implemented to ensure students received the same level of support online as they did in person. Concerning, staff development, the campus significantly scaled back offerings and focused on supporting staff and faculty in their efforts to serve students online.

The distribution of food and groceries, for example shifted to drive-thru services to allow for social distancing and minimize contact.

Virtual labs were created to provide students access to learning software to ensure the continuity of academic learning. Students interacted with academic and student support counselors via live chats or virtual sessions. Instructional faculty offered live virtual office hours via Cranium Cafe or Zoom. There were limitations to the continuity of academic learning because many students needed access to internet and laptops in order to continue their learning. In an effort to support students the following were created: WIFI was accessible in designated parking lots on campus, a hotspot loan program instituted as well as a laptop loan program. The Fullerton College Library implemented a book check-out process that ensured social-distancing, and installed a secured outdoor drop-off unit.

Our focus as an institution shifted to helping students transition to an online environment but naturally due to the global pandemic there were limitations. Many students experienced financial hardships, lost family and friends, and were not able to continue all together.

Need:

- INFORMATION ON NEW BASIC SKILLS PROGRAM] - Jorge to Meet with Dana

Link to Executive Summary

Help Text: Please share the hyperlink to your college’s Executive Summary. Per Ed Code 78220, this Executive Summary must include, at a minimum:

- The initiatives that the community college or district will undertake to achieve these goals
- The resources that have been budgeted for that purpose
- The community college district official to contact for further information
- A detailed accounting of intended funding
- Assessment of the progress made in achieving identified goals

<https://equity.fullcoll.edu/wp-content/uploads/sites/22/2019/06/Executive-Summary-for-2019-2022-Fullerton-College-Student-Equity-Plan.pdf>

Student Populations Experiencing Disproportionate Impact

Guidance: Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e. avoid referencing “all students” and instead use population- and identity-specific language).

Note you may also use the “other” field in order to address a population not listed in the drop-down menu (i.e. adult learners or noncredit students, for example).

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

Help Text: Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. You must address at least one student population per metric in order to submit your plan in NOVA.

	Metrics					
Student Population* for Metric Workflow	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Unit Completion in Fall and/or Academic Year	Transfer	Completion
Current or former foster youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hispanic or Latino/a/x	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Add population)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Populations detailed in [Education Code 78220](#)

Metric: Successful Enrollment

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black/African American students

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latina/o/x student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	By 2/20/2023 the SEA Committee will form a workgroup designated to improving enrollment among Black/African American students. The workgroup will engage faculty and student services in conducting an inquiry into the potential barriers to persistence, focusing on structural and cultural systems present on campus that are hindering Black/African American student success in this area. The workgroup will also conduct an assessment of the strengths and opportunities on campus that can be leveraged to improve Black/African American student success in this area. By 6/1/2023 will put forward a work plan for years two and three of the SEA Plan based on their findings. The workplan will include intended outcomes for each of the key initiatives included.
<i>Year 2 (2023-24)</i>	In year two, the enrollment workgroup will coordinate the implementation of at least one strategy/initiative/program outlined in their work plan in the areas of instruction, student services and administration (for a minimum of three total strategies/initiatives/programs). Implementation should begin no later than August 1 2023 and continue throughout the academic year. To ensure that the SEA Committee can provide adequate support and guidance to the enrollment workgroup throughout year 2, the workgroup will be responsible for submitting two implementation update reports/presentations to the committee each semester. By August 2024, the enrollment workgroup will submit a report on the outcomes associated with the key initiatives piloted over the course of the year along with any updates to the workplan crafted in year one.
<i>Year 3 (2024-25)</i>	Based on the outcomes /effectiveness of the year 2 strategies, the enrollment workgroup will work to institutionalize strategies from year 2; helping to ensure adequate staffing and resources are in place to continue and expand these efforts as they see fit. In year three, the

	<p>enrollment workgroup will identify up to three strategies/initiatives/programs outlined in their work plan and coordinate their successful implementation. Implementation should begin no later than August 1 2024 and continue throughout the academic year. To ensure that the SEA Committee can provide adequate support and guidance to the enrollment workgroup throughout year 2, the workgroup will be responsible for submitting two implementation update reports/presentations to the committee each semester. By August 2024, the enrollment workgroup will submit a report on the outcomes associated with the key initiatives piloted over the course of the year along with any updates to the workplan crafted in year one. At the end of year 3, the College aims to narrow the gap in Black/African American enrollment from five percentage points to 2.5 percentage points.</p>
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STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

As a campus, we are continuing to learn about why Black/African American students enroll less frequently than their counterparts. Some potential impediments include:

Fullerton does not present as an anti-racist or Black/African American welcoming college. While we do not have data from prospective students, we do know that our current students of color report a low sense of belonging at Fullerton College. The SENSE and CCSSE data collected by the college reports that students of color do not feel like Fullerton College is their school. If current students do not feel like Fullerton is their school it is hard to imagine that the picture looks different to prospective students.

Fullerton College does not purposefully target, recruit, and support the enrollment of Black students. Most college efforts directed at first year students is funneled through local school districts. Outreach efforts attempt to engage as many graduating seniors from our local feeder districts. These efforts are not designed with a race-conscious lens.

Fullerton College does not have the support to build the team needed to target, recruit, and support the successful enrollment of Black/African American students. While the Umoja Community Program provides exceptional high-touch support for our scholars, one office alone should not carry the weight.

Black/African American students do not participate in summer onboarding efforts at the same rate as all other students. Evidence comes from ed planning. 76% of all students have some sort of ed plan in their first semester compared to only 46% of all Black students. This suggests that our Black/African American students may not be attending group advising during summer at the same rate as all other students.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- | | |
|---|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

The following equity-minded processes, policies, practices, and culture would facilitate a shift to equitable outcomes for this population that involve Student Services, Instruction, and campus-wide efforts.

As a college, these equity-minded strategies would facilitate a shift to equitable outcomes:

- Further present as an anti-racist institution. A commitment was made to include anti-racist language or sentiments in our mission, vision and core values refresh that will take place this fall.

Within instruction, these equity-minded strategies would facilitate a shift to equitable outcomes:

- Recruiting and retaining full-time, permanent and benefitted Black faculty, staff, and employees.
- Pathways for Black students' academic and career goals
- Employing the strategies recognized in the CORA "Teaching Men of Color" training program, as supported by our Professional Learning Office.

Within Student Services, these equity-minded strategies would facilitate a shift to equitable outcomes:

- Summer Outreach and Onboarding for Black students.
- Offering financial support to Umoja staff and students to attend professional and leadership development opportunities, I.e. A2MEND Summit, Historically Black Colleges and Universities Tour, etc.
- Employing the strategies recognized in the CORA "Supporting Men of Color" training program, as supported by our Professional Learning Office.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

To move forward to achieve our college goals, the following are recommended for the college as a whole including for administrators, faculty, classified staff, and students.

As a college, we can do the following:

- Further present as an anti-racist institution with a specific focus on welcoming Black students.
- Develop a shared understanding and define equity-minded terms for the college (with a specific nod to “race-conscious” practices, as opposed to “race-neutral” practices).
- Establish more training and professional development opportunities for all employees to ensure they’re prepared to support Black students.
 - For example, the USC Race and Equity Center offers the USC Equity-Minded Teaching Institute that focuses on embedding teaching pedagogy, practices, and creating cultures that are genuinely inclusive. Also, CORA offers “Teaching Men of Color” and “Supporting Men of Color” online programs.
- Support Black student sense of belonging beyond athletics.
- Prioritize the increased recruitment and retention of full-time, permanent and benefitted Black faculty, staff, and employees.

