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## **Budget**

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## SOURCES OF FUNDING

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As demonstrated in previous sections, this plan is designed to increase the success of disproportionately impacted student populations through increasing the financial support of multiple services and programs already in existence at Fullerton College. As such, the funding received for the Fullerton College Equity Plan will be distributed across the services and programs that we detailed in the “Goals and Activities” section of the plan. This increased financial support will work to increase direct support for programs directly targeted to impacted student populations, particularly African American, Pacific Islander, and Hispanic students, while simultaneously supplementing campus-wide programs and services that support the success of all students. Therefore, student equity funding will be distributed across the following areas:

### **Programs and related staff**

Forster Youth Success Initiative (FYSI) EOPS Foster Youth Liaison

Veterans Center: expansion of staff and programs

UMOJA (unity) Initiative

Puente

DSS (Disability Support Services)

Incite (student athletes)

Student Diversity Success Initiative (SDSI)

Entering Scholars Program

Fullerton College Supplemental Instruction Program (FCSI)

Transfer Achievement Program (TAP)

Honors Program

Transfer Center

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

### **Basic Skills curriculum and courses to be expanded**

Accelerated Developmental English Program

Accelerated Reading Program/class

ESL 190—Advanced Accelerated English for non-native speakers

Basic Skills Initiative Supplemental Instruction (BSISI)

### **Faculty/staff development**

New Faculty seminar

Adjunct Faculty Training

Teaching and Learning Certificate Program (TLC) increased funds for more faculty and to develop or strengthen workshops focused on target population success.

Math faculty participating directly in student placement decisions for all student groups but perhaps specialists for student groups that may warrant it (Veterans, Foster Youth, older returning students)

Just in time remediation in Math and English if possible

### **Other Expenses**

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

Equity Committee planning and assessment retreat



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## **Evaluation Schedule and Process**

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## EVALUATION SCHEDULE AND PROCESS

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

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

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

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## **Attachments**

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## ATTACHMENTS

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