
Goals and Activities

GOALS AND ACTIVITIES

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

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

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

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

ACTIVITY A:1.1 Update the Fullerton College Foster Youth Success Initiative (FYSI) Website that provides updated information on matriculation, financial aid, community support and aftercare resources.

ACTIVITY A:1.2: The Foster Youth Liaison conducts outreach to Foster Care Agencies (Orangewood Children’s Foundation, Crittenton and Olive Crest, CASA) and Independent Living Programs (ILP) in Orange County Workers, and current and former Foster Youth students.

ACTIVITY A:1.3: Fullerton College, EOPS Foster Youth Liaison will work in coordination with feeder high school districts to visit during the Fall and Spring semesters to meet individually or in a small group with Foster Youth identified by the Districts in order to provide guidance and assistance with the matriculation process.

ACTIVITY A:1.4 EOPS/FYSI will establish a Foster Youth Advisory Committee should include representation from college personnel, EOPS/FYSI Staff, Foster Youth students, local or feeder high schools, social services, community and business sector, and four-year colleges where possible. The Foster Youth Advisory Committee shall meet at least once during each academic year. The purpose of the advisory committee is to assist the college increasing access to higher education, developing and maintaining effective services and new opportunities for Foster Youth students.

EXPECTED OUTCOME A.1.1 to A.1.4

1. In three years current and former foster youth will enroll at Fullerton College at rates equal to the general student population.
2. The number of foster youth students enrolled at Fullerton College will increase by 10% per year (7 students per year) over the next 3 years
3. The number of foster youth enrolled in Fullerton College EOPS/FYSI will increase from 33 in 2013/2014 to 75 students by 2017/2018.

A:2) Increase the number of Veterans on campus.

ACTIVITY A.2.1 To improve access to our institution, Fullerton College must strive to become even more welcoming to newly discharged veterans. We must develop more awareness and sensitivity of veterans needs on campus. Broad-based activities such as last year's Veterans Week Celebration need to be duplicated frequently. We need to hire additional staff in the Veteran's Center to assist with these events and help create opportunities for others on campus to become aware of our soldiers and be sensitive to their unique needs on campus.

EXPECTED OUTCOMES A.2.1

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

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

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

B:1) Increase overall course completion rates among African-American students from 54.5% to 56.5%

ACTIVITY B.1.1:

The Incite Program provides a range of supports, including an orientation, required study hall with tutorial assistance, counselor assistance with educational planning, academic success workshops, transfer/culture-related campus activities, and monitoring of academic progress, to student athletes. While a significant number of Incite participants fall into the target population, more research is needed to disaggregate numbers of participants and success rates by ethnicity.

EXPECTED OUTCOME B.1.1:

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

ACTIVITY B.1.2:

The Student Diversity Success Initiative (SDSI) is designed to increase success among at-risk (defined as earning below 2.0 GPA) African-American and Latino male students by providing specialized services including counseling, life skills coaching, tutoring and specialized workshop for SDSI students. The program particularly targets math success by working with the Math Division to provide seats in basic skills math courses and by providing tutoring primarily focused on math. In 2012-13, the program served 109 students, while in 2013-14, 85 students were served. Increased outreach as well as additional funding would enable the program to reach a greater number of at-risk students. As a part of increased funding SDSI will also offer services to students from the Pacific Islands.

EXPECTED OUTCOMES B.1.2

With increased outreach and funding, SDSI could return to serving more than 100 students.

Course success rates for African-American participants in SDSI will meet or exceed the 56.5% target rate, or at a minimum show an increase in successful completion for these at-risk students.

ACTIVITY B.1.3

The UMOJA program will expand to serve more African American students. As UMOJA has historically shown success in increasing persistence and success rates (see attachment), increased student participation in the program will help increase the overall success rate of African American students, therefore, contributing to the goal of a 56.5% success rate in this category.

ACTIVITY B.2.1-B.2.3

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

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

3) Services must be "veteran-friendly" on campus such as: having a trained Veteran Counselor to assist veterans with psychological and personal needs; a VRC that is staffed sufficiently so it can actually be a full-functioning "Welcoming Center" for current and in-coming veteran-students; and educational environments designed to make veteran-students comfortable, safe and at-ease.

Veteran-students, like all students, learn best when they are stable emotionally, psychologically and physically. Veterans need a tremendous amount of support in developing this stability because of the intense stress they experienced in their service. Providing the services mentioned above improve the overall performance of the veteran-student. This translates into higher success, completion, degree attainment and transfer.

EXPECTED OUTCOME: B.2.1-2.3

1) With additional staff in the Veteran's Center and the tools to track Veterans success in completing their courses and transferring, we expect the transfer numbers for our Veterans to increase as we can assess what is needed to help them increase their course success and thus their transfer numbers

2) With a full time support to assist them in choosing the right courses and tracking how they are doing at completing these courses we hope to increase Veterans success rate in transferring by 2 % over the next 3 years once we have the numbers to determine that. The new Veteran's Center staff will be responsible for assessing increases once data is available.