Recommendations for Faculty:

- Develop clear pathways for academic/career programs for our Black/ African American students.

Recommendations for Administrators and Classified Staff:

- Increase the spreading of awareness about emergency grants and additional grants for Black students.
- Intentional outreach to Black students who have applied to the college.
- Expand campus outreach to be more inclusive of community-based organizations that are Black-identifying. Data shows that the Black population in Fullerton, as well as surrounding cities like Anaheim, only make up approximately 2% of the overall population.
 - Therefore, further consider extending outreach/inreach efforts beyond the Fullerton, Anaheim and North Orange County Region that showcase a stronger, vibrant perspective Black student population.
- Provide accessible administrative and financial support to Umoja staff and students to attend professional and leadership development opportunities, I.e. A2MEND Summit, Historically Black Colleges and Universities Tour, etc.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor’s Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor’s Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

The support needed to reach these goals is primarily related to personnel. If we are going to provide high tough onboarding services to our Black/African American students, we will need people—counselors, student support service professionals, etc.

We will also need a database that allows our onboarding staff to track the progress of students who have applied to the college.

Metric: Completed Transfer-Level Math & English

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black/African American and Hispanic/Latinx

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you’d like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	By 2/20/2023 the SEA Committee will form a workgroup designated to improving enrollment among Black/African American and Hispanic/Latinx students. The workgroup will engage faculty and student

	<p>services in conducting an inquiry into the potential barriers to persistence, focusing on structural and cultural systems present on campus that are hindering Black/African American and Hispanic/Latinx student success in this area. The workgroup will also conduct an assessment of the strengths and opportunities on campus that can be leveraged to improve Black/African American and Hispanic/Latinx student success in this area. By 6/1/2023 will put forward a work plan for years two and three of the SEA Plan based on their findings. The workplan will include intended outcomes for each of the key initiatives included. LEVERAGE EXISTING CAMPUS INITIATIVES: Instructional Success Teams in Math and English will identify one highly enrolled introductory class in both math and English and pilot changes to instructional delivery or course materials in the spring of 2023. Instructional Success Team will work with Math Department Coordinator to revise department guidelines around weighting of course components for final course grades. Instructional Success teams will work with English Department to change course outlines of record to better foster more consistent approaches to instruction in research. The FYE team will work with the Counseling Division to help facilitate outreach to first year students in the fall of 2022 to encourage students to complete an educational plan with a counselor within their first semester.</p>
<p><i>Year 2 (2023-24)</i></p>	<p>In year two, the enrollment workgroup will coordinate the implementation of at least one strategy/initiative/program outlined in their work plan in the areas of instruction, student services and administration (for a minimum of three total strategies/initiatives/programs). Implementation should begin no later than August 1, 2023 and continue throughout the academic year. To ensure that the SEA Committee can provide adequate support and guidance to the enrollment workgroup throughout year 2, the workgroup will be responsible for submitting two implementation update reports/presentations to the committee each semester. By August 2024, the retention workgroup will submit a report on the outcomes associated with the key initiatives piloted over the course of the year along with any updates to the workplan crafted in year one.</p>
<p><i>Year 3 (2024-25)</i></p>	<p>Based on the outcomes /effectiveness of the year 2 strategies, the Math & English workgroup will work to institutionalize strategies from year 2; helping to ensure adequate staffing and resources are in place to continue and expand these efforts as they see fit. In year three, the Math & English workgroup will identify up to three strategies/initiatives/programs outlined in their work plan and coordinate their successful implementation. Implementation should begin no later than August 1, 2024 and continue throughout the academic year. To ensure that the SEA Committee can provide adequate support and guidance to the retention workgroup throughout year 2, the workgroup will be responsible for</p>

	submitting two implementation update reports/presentations to the committee each semester. By August 2024, the Math & English workgroup will submit a report on the outcomes associated with the key initiatives piloted over the course of the year along with any updates to the workplan crafted in year one. At the end of year 3, the College aims to narrow the gap in Black/African American students' completion of transfer level math and English from 13.6 percentage points to 6.8 percentage points. At the end of year 3, the College aims to narrow the gap in Hispanic/Latinx students' completion of transfer level math and English from 3.4 percentage points to 1.7 percentage points.
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STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Advising and Enrollment: Attention to data on who enrolls in college-level Math and English in their first year revealed that percentages for Black and African American students were surprisingly low, even for students with educational plans **Math**: 37.4%, ENGL: 63.7%, but especially for those without ed plans Math:15.8% Black/African American, English: 27.1%. Similarly, according to data on who enrolls in college-level Math and English in their first year revealed that percentages for Hispanic/Latinx students, while better than Black/African American students, were far below their Asian peers. Even among students with education plans, 38% and 19% of Hispanic/Latinx students enrolled in English and Math, respectively. In comparison, 46% and 50% of Asian students enrolled in English and Math, respectively. This metric cannot be achieved if students are not enrolling in Math and English in their first year. While outreach to students from fall who are late to register in spring was an activity highlighted in our last equity plan, and the focus on advising students of the importance of enrolling in Math and English in their first semester was explicitly mentioned, we need to renew our efforts in this area.

Another structural challenge that can prevent students from reaching the milestone of math and English completion in year one is the misalignment between registration dates for new students and events that have been designed to support them through the matriculation process.

We also need to attend to which courses our Black/African American and Hispanic/Latinx students, especially those who are first gen, are being advised to take. If data show they would be better served in traditional rather than enhanced curriculum, advising and enrollments should reflect this. This question has already come up for discussion in the English Department, but since Math is just embarking upon a full selection of enhanced options this Fall 22 semester, these questions are likely to surface later in this cycle. Modality is also an issue, as success rates in online options for first-year Math and English are typically lower than those in face-to-face classes (ENGL 100 Fall 21 on campus were 70% while online were 51%), so advising and course offering percentages should lean toward in-person instruction.

Professional Learning: The other current structure that we are rethinking is how we deliver professional learning that can support instructional changes that might improve outcomes for Black/African American and Hispanic/Latinx students. In our previous plan, we discussed the importance of delivering PL to support faculty teaching newly accessible transfer-level courses, with a focus on how to embed study skills and foster growth mindset. This PL was helpful in some ways, but problematic in others. First, it was race neutral. For example, our encouragement of a growth mindset approach needed to acknowledge the ways in which a focus on effort rather than intelligence may fail Black and Latinx students whose intelligence and efforts may not have been affirmed in previous educational environments. A focus on training faculty to embed study skills within courses can also be deficit-minded if it is based on assumptions that students lack the skills to be successful in college-level courses. When this approach is applied in a race-neutral fashion, blame for lack of success can be applied to individual students and their mindsets rather than focusing on institutional racism.

Second, professional learning has been typically delivered via a workshop model with faculty opting in. This is problematic because the learning is only reaching a small number of faculty, mostly the ones already committed to equitable teaching, but even for these “choir members,” one-off sessions can often fail to have a significant impact on instructional practice.

Another structural problem is inconsistency across sections of courses so that students have very different experiences. In large departments with numerous course sections taught by full-time and adjunct faculty, the independent contractor/academic freedom approach to teaching can lead to widely disparate classroom practices that produce extreme ranges in success rates.

Support for Success

Our Hornets Tutoring already targets Math and English classes, especially enhanced sections, for embedded tutoring support. However, in Math, some faculty are not opting in to receive tutoring support. Assigning Math 100, 120/121, and 141/143 courses to faculty who are willing to work with Hornets Tutoring is important.

We have strong tutoring support beyond the embedded approach of Hornets Tutoring, but students do not always take advantage of the Tutoring Center, Writing Center, and Math Lab.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

Fullerton College Hornets Tutoring targets Math and English classes, especially enhanced sections, for embedded tutoring support. However, in Math, some faculty have opted not to offer tutoring support. Thus, assigning Math 100, 120/121, and 141/143 courses to faculty who are willing to work with Hornets Tutoring is important.

Ideal structures

PL going forward needs to be more race conscious as follows:

1. Supporting faculty to avoid deficit thinking and instead take an asset-based approach. This means recognizing the cultural wealth Black/African American and Hispanic/Latinx students bring to their college experiences and capitalizing upon those strengths as a bridge to new learning.
2. Supporting faculty to be more transparent about the habits of mind and practices required for success in their courses and discipline more broadly.

PL going forward also needs to reach more faculty via more effective models to encourage ownership, collaboration, and sustained engagement.

1. Bringing PL directly to faculty via Instructional Success Teams with coaches from their own divisions who have developed some expertise in discipline-specific, culturally responsive practices and work with colleagues via existing structures like program review, department committees, etc. These teams will focus on specific high-enrolled courses with significant disproportionate impact upon Black/African American and Hispanic/Latinx students.
2. Providing more opportunities for sustained and collaborative engagement in professional learning via Faculty Inquiry Groups (FIGS) and Communities of Practice (CoPs). The Professional Learning Committee will invite applications to participate in FIGS with explicit focus on improving outcomes for Black/African American and Hispanic/Latinx students.

Improve processes for capturing course completions for students with previous college experience.

Support for students to determine pathways and programs early.

- Because completion of college-level math in the first year demands that students have at least a sense of their general pathway so they know which math class is most appropriate, efforts from Guided Pathways and Counseling to support Black/African American and Hispanic/Latinx students in clarifying their paths will be crucial contributors to increased enrollment in these courses during year one.
 - a. Major Declaration Days will support student decision making

- b. Publication of Pathways and Program Maps in 22/23 will also support students to make informed choices.

Increase collaboration between Math and English faculty and instructional support services.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|---|---|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Students |
| <input type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

- Continue to implement ISTs which will promote a culture of using data to inform pedagogical and curricular changes within departments and a culture of support and openness so that faculty feel comfortable discussing their specific classroom practices and outcomes. Assessing the impact of these changes via the IST project and via Instructional Program Review will create a stronger culture of accountability for results.
- Increase the use of Faculty Inquiry Groups (FIGs) to support investigation and implementation of discipline-specific, culturally responsive practices for Black/African American and assessment of their effectiveness.
- Provide support and outreach to increase ed planning and registration so that more Black/African American students understand the value of completing English and Math in the first year and follow through on enrolling in these courses.
- Continued collaborations between faculty and the Academic Support Center to maximize use of Hornets Tutoring embedded tutors and increased use of support centers (Tutoring and Writing Center) by Black/African American and Hispanic/Latinx students to support Math and English course success.
- Improvement of services to increase student engagement with the Math Lab.
- Develop processes to provide more support through the registration process for first-time Black/African American and Hispanic/Latinx students so that advising and ed plan creation result in successful enrollment in these key courses. Expansion of registration support for Black/African American students beyond specific Smart Start or Future Hornets days would increase their chances of success.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

Improve processes for capturing course completions for students with previous college experience. To achieve greater clarity on how our Black/African American and Hispanic/Latinx students are faring with this metric, we need to ensure better methods of assessing and recording completions from other college transcripts (OCTs) during the onboarding process. This would include more effective software that can communicate two ways with Banner in addition to hiring evaluators. It would also require more faculty conversation around equivalency between courses completed at other colleges and our own core courses in both English and Math so that A&R evaluators can make fair and informed decisions.

Support with Professional Development going forward needs to be more race conscious as follows and we need this to be supported state-wide in order to support faculty to research and become more expert in culturally responsive instructional practices. However, we have recognized that faculty need to learn the theory and praxis of culturally responsive teaching that is more discipline-specific and this is an area that could be developed and supported by the Chancellor’s office.

To fully support students, the Chancellor’s Office should expand the Promise Program to include first-year part-time students and increase access to advising by strongly recommending enrollment in Math and English during the first year.

1. The Promise Program supports year-one enrollment in college-level Math and English as part of the contract students sign to be part of the program. This guidance reaches Promise students, who are enrolled in a full-time load, but part-time students need the same advice and guidance.
2. Increased outreach capacity has enabled contact with part-time students to encourage counselor visits and ed planning, but this practice needs to become part of our regular onboarding process for all students with a specific focus on Black/African American and Hispanic/Latinx students.

Metric: Retention from Primary Term to Secondary Term

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black/African American

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	By 2/20/2023 the SEA Committee will form a workgroup designated to improving retention among Black/African American students. The workgroup will engage faculty and student services in conducting an inquiry into the potential barriers to persistence, focusing on structural and cultural systems present on campus that are hindering Black/African American student success in this area. The workgroup will also conduct an assessment of the strengths and opportunities on campus that can be leveraged to improve Black/African American student success in this area. By 6/1/2023 will put forward a work plan for years two and three of the SEA Plan based on their findings. The workplan will include intended outcomes for each of the key initiatives included.
<i>Year 2 (2023-24)</i>	In year two, the retention workgroup will coordinate the implementation of at least one strategy/initiative/program outlined in their work plan in the areas of instruction, student services and administration (for a minimum of three total strategies/initiatives/programs). Implementation should begin no later than August 1 2023 and continue throughout the academic year. To ensure that the SEA Committee can provide adequate support and guidance to the retention workgroup throughout year two, the workgroup will be responsible for submitting two implementation update reports/presentations to the committee each semester. By August 2024, the retention workgroup will submit a report on the outcomes associated with the key initiatives piloted over the course of the year along with any updates to the workplan crafted in year one.
<i>Year 3 (2024-25)</i>	Based on the outcomes /effectiveness of the year two strategies, the retention workgroup will work to institutionalize strategies from year two; helping to ensure adequate staffing and resources are in place to continue and expand these efforts as they see fit. In year three, the retention workgroup will identify up to three strategies/initiatives/programs outlined in their work plan and coordinate their successful implementation. Implementation should begin no later than August 1, 2024 and continue throughout the academic year. To ensure that the SEA Committee can provide adequate support and guidance to the retention workgroup throughout year two, the workgroup will be responsible for submitting two implementation update reports/presentations to the committee each semester. By August 2024, the retention workgroup will submit a report on the outcomes associated with the key initiatives piloted over the course of the year along with any updates to the workplan crafted in year one. At the end of year three, the

	College aims to narrow the gap in Black/African American retention from 17.5 percentage points to 8.8 percentage points.
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STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction Business Services
- Student Services Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Possible processes, policies, and practices that can improve outcomes for Black/African American students include:

First, our Black/African American students report a low sense of belonging at Fullerton College. Students report that curriculum and pedagogy are not culturally relevant. Also, the majority of faculty do not address race and equity in their classroom. Their silence communicates indifference and lack of empathy. Finally, a common misconception about Black/African Americans students is people often assume a majority are athletes, when only 11.7% of all our Black/African American students are athletes.

Second, we lack the support to build the team needed. A network of High-touch, wrap-around services throughout Fullerton College is essential for our Black/African American students’ success. While the Umoja Community Program provides exceptional high-touch support for our scholars, one office alone should not carry the weight.