3) Increased staffing can either directly provide or help arrange for important service, such as psychological counseling for our Veteran students. It is clear Veteran students need access to non-academic support services designed to address the issues and the ordeals they have been through.

B.3) Increase overall course completion rates among Foster Youth student from 61% to 64%

ACTIVITY B.3.1: Entering Foster Youth be given priority registration access to college online orientation, assessment testing and academic counseling appointment to develop a one semester educational plan in order to ensure that all matriculation requirements are completed in time to access priority registration.

ACTIVITY B.3.2: 5% percent of the slots apportioned for the New EOPS/CARE students during the Fall and Spring Application Intake periods will be designated for foster youth. Foster Youth students are given the flexibility around EOPS/CARE application deadline in order to improve access to the EOPS and will be prioritized for a waiver of the full-time requirements based on the Title 5 regulations that allows first semester EOPS students to enroll in between 9-11.5 units rather than full-time status for the.

ACTIVITY B.3.3: Fullerton College will fund EOPS/FYSI so that the campus can increase access to academic counseling, book grant, assistance with transportation, meal cards and educational survival kits to foster youth.

ACTIVITY B.3.4: Fullerton College will offer Counseling 168F: Personal Growth and Life Transitions during the Fall and Spring semesters specially for foster youth cohort that is designed to help students identify and overcome common barriers to academic and career success and how to develop positive attitudes and value sets to effectively manage life-change situations. Students will learn important life skills that lead to academic success and career success thereby enhancing personal well-being.

EXPECTED OUTCOME B.3.1 to B.3.4

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

ACTIVITY B.4.1:

The Accelerated Developmental English Program, developed with the support of Basic Skills funds, contributes to the ability of all populations to complete their basic skills English requirement in a more timely fashion: one semester rather than two or three semesters. Preliminary data from our pilot offerings also shows that students who enter College Writing from the accelerated pathway succeed in the transfer-level course have a higher success rate than for students who reach English 100 through the traditional sequence, certainly in less time. Basic Skills funds enabled the English Department to train an additional eighteen instructors to teach the course which makes it possible to scale our offerings from 9 sections in Fall 2014 to 17 in Spring 2015. Continued funding for training would allow continued scaling in 2015/16. Statewide data from the RP Group about accelerated English sections shows that students in an accelerated pathway that leads directly to College Writing succeed in the transfer course at nearly 2 ½ times the rate of students who reach the transfer course via a three-semester sequence.

ACTIVITY B.4.2: The Reading Department is in the process of creating an accelerated Reading class. Students can self-place in the class after testing at any level in the Reading sequence (36, 56, 96). The class would allow students to prepare for college-level reading in one semester. This is an alternate curriculum, a different pathway to readiness that does not require students to complete both Reading 56 and 96. Students would then be ready for the transfer level course, Reading 142. In Fall 2014, the Reading Department is piloting four sections of the course. As this semester progresses, faculty will assess how the pilot is going and make changes to the curriculum. This class will allow students to complete basic skills course in a timely manner which is one of the major hurdles for students. Rather than spending two to three semesters to get to grade level, students can be at grade level after just one semester.

ACTIVITY B.4.3: The ESL Department is piloting a new class ESL 190: Advanced Accelerated English for Non-Native Speakers in Fall 2014 and Spring 2015 for the purpose of consolidating higher level classes and moving students into ENGLISH 100 at faster rate.

EXPECTED OUTCOMES B.4.1-3:

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

ACTIVITY B.5.1: The Entering Scholars Program is a program designed for first-time college students. It is a first semester program, currently offered in developmental reading and English courses, that provides links between basic skills core classes, faculty collaboration with counseling and student services, an in-class tutor, a student support professional that visits the class weekly, and specific course activities designed to familiarize students with campus services and study skills. Currently, the program offers between 16 and 22 sections each semester. The registration for these classes was designed so that the classes opened for enrollment at the time that new students would begin registering. This

system now needs to be changed so that registration now works with the new early registration for freshman completing the early registration requirements. There also needs to be spaces so that Foster Youth, Veterans, and DSS students who get priority registration can get into these classes. Program data shows that achievement gaps in course success rates for African-American and Hispanic students compared to White and Asian students in the program are reduced. Given the number of program components, and basic skills sections available for the intervention within the Humanities Division, it has reached capacity. Expanding the ESP model of supporting first year students (embedded tutoring support, integrated study skills instruction, student services support, etc.) to other departments would be the only way to further scale the program.

ACTIVITY B.6.1:

The Fullerton College Supplemental Instruction Program (FCSI) is designed to provide support for transfer-level, general education courses with high enrollment and less than stellar success rates. Student facilitators attend all classes and then provide 2 separate hours of supplemental instruction each week on topics determined by the class instructor. The SI leader facilitates collaborative learning activities focused on the weekly topic to help deepen student engagement with and learning of the course material. While the FCSI Program has been supported as a pilot for the last 3 semesters by money designated to fund Program Review requests, it could expand to support more courses with increased and more stable ongoing funding. More outreach and information about FCSI would also potentially draw in more faculty participants in the program, particularly for courses like Political Science 100 and English 100 which all students completing degrees are required to take.