Third, our Black/African American students report pressures beyond the classroom. The *Student Drop Survey* indicated that Black/African American students were disproportionately impacted by medical, personal or family issues (18.72% Black/African American students/15.51% all students) and financial challenges (11.59 % Black/African American students/6.75% all students Student Services and Instruction should address these barriers.

Fourth, fewer Black/African American students received educational planning. OIE data shows 46% of Black/African American students have ed plans on file compared to 76% for all other students. Also, only 4% of Black/African American students have a comprehensive ed plan in

their first year compared to 13% for all other students. Campus data suggests that students receiving comprehensive ed plans in their first term are more likely to persist.

Fifth, our Black/African American students are utilizing academic support services at lower rates than other groups. Hornets Tutoring, FC's embedded tutoring program, is designed to target challenging pathway courses with high enrollment and low success, not specific student populations. OIE data indicates 24% of Black/African American students enroll in a course connected with embedded tutoring compared to 32% of our Latinx students. Of the tutoring sessions offered, Black/African American students utilized tutoring at 13% compared to the 17% of Latinx students. Data indicates that students who utilize academic support are more likely to have higher success and retention, especially when attending three sessions a semester.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

A shared collective responsibility for Black/African American student success is needed rather than working in silos and/or not specifically supporting Black/African American at all. The following equity-minded strategies would facilitate a shift to equitable outcomes:

College:

- Further present as an anti-racist institution
- Offering professional development opportunities for all employees to ensure they're prepared to support Black/African American students.
- Supporting basic needs of students
- Supporting Black/African American student sense of belonging beyond Athletics
- Improve access to resources for Black/African American students

Instruction:

- Recruiting and retaining full-time, permanent and benefitted Black/African American faculty, staff, and employees
- Faculty addressing race and equity in the classroom to create a sense of belonging and purpose for our students.
- Black/African American students need to feel supported by the college and they need to have a clear sense of connection between what they are studying in the classroom and their lives and eventual career.
- Early alert programming and/or early interventions
- Equitable distant learning pedagogies

- Pathways for Black/African American students' academic and career goals

Student Services:

- Normalizing mental health support among our Black/African American students
- Offering emergency grants
- Outreaching to Black/African American students
- Increasing financial support to Umoja staff and students for professional and leadership development (A2MEND Summit, Historically Black Colleges and Universities Tour, Umoja Annual Conference, Umoja Summer Learning Institute, etc.)
- Hornets Tutoring should increase publicity regarding which classes offer embedded tutoring, to encourage black students to enroll in HT courses.
- Hornets Tutoring should work with OIR and Student Engagement and Development to identify courses that will reach a higher population of black students. One model is to hire an Umoja scholar as a tutor for a strategic class and then promote that class among Umoja scholars.
- Expanding the Umoja Support/Advisory Team beyond Student Services to include Instruction, which allows transparency with Black Faculty and Staff, and institutional accountability.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Administrator | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

As a College:

- Further present as an anti-racist institution with a specific focus on welcome and belonging for our Black/African American students
- Develop a shared understanding and define equity-minded terms for the college
- Establish more professional development opportunities for all employees to ensure they're prepared to support Black/African American students.
- Campus wide food vouchers for in-person courses to support basic needs
- Book and supply vouchers to support all students' financial security
- Support Black/African American student sense of belonging beyond Athletics.
- Prioritize the increase recruitment and retention of full-time, permanent Black/African American employees
- Further hire equitable consultation outside of NOCCCD to implement and be accountable to hiring processes.

- Strategically market and normalize mental health support among Black/African American students as well as recruit and retain Black-centered therapists within Behavioral Health Services, and not solely embedded within the Umoja Community Program. Further consider Wellness Counseling and Life Skills Coaching with a Black-equity lens to cast a wider net.

Faculty:

- Work with Instructional Success Teams to develop ways for faculty to address race and equity in the classroom
- Establish scalable campus wide early alert programming interventions
- Ensure distant learning pedagogies are equitable

Administrators and Classified:

- Increase awareness of emergency grants and additional grants
- Intentional outreach to Black/African American students not retained during pandemic.
- Expand campus outreach to community-based organizations that are Black/African American-identifying. Data shows only 2% of Black/African American population are in Fullerton and surrounding cities
 - Consider extending outreach efforts beyond the NOCCCD Region that have a vibrant Black/African American population.
- Provide accessible financial support to Umoja staff and students to attend professional development opportunities

Collaborations between faculty, staff, and administrators include:

- Assign a team of student support professionals to use Starfish as a case management tool to track and mentor all Black/African American students from semester one through semester two.
- Provide clear and direct pathways for Black/African American students' academic and career goals, especially in S.T.E.A.M.
- Strengthen transfer pathways with local universities for Black/African American students, inclusive of HBCU partnerships.
- Develop cohorts for students to take at least COUN 151 and Math/English course

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

The support needed to reach these goals are vast and include: professional development, data, technology tools, and pilots of practice.

Professional Development is needed to train faculty, staff, administrators on how to best support Black/African American students in the classroom, outside of the classroom, and throughout campus. Black/African American students do not feel a sense of belonging on campus and that is our challenge to address as employees of the college. Additionally, it is a challenge to get more faculty and staff to engage in this kind of learning, so support is needed in this area as well.

We need to develop the ability to layer other metrics with race and student success. For example, it would be helpful to know when Black/African American students are choosing not to persist. Are they dropping out in week 3? Are they dropping out in week 10? Are they finishing semester one and then choosing not to enroll? Did they enroll for spring but just not come back? We don't have the ability to layer this metric with the variable of "time". It would be helpful if we could.

Technology tools would assist in easily identifying our Black/African American students at various points in their educational journey. The ability for any department, office, classroom to be have the ability to pull disaggregated data based on race about their students should be available to everyone.

Lastly, a pilot should be implemented for first-year Black/African American students where they are supported in a case management format to ensure continuous enrollment and success on campus.

Metric: Completion

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black/African American

Areas of Completion

Help Text: Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

- Adult Ed/Noncredit Completion Degree Completion
 Certificate Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as

you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	<p>CREATE INFRASTRUCTURE: By February 20, 2023 the SEA Committee will form a workgroup designated to improving completion among Black/African American students. The workgroup will engage faculty and student services in conducting an inquiry into the potential barriers to persistence, focusing on structural and cultural systems present on campus that are hindering Black/African American student success in this area. The workgroup will also conduct an assessment of the strengths and opportunities on campus that can be leveraged to improve Black/African American student success in this area. By June 1, 2023 we will put forward a work plan for years two and three of the SEA Plan based on their findings. The workplan will include intended outcomes for each of the key initiatives included. LEVERAGE EXISTING CAMPUS INITIATIVES: Guided Pathways will continue to work with Counseling and instructional departments on program mapping efforts, with the goal of having a published two-year map for each AD-T and AA/AS program by the end of year one. The FYE team will work with the Student Services Division, including the Career Center and Counseling, to help facilitate career and major exploration with first year students, helping them identify and commit to a path early on in their educational journey.</p>
Year 2 (2023-24)	<p>In year two, the completion workgroup will coordinate the implementation of at least one strategy/initiative/program outlined in their work plan in the areas of instruction, student services and administration (for a minimum of three total strategies/initiatives/programs). Implementation should begin no later than August 1, 2023 and continue throughout the academic year. To ensure that the SEA Committee can provide adequate support and guidance to the completion workgroup throughout year two, the workgroup will be responsible for submitting two implementation update reports/presentations to the committee each semester. By August 2024, the completion workgroup will submit a report on the outcomes associated with the key initiatives piloted over the course of the year along with any updates to the workplan crafted in year one.</p>
Year 3 (2024-25)	<p>Based on the outcomes /effectiveness of the year two strategies, the completion workgroup will work to institutionalize strategies from year two; helping to ensure adequate staffing and resources are in place to continue and expand these efforts as they see fit. In year three, the retention workgroup will identify up to three strategies/initiatives/programs outlined in their work plan and coordinate their successful implementation. Implementation should begin no later than August 1, 2024 and continue throughout the academic year. To ensure that the SEA Committee can provide adequate support and guidance to the completion workgroup throughout year two, the workgroup will be responsible for submitting two implementation update reports/presentations to the committee each semester. By August 2024, the completion workgroup will submit a report on the outcomes</p>

associated with the key initiatives piloted over the course of the year along with any updates to the workplan crafted in year one. At the end of year three, the College aims to narrow the gap in Black/African American completion from 5.3 percentage points to 2.7 percentage points.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction Other
- Student Services
- Business Services

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Though as an institution, the campus continues to work towards creating a learning environment where accountability and institutional responsibility to address and advance equitable completion outcomes for Black/African American students is a priority, the college struggles with institutional identity as current practices do not call attention to patterns of inequity. he institutional capacity drivers: policy, process, and strategies are disconnected. The current practices and policies towards advancing degree and certificate completion are race neutral. Pockets of the campus have implemented equity mindedness and race conscious practices. Institutional practices and priorities do not support equity-rooted and race conscious practices that advance student success; purposefully plan, design and implement interventions and strategies for Black/African American students from matriculation to completion.

Fullerton College does not have a team nor the support to provide intersectional programming. While Umoja, EOPS, Transfer Center and athletic counseling alleviate institutional gaps, intentional efforts to collectively support Black/African American students with high-touch, wrap-around services are required. These programs alone cannot support the equity priorities of an institution. These factors were further investigated though a pilot project Guided Exit to Completion, led by Counseling, Transfer Center and Evaluations, identified institutional gaps to processes and confirmed that current practices, support systems and the current business and instructional structures do not support a student-centric culture towards degree or certificate completion.

Campus data for degree completion from fall 2020 through Spring 2022 shows that 75 out of the

154 applications submitted (48.7%) from Black/African American students were awarded. In a pre-review sample of the Guided Exit to Completion pilot, counselors reviewed all Black/Non-Hispanic students that applied for summer 2022. Out of the group, 60% met requirements for the degree they applied to, the other applications (40%) had requirements missing and/or were not enrolled in correct courses. One strong indicator suggests that if a student regularly meets with a counselor and completes an educational plan, they are more likely to complete their degree or certificate. Furthermore, Black/African American students benefit from regular counseling appointments. Students who had recently met with a counselor to complete an educational plan had met requirements for the degree they applied for. The OIE data shows 46% of Black/African American students have a comprehensive ed plan on file compared to 76% for all other students. The current process to apply for a degree or certificate does not require students to meet with a counselor before they apply. The current funding to support counseling capacity to scale up and meet student's needs continues to impact equitable outcomes for completion.

Fullerton College does not have a stable and comprehensive system to address deficiencies throughout the student's educational trajectory. Our current infrastructure and student management systems to support accurate degree audits impacts student service areas and directly impedes the student from understanding their academic progress towards their intended degree and/or certificate. Degree applicable units completed at another institution are not currently programmed into Degreeworks audit system and errors to the audits are found daily.

The business process for confirmation of certificates varies and is not consistent with degree confirmation and graduation timelines. Certificates are awarded by instructional departments/division offices, whereas degrees are evaluated and awarded through evaluations, Admissions and Records Office. For students seeking to complete both a certificate and degree the process is cumbersome and difficult to navigate as timelines, access to information and applications are not centrally located.

Current practices and technology do not facilitate a streamlined process where students get an automated degree audit/check before the fall semester registration for accurate course enrollment towards degree completion. This process is exponentially challenging when students have other college transcripts where evaluation timelines are not conducive to registration dates. Students who have attended and/or completed units at another college may not always present the entire academic transcript or have access to previous college work. In the interim students are left without information to guide their degree completion, students may accidentally enroll in a course they already took, may not have information to apply for a transfer degree. Timelines for various elements that contribute to degree completion include submission of appeal forms, course substitutions, other college transcripts, counseling appointments, graduation evaluation, and commencement.

Our technology/software limitations prevent us from providing an accurate and automated degree audit/ progress check for students prior to their registration appointment. This shortcoming is particularly challenging for students who have completed coursework at other colleges.

In addressing completion, it is important to understand the entire scope of how a degree at a community college can also support a student's goal of transferring to a university. The

completion of a degree has a strong correlation to transferring. Institutions both private and out of state require students to complete an associate degree to meet admission requirements. State legislation and higher education institutions like the California State University system continue to support legislative measures for students to complete an Associate Degree for Transfer as a vehicle for transfer to a university. While Fullerton College provides robust transfer services to students, at the core of providing successful planning for degree completion to transfer, the college will need to address gaps to further support transfer services, counseling, instruction and strengthen partnerships with universities, especially local high-feeder CSUs and UCs.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

Fullerton College has an overall lack of understanding of the students' intersecting cultural identities. As an entity, the campus benefits from opportunities to engage in meaningful conversations, develop actions steps and create accountability measures to becoming an anti-racist institution. The following equity-minded process/policy/culture would facilitate a shift to equitable outcomes.

Recommendations for Student Services

- Work with OIE to analyze data and inform discussions with counseling faculty regarding counseling services, educational plan completion, stop-outs, re-engagement efforts and completion.
- Engage students in Career and Major pathway exploration during first year.
- Re-design the entire evaluation process and implement an immediate system to code all other college transcripts in current management systems and degree audit.
- Re-engagement: Black/African American students who stop out without completing a degree
- Provide in-reach and check-in services throughout the semester and at pivotal academic milestones to address academic progress, experienced challenges and resources.
- Increase intersectional programming support for a cohesive college experience to support self-efficacy and belonging through a taskforce represented by stakeholders working in areas: EOPS, UMOJA, Transfer, Counseling, Athletics, Academic Support Center, Instruction Success Team representative (English/Math)
- Financial stability is a core determinant of educational success. Providing financial literacy support for students at various key points in their academic journey
- Design and implement completion advising sessions based on milestones (unit completion, math and English completion, program course completion) according to student's pathway

Recommendations for Faculty

- The Instructional Success Team to employ a cultural curriculum audit to redesign courses focused on increasing equity and student success for DI student populations to support and empower students to reach their academic and career goals.
- Provide opportunities for instructional faculty to learn more in depth about the college's academic policies and the direct impact in a student's academic journey. Faculty may be unaware of academic policies and practices that unconsciously create barriers, impede students from meeting degree eligibility such as course repetition, course substitution, academic renewal, courses from other institution
- Address the barriers to curriculum and articulation that fail to support students with course equivalency (C-ID), general education, Fullerton College degree and transfer requirements, which are not fully designed to meet multiple academic goals.
- Counselors and Instructional faculty to collaborate and develop communication systems to support students to meet with a counselor to complete comprehensive ed plans. Using starfish and/or other mechanisms to provide wrap-around services.