ACTIVITY B.7.1:

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

EXPECTED OUTCOMES B.7.1

Eleven faculty will participate in the 2014/15 New Faculty Seminar. If we hire as many new faculty as expected for 2015/16, participation in the seminar could increase to 25 faculty.

ACTIVITY B.8.1:

Staff Development's Adjunct Faculty Training provides professional learning to adjunct instructors over the course of two intensive days of training. Workshop topics are focused on helping adjunct faculty understand the community college population and improving classroom instruction.

EXPECTED OUTCOMES B.8.1

Fall 2014's training served 45 adjunct faculty, the majority of them newly hired. The training will be provided again before Spring 2015. If adjunct hiring keeps pace with our increased course offerings, there will be continued demand for this training in 2015/16, and we expect to offer it again in Fall and Spring of that year.

GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

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

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

ACTIVITY C.1.1 We need to hire a Math Advisor, with appropriate Math credentials so that Advisor can start reviewing student transcripts as part of a multiple measures plan to better determine math placement since the placement test has a low degree of accuracy. Multiple measures will make sure students are correctly placed in their math classes upon entering, allowing them to be able to move on to their transfer level math as quickly as possible and more importantly, to succeed in the first math class they enter as they come to the College so that math does not become an obstacle for them. Clearly the current system of placement is not working for these students. We will need funding to pay for this Math Specific Advisor.

C.1.2) The Math Department opened Elementary Algebra (Math 020) as an option for incoming students starting Fall 2014. Just in time remediation is going to be made available if needed. This is something that is being done Nation-wide at Community Colleges. The Academic Advisor will be tracking these students using data provided by faculty and the college over the next 3 years to determine if students are succeeding when starting Math 20 sooner and thus allowing them to complete their transfer level math more quickly

EXPECTED OUTCOME C.1.1-C.1.2

1. As we stop determining placement solely on a very inaccurate placement test, often placing students at too low a level, and begin using student transcripts as part of a multiple measure placement process, students will be placed in the correct the Math class in the beginning and will not be repeating math classes they've already had and becoming frustrated at not being able to move on to their Degree or to transfer. The Math Advisor within the Division will keep track of the number of students that are moved to a higher level class from the initial placement test, to determine if our plan is successful and students are moving through their math sequence more quickly.

2. The Math Department will be gathering data over the next three years from success rates in Math 20 for students that may not have tested into Math 20 but started there to determine if our plan of allowing students into Math 20 initially, will increase success rates in their Basic Skills math

classes and improve the ability to complete their transfer level math more quickly. The Academic Advisor will be monitoring the progress of this program. Research indicates that the longer a student remains in Basic Skills classes the least likely they are to complete a degree.

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

ACTIVITY C.2.1 –C.2.2

C.2.1) We need to hire a Math Advisor, with appropriate Math credentials so that Advisor can start reviewing student transcripts as part of a multiple measures plan to better determine math placement since the placement test has a low degree of accuracy. Multiple measures will make sure students are correctly placed in their math classes upon entering, allowing them to be able to move on to their transfer level math as quickly as possible and more importantly, to succeed in the first math class they enter as they come to the College so that math does not become an obstacle for them. Clearly the current system of placement is not working for these students. We will need funding to pay for this Math Specific Advisor.

C.2.2) The Math Department opened Elementary Algebra (Math 020) as an option for incoming students starting Fall 2014. Just in time remediation is going to be made available if needed. This is something that is being done Nation-wide at Community Colleges. The Academic Advisor will be tracking these students using data provided by faculty and the college over the next 3 years to determine if students are succeeding when starting Math 20 sooner and thus allowing them to complete their transfer level math more quickly

EXPECTED OUTCOME C.2.1-C.2.2

1.As we stop determining placement solely on a very inaccurate placement test, often placing students at too low a level, and begin using student transcripts as part of a multiple measure placement process, students will be placed in the correct the Math class in the beginning and will not be repeating math classes they've already had and becoming frustrated at not being able to move on to their Degree or to transfer. The Math Advisor within the Division will keep track of the number of students that are moved to a higher level class from the initial placement test, to determine if our plan is successful and students are moving through their math sequence more quickly.

2. The Math Department will be gathering data over the next three years from success rates in Math 20 for students that may not have tested into Math 20 but started there to determine if our plan of allowing students into Math 20 initially, will increase success rates in their Basic Skills math classes and improve the ability to complete their transfer level math more quickly. The Academic Advisor will be monitoring the progress of this program. Research indicates that the longer a student remains in Basic Skills classes the least likely they are to complete a degree.

PUENTE PROGRAM

ACTIVITY C.2.3.1

1) The Puente Program will conduct research and investigate some of the causes why Latino males are more at risk of failing courses and are less likely to participate in the Puente program.

2) The Puente Program will add sections for its students in the areas where classes are difficult to enroll due to high demand, such as the fields of science and mathematics.

EXPECTED OUTCOME C.2.3.1

1) The research conducted should identify reasons and causes for the lack of Latino male participation in the Puente Program and also for Latino males being more at risk of failing basic skills classes than other ethnic groups. By identifying these reasons and causes, solutions can be identified and changes can be implemented to address and correct this issue.

2) By offering additional sections in the fields of Science and Mathematics, the Puente Program will help their students complete their required classes and be able to transfer within the three-year goal of the program.

ACTIVITY C.2.3.2

The Student Diversity Success Initiative (SDSI) is designed to increase success among at-risk (defined as earning below 2.0 GPA) African-American and Latino male students by providing specialized services including counseling, life skills coaching, tutoring and specialized workshop for SDSI students. With increased funding the program will also recruit Pacific Islander students. The program particularly targets math success by working with the Math Division to provide seats in basic skills math courses and by providing tutoring primarily focused on math. In 2012-13, the program served 109 students, while in 2013-14, 85 students were served. Increased outreach as well as additional funding would enable the program to reach a greater number of at-risk students.

EXPECTED OUTCOMES C.2.3.2

With increased outreach and funding, SDSI could return to serving more than 100 students.

Basic Skills Math course completion rates for African-American participants in SDSI will meet or exceed the 20.3% target rate.

C:3) Increase support services and programs to benefit all student populations

ACTIVITY C.3.1

The Transfer Achievement Program (TAP) serves students who initially place in basic skills courses in two of three areas (English, Math, Reading) by providing a cohort experience that includes enrollment in Counseling 101 and 151 in the first year, supplemental instruction for basic skills courses, seats in college-level, general ed. courses, and pro-active counseling support throughout their career at FC. Sections of Math 15, 20 and 40 have historically been a part of the TAP Program with supplemental instruction provided. TAP courses have a higher proportion of Hispanic students than regular developmental courses, and success rates for these students in TAP Math courses are higher than for this population in regular developmental math courses.

ACTIVITY C.3.2:

The Basic Skills Initiative Supplemental Instruction Program (BSISI) is designed to provide support for basic skills courses in Math, Reading, ESL and English. Student facilitators attend all classes and then provide 2 separate hours of supplemental instruction each week on topics determined by the class instructor. The SI leader facilitates collaborative learning activities focused on the weekly topic to help deepen student engagement with and learning of the course material. The BSISI Program has been supported by BSI funds, and with a larger budget, it could expand to support more courses. This is one of the few programs that supports courses taught by adjunct faculty, a dramatically increasing portion of our instructional staff, and so it could certainly use a larger budget.

EXPECTED OUTCOME C.3.2

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

Increase participation of Math faculty in BSISI from the current 2 to 5.

ACTIVITY C.3.3

While Basic Skills formerly supported a Math Enhanced Tutoring Program, the program was discontinued when it did not show impressive results. The Math Department is currently working to develop a new intervention that might support basic skills math students, especially for online courses which offerings have been increasing in recent years.

EXPECTED OUTCOME C.3.3

Math Department pilots a support program targeted to students in selected online math courses in Fall 2015.

ACTIVITY C.3.4

The Graduate Student Intern Program pairs graduate student interns with faculty mentors in basic skills math classes in order to provide assistance to students both in and outside the classroom. With faculty mentor guidance, the interns provide tutoring and success strategy workshops throughout the semester.

EXPECTED OUTCOMES C.3.4

Increase math faculty participation in the program from 2 sections to 4

C:4) Increase Basic Skills English completion among African American students from 28% to 30%.

ACTIVITY C.4.1:

The Incite Program provides a range of supports, including an orientation, required study hall with tutorial assistance, counselor assistance with ed planning, academic success workshops, transfer/culture-related campus activities, and monitoring of academic progress, to student athletes. While a significant number of Incite participants fall into the target population, more research is needed to disaggregate numbers of participants and success rates by ethnicity. Also, more research is needed to determine exactly how many Incite participants are basic skills students.

EXPECTED OUTCOME C.4.1:

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

ACTIVITY C.4.2: The Accelerated Developmental English Program, developed with the support of Basic Skills funds, contributes to the ability of all populations to complete their basic skills English requirement in a more timely fashion: one semester rather than two or three semesters. Preliminary data from our pilot offerings also shows that students who enter College Writing from the accelerated pathway succeed in the transfer-level course have a higher success rate than for students who reach English 100 through the traditional sequence, certainly in less time. Basic Skills funds enabled the English Department to train an additional eighteen instructors to teach the course which makes it possible to scale our offerings from 9 sections in Fall 2014 to 17 in Spring 2015. Continued funding for training would allow continued scaling in 2015/16. Statewide data from the RP Group about accelerated English sections shows that students in an accelerated pathway that leads directly to College Writing succeed in the transfer course at nearly 2 ½ times the rate of students who reach the transfer course via a three-semester sequence. This study shows that while achievement gaps for African-American students in these accelerated pathways persist, they are reduced to some degree.

EXPECTED OUTCOME C.4.2:

Increased Basic Skills completion for Hispanic students who place three levels below College English to meet or exceed target success rate of 47%
Increased Basic Skills completion for students who place two levels below College English to meet or exceed target success rate of 47%.