Recommendations for Administrators

- Fiscally support student services and counseling to provide high-touch, wrap-around services.
- Provide financial support and advocacy to develop evaluation timelines geared toward advancing completion of both degrees and certificates. Including developing a graduation office that supports all the re-design of a student-centered evaluation- to- graduation-to-commencement process.
- Provide administrative and financial support to provide on-going professional development for the entire campus community to expand on current opportunities.
- College leadership to advocate and secure support for permanent positions for faculty and classified positions to support gaps in student services offices for stability and continuity of programs and services. Advocate for a full-time financial aid counselor.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|---|---|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Students |
| <input type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

We must take a collective and transformative approach to re-designing the institutional infrastructure to degree attainment. Action steps to move forward in advancing the plan include:

- Invite campus stakeholders, including Black/African American scholars to provide feedback and contribute to developing a framework to achieve equity goals.
- Develop opportunities to further understand our Black/African American students and experiences through student focus groups.
- Establish opportunities for the campus community to present data, inform and design curriculum, processes, policies and business services to develop an action plan for year two and three
- Establish a financial aid literacy program and hire a full-time tenured financial aid counselor. Financial stability is a core determinant of educational success for Black/African American students.
- Facilitate collaborative opportunities for discussion, considering inter-departmental services, case management and re-design counseling related support for Black/African American students
- Establish counseling discussions with campus constituents to develop action steps to increase comprehensive educational plans
- Formalize a Guided Exit to Completion efforts informed by the guided exit to completion pilots. Efforts will include interventions and strategies to in-reach for completion of educational plans, graduation checks prior to submitting for graduation, and following-up with students to connect to other services including transfer.
- Institutionalize positions to support Guided Exit to Completion, support the functions for interventions and support systems. These include evaluators, a formal graduation office, counseling and completion/success coaches serving the efforts full-time.
- Collaborate with instructional faculty and Guided Pathways office to promote degree and certificate completion
- Establish training and professional development for faculty, classified professionals and administrators to align goals and shared responsibilities
- Establish a course curriculum audit to advance equity practices in the classroom.
- Develop curriculum processes that are student-centric, including removing course substitutions where courses were deemed equivalent, approve courses for general education areas honoring other college approved courses in similar areas.
- Develop interventions for Black/African American students placed on dismissal to engage and plan towards degree or certificate completion
- Invest in student management systems that operate to support evaluation of transcripts, degree audits, documents and information sharing to expedite services for students
- Collaborate with campus colleagues to re-design a student-centric evaluation process for graduation
- Invite Black/African American scholars to discussions (informal and formal) beyond what we already have in place
- Establish a student workgroup comprised of Black/African American students and student leadership
- Integrate recommendations from the Anti-racist Senate workgroups for hiring, retention tenure and recruitment to a sense of belonging, build community, have role-models for Black/African American student scholars

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

The support needed to transform the college and reach the equity goals starts with a solid infrastructure and capacity drivers that will directly support the gaps we are experiencing.

Personnel to support the various pieces to effectively and efficiently provide high-touch, wrap-around services for Black/African American students. Various areas of the college are currently working with the minimum staffing. This is detrimental to the overall campus and impedes in meeting targeted outcomes. Student service areas need counselors, evaluators and classified professionals.

Policies and action to design new processes will support the transformational change needed to support Black/African American students from outreach to completion. This includes course substitution, academic renewals, course clearances, and course repetition

Investment in technology to support data access, student-centered management systems to alleviate the barriers to evaluations, data points showing student's academic trajectory.

Pilots and Building Communities of Practice: We have piloted several initiatives and have plans to build upon these to scale up and be more intentional. We would like to be able to continue to have funding to provide innovative and meaningful support to our Black/African American and Latinx students.

Metric: Transfer

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black/African American and Latinx

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	CREATE INFRASTRUCTURE: By February 20, 2023 the SEA Committee will form a workgroup designated to improving retention among Black/African American and Hispanic/Latinx students. The workgroup will engage faculty and student services in conducting an inquiry into the potential barriers to persistence, focusing on structural and cultural systems present on campus that are hindering Black/African American and Hispanic/Latinx student success in this area. The workgroup will also conduct an assessment of the strengths and opportunities on campus that can be leveraged to improve Black/African American and Hispanic/Latinx student success in this area. By June 1, 2023 will put forward a work plan for years two and three of the SEA Plan based on their findings. The workplan will include intended outcomes for each of the key initiatives included.
<i>Year 2 (2023-24)</i>	In year two, the transfer workgroup will coordinate the implementation of at least one strategy/initiative/program outlined in their work plan in the areas of instruction, student services and administration (for a minimum of three total strategies/initiatives/programs). Implementation should begin no later than August 1, 2023 and continue throughout the academic year. To ensure that the SEA Committee can provide adequate support and guidance to the transfer workgroup throughout year two, the workgroup will be responsible for submitting two implementation update reports/presentations to the committee each semester. By August 2024, the transfer workgroup will submit a report on the outcomes associated with the key initiatives piloted over the course of the year along with any updates to the workplan crafted in year one.
<i>Year 3 (2024-25)</i>	Based on the outcomes /effectiveness of the year two strategies, the transfer workgroup will work to institutionalize strategies from year two; helping to ensure adequate staffing and resources are in place to continue and expand these efforts as they see fit. In year three, the transfer workgroup will identify up to three strategies/initiatives/programs outlined in their work plan and coordinate their successful implementation. Implementation should begin no later than August 1, 2024 and continue throughout the academic year. To ensure that the SEA Committee can provide adequate support and guidance to the retention workgroup throughout year two, the workgroup will be responsible for submitting two implementation update reports/presentations to the committee each semester. By August 2024, the transfer workgroup will submit a report on the outcomes associated with the key initiatives piloted over the course of the year along with any updates to the workplan crafted in year one. At the end of year three, the College aims to

	narrow the gap in Black/African American students' completion of transfer level math and English from 11.5 percentage points to 5.8 percentage points. At the end of year three, the College aims to narrow the gap for Black/African American and Hispanic/Latinx students' in completion of transfer level math and English from 13.0 percentage points to 6.5 percentage points.
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STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other
University relations, campus culture

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Some of the most significant barriers to equitable transfer outcomes derive from university policies and practices. First generation students (most of whom are also reflected in our Black/African American and Latinx population) have a challenging time navigating the complicated year-long application process. In addition, as universities and majors become increasingly impacted, they often raise GPA and major preparation requirements. A recent analysis of GPA's for Black/African American and Hispanic/Latinx students students who are nearing transfer shows that although the majority meet the minimum eligibility of a 2.0 GPA and the required course requirements, a substantial proportion have GPAs below a 3.0, decreasing their likelihood of being accepted to any of our impacted local public universities. Many students report having work/family responsibilities that impede taking more units per semester and/or attending campuses less impacted further away.

Collaboration, communication, and data sharing with our local universities needs improvement. Articulation is a specific example of how a lack of communication with our university partners affects transfer outcomes. For example, university departments may make changes to lower division course requirements for their majors without notifying or giving ample time to align our courses.

Instruction: Course scheduling and current enrollment management practices do not include collaboration between departments, or the use of predictive analysis related to students' transfer

progress. Practices related to course comparability and substitutions are not always in alignment with university articulation and transferability.

Student Services: Course repetition and academic renewal processes that can impact a student's GPA are complex. Student services staff cannot share critical information, leading to siloed services. Affordability is a major barrier to transfer for our DI populations. Information about university financial aid and scholarship opportunities is difficult to access. There is a lack of collaboration between instructional and student services areas to provide support for student athletes. This leads to faculty/coaches working outside of their areas of expertise to meet the needs of students. DI students often report working full time and having family responsibilities. Staffing levels limit our ability to case manage and provide evening/weekend services in person and virtually.