ACTIVITY C.4.3:

The Basic Skills Initiative Supplemental Instruction Program (BSISI) is designed to provide support for basic skills courses in Math, Reading, ESL and English. Student facilitators attend all classes and then provide 2 separate hours of supplemental instruction each week on topics determined by the class instructor. The SI leader facilitates collaborative learning activities focused on the weekly topic to help deepen student engagement with and learning of the course material. The BSISI Program has been supported by BSI funds, and with a larger budget, it could expand to support more courses. This is one of the few programs that supports courses taught by adjunct faculty, a dramatically increasing portion of our instructional staff, and so it could certainly use a larger budget.

EXPECTED OUTCOME C.4.3

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

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

ACTIVITY C.5.1: The Puente Program will increase offerings in English and Counseling to expand its services and reach more students.

EXPECTED OUTCOME C.5.1

Increased enrollments in Puente program and increased Basic Skills English completion among Hispanic students.

ACTIVITY C.5.2: The Accelerated Developmental English Program, developed with the support of Basic Skills funds, contributes to the ability of all populations to complete their basic skills English requirement in a more timely fashion: one semester rather than two or three semesters. Preliminary data from our pilot offerings also shows that students who enter College Writing from the accelerated pathway succeed in the transfer-level course have a higher success rate than for students who reach English 100 through the traditional sequence, certainly in less time. Basic Skills funds enabled the English Department to train an additional eighteen instructors to teach the course which makes it possible to scale our offerings from 9 sections in Fall 2014 to 17 in Spring 2015. Continued funding for training would allow continued scaling in 2015/16. Statewide data from the RP Group about accelerated English sections shows that students in an accelerated pathway that leads directly to College Writing succeed in

the transfer course at nearly 2 ½ times the rate of students who reach the transfer course via a three-semester sequence. This study also shows that achievement gaps for Hispanic students in these accelerated pathways are dramatically reduced.

EXPECTED OUTCOME C.5.2:

Increased Basic Skills completion for Hispanic students who place three levels below College English to meet or exceed target success rate of 47%
Increased Basic Skills completion for students who place two levels below College English to meet or exceed target success rate of 47%

ACTIVITY C.5.3

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

ACTIVITY C.5.4:

The Basic Skills Initiative Supplemental Instruction Program (BSISI) is designed to provide support for basic skills courses in Math, Reading, ESL and English. Student facilitators attend all classes and then provide 2 separate hours of supplemental instruction each week on topics determined by the class instructor. The SI leader facilitates collaborative learning activities focused on the weekly topic to help deepen student engagement with and learning of the course material. The BSISI Program has been supported by BSI funds, and with a larger budget, it could expand to support more courses. This is one of the few programs that supports courses taught by adjunct faculty, a dramatically increasing portion of our instructional staff, and so it could certainly use a larger budget.

EXPECTED OUTCOME C.5.4

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

C:6) Increase Professional and Pre-professional development to support student success

ACTIVITY C.6.1

The Graduate Student Intern Program pairs graduate student interns with faculty mentors in basic skills English classes in order to provide assistance to students both in and outside the classroom. With faculty mentor guidance, the interns provide tutoring and success strategy workshops throughout the semester. To expand the number of sections in the GSI program would require a larger budget as well as more effective outreach both to area graduate programs for internship applications and to English faculty who might be interested in mentoring. Because English already has a number of other special program interventions, this program may not have room to expand.

EXPECTED OUTCOMES C.6.1

Increase English faculty participation in the program from 2-4 sections to 6-8

ACTIVITY C.6.2

The Teaching and Learning Certificate Program (TLC) is a professional development workshop series open to all college faculty, staff and administrators. TLC workshops are designed to improve the delivery of instruction and student services to basic skills students. Workshop categories include: instructional strategies, the content of basic skills, classroom environment and structure, support services on campus, and student characteristics.

EXPECTED OUTCOMES C.6.2

The TLC Program hopes to increase the number of faculty participating in the program. The TLC Program also plans to increase the number of workshops addressing how to meet the needs of our targeted populations from 1-2 to 3-4.

C:7) Increase Basic Skills course completion among Foster Youth students from 41% to 44%

ACTIVITY C.7.1: Fullerton College will fund tutors to be available through the campus EOPS/ FYSI program who can facilitate the workshops on study skills and provide assistance with course related issues to Math, English and ESL.

ACTIVITY C.7.2: Fullerton College EOPS/FYSI will offer Counseling 168F: Personal Growth and Life Transitions during the Fall and Spring semesters specially for foster youth cohort that is designed to help students identify and overcome common barriers to academic and career success and how

to develop positive attitudes and value sets to effectively manage life-change situations. Students will learn important life skills that lead to academic success and career success thereby enhancing personal well-being.

ACTIVITY C.7.3: Fullerton College will conduct training for all faculty and staff involved in the delivery of services to foster youth students the place in basic skills courses regarding the specialized needs of foster youth and strategies for supporting their success.