Business Services: Student data management systems are inadequate in the following ways: It is difficult to ascertain a student's current academic goal and major. Coursework from other colleges (OCTs) is not available in DegreeWorks (DW) to provide a complete picture of a student's academic history and progress. Evaluation of OCTs can take months. A recent sample of ADT applicants suggests that these shortcomings are affecting our Hispanic/Latinx students at higher rates, as they were overrepresented among the applicants who had OCTs. This also affects Black/African American students, especially those from out-of-state. Further, DW does not account for transfer requirements in the audit. Although Starfish is being piloted, we currently do not have an effective way to communicate with students. The Associate Degree for Transfer (ADT) can provide some benefits to transfer students. However, the awarding of this degree is hindered by our institutional processes and inability to communicate with students at critical points throughout their academic progress towards degree completion

Other(s):

Campus Culture of Caring: A low sense of belonging reported by Black/African American students affects their likelihood to connect with the campus community and services. In addition, the campus has eliminated a support program for student athletes (INCITE) without a replacement.

University Partners: The transfer application process is long and complicated. Local universities have raised GPA and major preparation requirements. A recent analysis of DI students' records reveals that 48% of Latinx and 61% of Black/African American students had GPAs below a 3.0, decreasing their likelihood of being accepted at any local public university.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction Other
- Student Services
- Business Services

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

The following equity-minded opportunities will be discussed with key personnel during year one and we will identify specific areas to focus our efforts on.

Instruction:

- Course scheduling that aligns with students' educational plans
- Department collaborations with faculty at local universities (CSUF and UCI) to improve course substitution and articulation
- Faculty professional development opportunities that lead to implementation of culturally responsive teaching and best practices such as grading for equity (Reference ISTs and use similar language here as in other metrics)
- Seamless way for faculty to refer students to student services
- Support for embedded tutors

Student Services:

- Improve course repetition and academic renewal processes and increase awareness among students and faculty
- Implement a caseload approach for DI students that begins when a student applies, monitors academic progress, and provides intentional and intrusive support including invitations to meet with a counselor every semester and at critical points in their transfer journey. Collaboration and information sharing between student service areas will be an important part of this approach, a commitment and investment in appropriate staffing levels in these areas and technology support
- Collaboration between FC financial aid, transfer center, and university financial aid offices to inform students about university costs, financial aid, and scholarships.
- Flexible student services delivery methods and times
- Events and programs aimed at helping DI students explore and increase confidence in their career/major, transfer potential, and university options
- A Student Athlete Resource Program that leverages and connects students to existing support services and develops new pathways or approaches with special attention to systemic barriers that prevent Black/African American students from achieving academic and athletic success
- Develop/adapt a course to prepare students for college life, designed specifically for student athletes

Business Services: Technology/software

- Improved student data management and communication systems. (Starfish is currently being piloted)
- Banner data improvements
- DegreeWorks improvements to include transfer requirements and OCT/AP credit data

Other (s):

Campus Culture of Caring:

- A sincere investment in the academic future of our Black/African American and Latinx students is needed, including the acceptance of the responsibility for success beyond the traditional high-touch programs
- Intentional efforts to recruit and hire Black/African American and Latinx instructional faculty, counselors and staff as well as student hourly in all departments across campus. Implement Antiracism Taskforce Hiring recommendations endorsed by senate

University Partnerships:

- Request university data on DI students who are denied (provide follow-up transfer services)
- Request university Financial Aid and Outreach presence on campus
- Explore additional satellite campus opportunities

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

A student's transfer journey is long and complicated, and we need a better understanding of how our Black/African American and Latinx students experience this journey. At present, we only have data on how many students enroll in at least 12 transferable units with us and how many will subsequently enroll at a university within a pre-determined amount of time. A crucial step is to fill the gaps of what happens to students in between. This will require further inquiry in the form of analyzing applicant data from universities. Further, including the student voice as we develop specific interventions will be a vitally important action step.

To move towards a more ideal practice/structure, we will gather key campus (and district) personnel to identify the priorities for years 1, 2 and 3 in the areas of instruction, student services and business services (technology). We will leverage new and existing committees and initiatives (Enrollment management committee, Guided Pathways, Transfer Advisory, Umoja Support Team, etc.) to receive feedback and support.

As we take steps towards a more ideal structure, we will approach our work with intentionality, collegiality, and a commitment to reducing transfer equity gaps for Black/African American and Latinx students.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

Data & Research: As referenced above, we have access to limited snapshots of the student transfer journey. Data is needed to understand how Black/African American and Hispanic/Latinx students experience the entirety of the journey; especially data regarding what happens to students after they apply. (I.e., are they meeting minimum requirements but being denied due to higher requirements in place due to impaction? Are they getting accepted but not enrolling, etc. at higher rates than other students?). In addition, our Office of Institutional Effectiveness has provided tremendous support with the creation of dashboards, disaggregating data, and support with surveys, etc. However, the office is understaffed, and we will need additional support which the Chancellor's office can provide.

Policy and Regulatory Actions: As identified in this plan, we will examine our academic renewal and course repetition processes and policies. However, we are a multi-college district, and these changes are difficult and take time. Any support or direction from the Chancellor's office to simplify and standardize course repetition and academic renewal processes would be helpful. In addition, collaboration and advocacy at the Chancellor's office level with the CSU and UC (University of California) related to information sharing and streamlining the application process would impact transfer for our DI populations.

Technology Investment and Tools: Our technology is one of our biggest barriers. Investing in technology and tools to help communicate with students, improve our degree auditing systems, etc. would go a long way to helping us reduce equity gaps.

Pilots and Building Communities of Practice: We have piloted several initiatives and have plans to build upon these to increase our effectiveness and to be more intentional. We would like a continued commitment of funding to provide innovative and meaningful support to our Black/African American and Hispanic/Latinx students.

STUDENT SUPPORT INTEGRATION SURVEY (Optional)

Guidance: This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

GUIDED PATHWAYS

Alignment

Help Text: By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500 character max)

To better align Fullerton College's equity efforts with the campus Guided Pathways framework, our SEA 2.0 plan was written in collaboration with the Guided Pathways Office and the Pathways Steering Committee members. Guided Pathways co-chairs sit as resource members on the SEA committee, and SEA Co-chairs sit on the Guided Pathways committee as resource members. Most SEA 2.0 recommendations require us to track and case manage a specific group; Starfish was selected to assist with accomplishing that goal. Starfish, as a case management tool, overlaps the efforts of both SEA and Guided Pathways. Guided Pathway's efforts to improve the student application and onboarding process connect with the Successful Enrollment recommendations within SEA 2.0. The Fullerton College Instructional Success Teams overlap with SEA on persistence and college/English completion. Moreover, the Student Success Teams overlap with almost all five metrics of the student equity plan.

FINANCIAL AID

FAFSA Participation

Help Text: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus. (2,500 character max)

FAFSA numbers for 2022/2023 are high at Fullerton College. We received and processed 33,099 FAFSA applications. Of these, 23,170 are unduplicated and do not include CADAA (Dream Act) application numbers.

The college has awarded 14,254 Pell Grants for 2022/2023, and our CCPG (BOGG) numbers are usually about 70% of overall enrollment.