EXPECTED OUTCOME C.7.3

1. 32% of Foster Youth student who started below college level English, Math and Reading will complete a college level courses within two years will be at or above the rate of the general student population.
2. The percentage of successful Basic Course completion for Foster Youth will increase from 41% in 2013/2014 to 44% by 2017/2018

C:8) Increase Basic Skills completion among Veterans from 60 to 62%

ACTIVITY C.8.1:

- 1) It is difficult to quantify the success of our veteran population for Basic Skills Math and English and to determine issues these students may have as we do not have any of the tools needed to find this information. We have about 660 Veterans at this time with many more expected over the next few years. Our goal is to get the necessary tools to allow us to track the needs of our Veterans.
- 2) Because Veteran's benefits are limited, it is critical that we hire a full time advisor for our veterans on campus to be sure they are placed properly in their Math and English classes upon entrance to the College. This counselor can use transcripts along with placement tests to ensure Veterans are not wasting their VA Benefits by repeating Basic Skills classes they don't need and making sure they are completing all their Basic Skills courses successfully and in a timely manner.
- 3) Services must be "veteran-friendly" on campus such as: having a trained Veteran Counselor to assist veterans with psychological and personal needs; a VRC that is staffed sufficiently so it can actually be a full-functioning "Welcoming Center" for current and in-coming veteran-students; and educational environments designed to make veteran-students comfortable, safe and at-ease.

A veteran-student, like all students, learn best when they are stable emotionally, psychologically and physically. Veterans need a tremendous amount of support in developing this stability because of the intense stress they experienced in their service. Providing the services mentioned

above and more will without a doubt improve the overall performance of the veteran-student. This translates into higher success, completion, degree attainment and transfer.

EXPECTED OUTCOME: C.8.1

1) With the purchase of tools to track our Veterans success in the Basic Skills classes, we can add tutoring and other resources to assist them in all of their Basic Skills classes.

2) With a full time advisor monitoring our Veterans Basic Skills success rates, other resources may be added to assist them. The Veterans Center will be assessing and evaluating data, once we are able to get important data to determine what is needed.

C:9) New Courses to support all student groups

ACTIVITY C.9.1: Two new courses are being created ESL 76 and ESL 78 which will compress lower level classes into these new courses for a faster course completion rate. The ESL Department is also creating an ESL reading course to coincide with required basic skills courses in the ESL program to promote improved skills for success in course completion.

ACTIVITY C.9.2: The Entering Scholars Program is a program designed for first-time college students. It is a first semester program, currently offered in developmental reading and English courses, that provides links between basic skills core classes, faculty collaboration with counseling and student services, an in class tutor, a student support professional that visits the class weekly, and specific course activities designed to familiarize students with campus services and study skills. Currently, the program offers between 16 and 22 sections each semester. The registration for these classes was designed so that the classes opened for enrollment at the time that new students would begin registering. This system now needs to be changed so that registration now works with the new early registration for freshman completing the early registration requirements. There also needs to be spaces so that Foster Youth and DSS students who get priority registration can get into these classes. Program data shows that achievement gaps in course success rates for African-American and Latino(a) students compared to White and Asian students in the program are reduced. Given the number of program components, and basic skills sections available for the intervention within the Humanities Division, it has reached capacity. Expanding the ESP model of supporting first year students (embedded tutoring support, integrated study skills instruction, student services support, etc.) to other departments would be the only way to further scale the program. Other departments might consider implementing successful features of ESP into their basic skills courses.

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

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

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

ACTIVITY D.1.1

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

EXPECTED OUTCOME: D.1.1

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

D:2) Increase Degree and Certificate completion among students in DSPS to from 37% to 39%

Activity D.2.1 Fourteen years ago, DSS served 600 students; it currently serves 1600 students. It also currently has the same number of F/T faculty and one less classified staff member as it had fourteen years ago. This has made it more difficult for students to get the counseling they need to help them with their educational goal AND MAKE THEIR ED PLANS. One major area where students could use more service is when filing out the Title 5 required Student Educational Contract. Although this is a simple form, it is a form where students state their long term educational goal. The opportunity to meet with a counselor and discuss this goal allows students to understand the paths available, choose the correct path, and allows a counselor to help ensure students are on the correct path with the proper resources and strategies in place. This however, cannot be done with the current staffing. Therefore, the committee would like to recommend an additional F/T counselor to DSPS so that students could meet at least once a year with a counselor to plan and update the long term educational goal. The growth in the DSS population also warrants this additional counselor. As well, this counselor will be able to work with probationary DSS students on their educational plan and with general education counseling.

D:3) Increase Degree and Certificate completion among Foster Youth students by 2%.

ACTIVITY D.3.1: Currently, the Foster Youth Success Initiative is housed in the EOPS program and all students who are Academic and/or Progress probation are required to attend a Student Success Workshop lead by an Academic Counselor designed to inform students of the consequences of continuing to make continuous probationary statuses. The counselors also review with students strategies on how to get back into Good Academic Standing by meaning of using; Appeals Petition Form once the students has successfully repeated a course for a satisfactory grade of A,B,C, Pass or Credit and/ or filing an Academic Renewal which can help alleviate course(s) when the student meets the **criteria**.

ACTIVITY D.3.2: The Foster Youth Liaison at Fullerton College is housed in the EOPS program and collaborates with the Financial Aid Office Technician that directly works with the Chafee Grant and Orangewood Children’s Foundation- Children’s Trust Fund in order to ensure that foster youth are accessing all the financial aid for which they eligible and they are able to maintain financial aid throughout degree or certificate completion.

ACTIVITY D.3.3 : An academic counselor will be funded/assigned by the campus to be available to foster youth via the EOPS/FYSI to meet with each foster youth student at least twice a semester to determine If they are on track for completion of their degree or certificate goals.

ACTIVITY D.3.4: The FYSI program will conduct a mini conference prior to the start of priority registration to ensure that they foster youth students have completed matriculation, are prepared to register and have a completed file with financial aid.

EXPECTED OUTCOME D.3.1-D.3.4

1.The number of Foster Youth students that complete a Degree and Certificate completion will increase from 78% in 2013-2014 to 81% by 2017/2018

2. Foster Youth students in the EOPS/FYSI program that are on any form of Probation with the college and/or Financial Aid learn how to get back into “Good Standing” so that we have more students completing a Degree and Certificate.

D:4) Increase Degree and Certificate completion among the Veteran population by 2%

ACTIVITY D.4.1-4.3

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

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

3) Services must be "veteran-friendly" on campus such as: having a trained Veteran Counselor to assist veterans with psychological and personal needs; a VRC that is staffed sufficiently so it can actually be a full-functioning "Welcoming Center" for current and in-coming veteran-students; and educational environments designed to make veteran-students comfortable, safe and at-ease.

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

EXPECTED OUTCOME: D.4.1-4.3

1) With additional staff in the Veteran's Center and the tools to track Veterans success in completing their courses and transferring, we expect the transfer numbers for our Veterans to increase as we can assess what is needed to help them increase their course success and thus their transfer numbers

2) With a full time counselor to assist them in choosing the right courses and tracking how they are doing at completing these courses we hope to increase Veterans success rate in transferring by 2 % over the next 3 years once we have the numbers to determine that. The new Veteran's Center staff will be responsible for assessing increases once data is available.

3) Having a full time trained psychological counselor for our Veterans, someone that understands the issues with Veterans and the ordeals they've been through, and that they can talk to when they are having issues with course work or transferring will show benefit in the number of Veterans

that do transfer to the University. The numbers will be tracked by the new staff we will hire in the transfer center and we expect to show increase in the number of transfers over the next 3 years.

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

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

E:1) Increase transfer rates of Hispanic students from 32.6% to 34.6%**ACTIVITY E.1.1**

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

EXPECTED OUTCOME: E.1.1

1) Incorporating Latino mentors will increase the likelihood of Puente students transferring and graduating from a four-year institution and then return and be mentors to other students.

E:2) Increase transfer rates of Foster Youth by 2%

ACTIVITY E.2.1: A “Foster Youth Transition Day” will be sponsored by the college each year during which students that are current and former foster youth participate in tours to 4-year universities with similar support program like FYSI.

ACTIVITY E.2.2: The campus will work diligently to try and establish a pipeline for Fullerton College foster youth students to CSU, Fullerton Guardian Scholars program. Creating this direct pipeline to the CSUF Guardian Scholarship program can help increase the transfer rate of foster youth students transferring to our number 1 feeder campus.

ACTIVITY E.2.3: Fullerton College FYSI program will develop a peer mentor program with foster youth enrolled at 4-year universities to help mentor to the foster youth attending Fullerton College to help motivate the students to transfer.

EXPECTED OUTCOME E.2.1 to E.2.3

1. Students will learn about career option with a 4-year degree, meet foster youth liaison/contact, network with successful foster youth and exposure to the university environment.
2. Increase the transfer rates for Foster Youth students to CSU, Fullerton Guardian Scholars Program (get data from CSUF G.S. Program from the Fall 2014)

E:3) Increase transfer rates of Veterans by 2%.

ACTIVITY E.3.1 to E.3.3

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

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

3) Services must be "veteran-friendly" on campus such as: having a trained Veteran Counselor to assist veterans with psychological and personal needs; a VRC that is staffed sufficiently so it can actually be a full-functioning "Welcoming Center" for current and in-coming veteran-students; and educational environments designed to make veteran-students comfortable, safe and at-ease.

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

EXPECTED OUTCOME: E.3.1 to E.3.3

- 1) With additional staff in the Veteran's Center and the tools to track Veterans success in completing their courses and transferring, we expect the transfer numbers for our Veterans to increase as we can assess what is needed to help them increase their course success and thus their transfer numbers
- 2) With a full time counselor to assist them in choosing the right courses and tracking how they are doing at completing these courses we hope to increase Veterans success rate in transferring by 2 % over the next 3 years once we have the numbers to determine that. The new Veteran's Center staff will be responsible for assessing increases once data is available.
- 3) Having a full time trained psychological counselor for our Veterans, someone that understands the issues with Veterans and the ordeals they've been through, and that they can talk to when they are having issues with course work or transferring will show benefit in the number of Veterans that do transfer to the University. The numbers will be tracked by the new staff we will hire in the transfer center and we expect to show increase in the number of transfers over the next 3 years.