Completion of the application has never been an issue or concern. However, we have slippage with students needing to complete the verification process, and many students are academically disqualified. As the above numbers suggest, more students who list Fullerton College on the FAFSA than those who actually enroll.

To that end:

1. Financial Aid Counselors are working with disqualified students to try to assist more students in filing appeals that can be approved. Still, an appeal is supposed to be the exception to the rule, and only some students meet the extenuating circumstances or change of major definition for an appeal.
2. Staff in the Financial Aid Office are working on enrollment management strategies to get more students to complete Federal verification and for those who are not enrolled to try to get them to enroll at the College.

PELL Grant Participation

Help Text: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus. (2,500 character max)

Numbers are pretty high here as well: 14,254 for fall 2022; however, only some students are paid due to various factors such as not enrolling, SAP disqualification, not completing verification, being in ineligible majors, and being enrolled less than half.

Not every student qualifies for Pell based on income, prior degree, or exceeding time limits. We have regularly offered students to submit a change of income appeal throughout the pandemic to look at recent changes in their or their family's situation. Those will continue beyond the pandemic, as they have been offered before the pandemic. Sometimes, students not eligible for Pell based on income from two years ago now become Pell eligible.

It is important to note that Fullerton College has a high population of Dreamers, numbering in the thousands. Unfortunately, under current Federal laws, these students are ineligible for Pell Grant, so we cannot award them.

The #1 and #2 above also feed into more Pell participation.

Additional Aid for Students

Help Text: The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

- Yes
- No

Description of Additional Aid (2,500 character max)

BASIC NEEDS

Help Text: The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Basic Needs Center

Help Text: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

- Yes
- No

Services

Help Text: What services are you providing or do you plan to provide in your college’s Basic Needs Center? (2,500 character max)

Participation

Help Text: How do you plan on increasing participation in your college’s Basic Needs Center? (2,500 character max)

Food Pantry

Help Text: The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500 character max)

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program

Help Text: The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500 character max)

The 2021-2022 Budget Act provided \$115 million one-time grants to CC districts for the development of Zero Textbook Cost (ZTC) degrees and certificates. FC will apply for Phase 1 and Phase 3 funding for the ZTC program. The Phase 2 funding has a Fall 2024 implementation deadline that Fullerton College might be unable to meet so, along with many other campuses, we plan to apply for the Phase 3 funds which gives colleges more time to develop the ZTC degrees and certificates. Accomplishments and steps taken to develop Zero Textbook Cost courses at FC:

- In spring 2020, FC Faculty Senate authorized the creation of an OER Work Group under the lead of the OER Liaison. The group emphasized the ZTC designation in the online schedule. The statewide grant requires that the ZTC designation is implemented in the online schedule so students can easily locate the courses with no textbook cost and the ZTC data can be tracked for assessment and accountability. In spring 2022, the NOCCCD implemented the ZTC designation in online schedules.
- The OER work group lead met with Faculty Senate and A.S. to obtain approval for

resolutions in support of the adoption and development of Open Educational Resources (OER) in 2021.

- In collaboration with the Office of Institutional Effectiveness (OIE), the OER work group conducted a student textbook survey to study the impact high textbook costs have had on FC students. The results have been used to promote the adoption of OER to increase the number of ZTC classes on campus and thereby lower the barriers and expenses students face.
- The OER liaison continually promoted OER through personalized emails targeting faculty with information about discipline specific OER materials and providing letters of support for sabbaticals that center on OER development.
- Through Professional Development, the OER work group organized an OER FIG composed of seven faculty members researching potential OER textbooks for high impact courses. Each FIG member will present their findings to their division. They will also meet with the OER Liaison to provide input on technical support faculty may need to further develop OER courses and degrees/certificates. Faculty will also give feedback on ideas about the sustainability of ZTC development.

These recent efforts have paid off. In fall 2021, there were approximately 85 ZTC courses according to the OIE. In fall 2022, 302 ZTC courses appeared in the online schedule so the number has tripled.

LGBTQ+

LGBTQ+ Support

Help Text: In 2011, [Assembly Bill 620](#) amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, [California Education Code Section 66271.2](#) also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500 character max)

Fullerton College currently has an LGBTQIA2S+ point of contact, Ariel Gentalen, who supports students, programs, and engages our queer community. Dr. Connie Moreno Yamashiro is the Director of the program, and we have a Librarian, Monique Delatte who host a Queer Book Club. With the \$130,386.67 one-time grant received, we plan to build out our LBTQIA2S+ support services to include an LGBTQIA2S+ Community Therapist, student employees, host a Lavender Graduation, and more! We have a district wide LGBTQIA2S+ Foundations Training and look forward to hosting workshops, speaker series, having a designated counselor, and bring back the QTPOC student organization this coming year. The LGBTQIA2S+ Student Support Services has recently moved in the Student Development and Engagement Office in Building 500, Room 512-02 where the Cadena Cultural Center and Grads to Be Program (undocumented support services) is co-located. Therefore, an additional element that we will be incorporating in the future, is the intersectionality of identities for our students of being Black, queer, undocumented, and additional affinity identities. The goal is the have an LGBTQIA2S+ Community Therapist join the team by the end September 2022, host programs for National Coming Out Day, LGBTQ+ History

Month, Pride Month, Trans Day of Visibility, and more to have robust support services and programming for our queer students to feel welcomed, be engaged with, and assist them with their educational goals.

MENTAL HEALTH

Mental Health-Related Programs

Help Text: The 2021-22 Budget Act included ongoing funding of \$30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations. (2,500 character max)

GENERAL ACCESSIBILITY

Accessibility

Help Text: Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500 character max)

INSTITUTIONAL PLANNING

Ongoing Engagement

Help Text: Please describe any efforts you Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500 character max)

Integrated Budgeting

Help Text: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals. (2,500 character max)

Student Voice

Help Text: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals. (2,500 character max)

ADDENDUM

The 2022-25 Student Equity Plan Task Force identified a few materials you may find useful to review as you develop your plans. These materials may provide helpful context, research, or resources you may wish to reference as you engage your local teams in the process. This is not intended to be a comprehensive list.

Planning Resources:

- [Diversity, Equity, Inclusion, and Accessibility \(DEIA\) Glossary of Terms](#), CCCCCO DEI Workgroup, November 2020
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Joint Analysis of the Enacted 2021-22 Budget](#), CCCCCO, July 2021

Recommended Reading:

- [CCCCO June 2020 Call to Action](#)
- [CCCCO November 2020 Call to Action](#)
- [Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision](#) (Felix, 2021)
- [Progress & Potential: Considering the Question of Racial Equity in CA AB705](#), USC Center for Race & Equity (Cooper, Kurlaender, & Bensimon, 2021)
- [Integrating Racial Equity into Guided Pathways](#), Student Success Center Network (Bragg, Wetzstein, & Bauman, 2019)
- [California Community College #RealCollege Survey](#), The Hope Center (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2019)
- [The State of Higher Education for Latinx Californians](#), Campaign for College Opportunity (November 2021)
- [The State of Higher Education for Black Californians](#), Campaign for College Opportunity (February 2021)

Recommended Viewing:

- [Nurturing a Student-Centered Campus Climate: Enrollment, Persistence, and Lessons from 2020](#) (November 2021 CCC Board of Governors Meeting)
- [Designing for Student Success: Building a Student-Centered Financial Aid and Basic Needs Ecosystem](#) (October 2021 CCC Board of Governors Meeting)
- [CCCCO Call to Action Webinar](#) (June 3, 2020)