E:4) Increase support for programs that serve transfer for all students**ACTIVITY E.4.1**

- 1) The Honors Program demographics closely mirrors those of the college in general, thus the program serves the transfer goal to whites, Latinos, Foster youth, and veterans. However, the Honors Program hopes to increase the number of students in traditionally under-represented areas, particularly Hispanic, DSPS status, veterans, and African American. This can be done by having mentors reach out to feeder schools and other students on campus through the Honors Ambassador Program.
- 2) The Honors program plans to increase the transfer rates of historically underrepresented students by getting transfer agreements with historically Black colleges. The program also hopes to receive funding to take underrepresented students to leadership conferences such as H.A.C.U. (Hispanic Association of Colleges and Universities).
- 3) The Honors Program has been very successful at transferring Honors Certified students, however, to meet the needs of a fast-growing program, it plans to expand the courses offered. The Honors coordinator Jodi Balma, has been recruiting more faculty who are willing to teach courses in the program and giving the staff support to help transition courses into curriculum. The main issue is the amount of time it takes for the approval process to complete. The goal is to add ten more courses to the program by the end of 2015.

EXPECTED OUTCOME: E.4.1

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

ACTIVITY E.4.2

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

EXPECTED OUTCOME: E.4.2

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

ACTIVITY E.4.3

The Transfer Achievement Program (TAP) serves students who initially place in basic skills courses in two of three areas (English, Math, Reading) by providing a cohort experience that includes enrollment in Counseling 101 and 151 in the first year, supplemental instruction for basic skills courses, seats in college-level, general ed. courses, and pro-active counseling support throughout their career at FC. Transfer rates for TAP students are consistently higher relative to the regular student population, particularly for Hispanic students. The TAP program has expanded in recent years to include additional courses in English, and in Fall, 2014 the TAP English 59 was replaced with a TAP English 99. This should result in a greater

number of TAP students achieving Basic Skills completion in English at a faster rate compared to those students who previously took both English 59 and English 60 within TAP. Thus students will be moving faster into their transfer-level course work and reach transfer-readiness more quickly.

EXPECTED OUTCOME: E.4.3

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

Mathematics

ACTIVITY E.4.4 The Math Department is creating a new course to assist students through Basic Skills Algebra classes in a single semester. The course, which will include both Elementary and Intermediate Algebra, Math 20 and Math 40, is expected to start Fall 2015. It will allow students to proceed to their transfer level Math class in their second semester if they are not cleared of the Basic Skills Math requirement and can start their transfer math in their second semester. Since Math is a requirement for all majors to transfer, this should accelerate the ability of all students to complete their math requirement, which is often cited as the reason they do not complete their course work to transfer. With the help of a Math Advisor for the Division, we will be using multiple measures for course placement and the Advisor will then, be monitoring the statics for success with this new class.

EXPECTED OUTCOME: E.4.4 Since completing all required math courses is often cited in the inability to complete courses and ultimately transfer in all majors, shortening the time a student is in Basic Skills math classes should mean that students of all majors are able to transfer more quickly. Each Division will need to track the number of transfers in their area to determine if shortening the Basic Skills sequence in math is increasing transfers instead of having students give up and not move on. The new Math Advisor can help them do this tracking. Data will need to be made available to them indicating length of time in Basic Skills math classes vs those taking longer to complete the Basic Skills math and use that data to monitor if there is a difference in transfers for all majors.

ACTIVITY E.4.5 Faculty advisors for the Math Division and the Science Division, with appropriate Math and Science Degrees, will be hired to help Math and Science students choose the correct transfer courses for their majors. These advisors will be housed in those respective buildings and will help students making sure they are taking the correct transfer math classes for their major and correct science classes thus increasing transfers in the STEM areas. All Universities have Specific Academic Advisors in their respective Departments and it is time that we treat our transferring Math and Science students as the Universities do. These Advisors will, even more importantly, be there as mentors to these science, math and computer sciences students. The Puente Program and others all have data supporting the fact that having mentors in your transfer courses is successful in

getting more Hispanic students to complete courses and transfer. Math is often a problem for the Hispanic population so having mentors in these areas could be particularly helpful for them.

The advisors will meet with students majoring in these areas to make sure they are on track to transfer and help them with scheduling classes and labs to assist them in getting their transfer courses completed in a timely manner. The change to the 16 week semester has made it very difficult, for science students, in particular, to manage their class schedules that include laboratories. The President has made an emphasis on transfers and Degrees in the STEM areas and the college needs to do what is needed to meet that request by the President.

EXPECTED OUTCOME E.4.5 The Academic Advisors in Math and Science will monitor the number of transfers to the universities over the next 3 years from the sciences, math and computer sciences and note yearly increases to determine if having an academic advisor does, indeed, increase transfers in areas of the sciences as expected. The Math advisor will also help students of all majors determine the correct transfer math classes so they can be assured they are taking the correct math courses for their intended major and more quickly toward transfer.