

Fullerton College
Student Equity Plan

September 15, 2014

FULLERTON COLLEGE STUDENT EQUITY PLAN

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***Fullerton College
Student Equity Plan
Signature Page***

District: _____ Date Approved by Board of Trustees: _____

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

Executive Summary

EXECUTIVE SUMMARY

Introduction

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

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

Target Groups

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

Goals

The primary goal of this plan is to eliminate the disproportional impact for the target groups mentioned above. An important secondary goal is to implement an ongoing annual equity review process to ensure meaningful and impactful student equity efforts across the entire college, particularly for those student populations that may not currently demonstrate disproportionate impact but are essential in any equity plan, i.e. former foster youth, and veterans. In the first year the review process will also focus on defining the role, responsibilities, and expectations for a student equity director/dean.

Specific goals for each metric regarding student populations demonstrating disproportionate impact:

A. Access

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

B. Course Completion

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

C. ESL and Basic Skills Completion

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

D. Degree and Certificate Completion

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

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

E. Transfer

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

Activities

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

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

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

Resources

Resources from all areas and divisions of Fullerton College contribute to the FCSEP. As discussed in the “Budget “ section of the plan, equity resources received as part of this plan, therefore, will be distributed throughout all areas contributing to increasing equity outcomes at Fullerton College.

Contact Person

Mark Greenhalgh, Dean Math & Science Division

Campus-Based Research

CAMPUS-BASED RESEARCH

Overview

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

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

Student Access by Gender

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

Veteran Student Access by Gender

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

Foster Youth Student Access by Gender

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

Student Access by Ethnicity

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

Service Area¹ Ethnicity² - All Ages

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

The two tables above show that Fullerton College has higher ratios of students of racial and ethnic backgrounds from traditionally underrepresented groups in higher education than its service area. Therefore, the goals and activities described later in the plan seek, not to necessarily increase the numbers of these students on campus, so much as to increase their access to programs and services that support their success.

Veteran Student Access by Ethnicity

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

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

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

Foster Youth Student Access by Ethnicity

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

Student Access by DSPS Status

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

CAMPUS-BASED RESEARCH

- B. COURSE COMPLETION.** Ratio of the number of credit courses 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.

COMPLETION ALL COURSES

All Student Course Completion by Gender

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

All Student Course Completion by Ethnicity

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

While the proportionality index for all student groups rises above the 0.8 threshold suggested by the state, there are two student populations that do not meet the 80% index. Programs and services for these two groups are detailed in the “Goals and Activities” section of the plan.

All Student Course Completion by DSPS Status

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

All Student Course Completion by Economically Disadvantaged Status

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

All Student Course Completion by Veteran Status

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

All Student Course Completion by Foster Youth Status

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

COURSE COMPLETION: BASIC SKILLS

Basic Skills Course Completion by Gender

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

Basic Skills Course Completion by Ethnicity

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

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

Basic Skills Course Completion by DSPS Status

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

Basic Skills Course Completion by Economically Disadvantaged Status

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

Basic Skills Course Completion by Veteran Status

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

Basic Skills Course Completion by Foster Youth Status

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

Course Completion: Transfer Courses

Transfer Course Completion by Gender

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

Transfer Course Completion by Ethnicity

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

While the proportionality index for all student groups rises above the 0.8 threshold suggested by the state, there are two student populations that do not meet the 80% index. Programs and services for these two groups are detailed in the “Goals and Activities” section of the plan.

Transfer Course Completion by DSPS Status

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

Transfer Course Completion by Economically Disadvantaged Status

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

Transfer Course Completion by Veteran Status

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

Transfer Course Completion by Foster Youth Status

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

COURSE COMPLETION: VOCATIONAL

Vocational Course Completion by Gender

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

Vocational Course Completion by Ethnicity

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

While the proportionality index for all student groups rises above the 0.8 threshold suggested by the state, there are two student populations that do not meet the 80% index. Programs and services for these two groups are detailed in the “Goals and Activities” section of the plan.

Vocational Course Completion by DSPS Status

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

Vocational Course Completion by Economically Disadvantaged Status

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

Vocational Course Completion by Veteran Status

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

Vocational Course Completion by Foster Youth Status

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

CAMPUS-BASED RESEARCH

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

BASIC SKILLS: ESL

Basic Skills Completion in ESL by Gender

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

Basic Skills Completion in ESL by Ethnicity

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

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

Basic Skills Completion in ESL by DSPS Status

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

Basic Skills Completion in ESL by Economically Disadvantaged Status

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

BASIC SKILLS ENGLISH

Basic Skills Completion in English by Gender

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

Basic Skills Completion in English by Ethnicity

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

Both the proportionality index and the 80% index are low for one student population in this measure. Additionally the 80% index is low three other student populations. Programs and services for all of these groups are detailed in the “Goals and Activities” section of the plan.

Basic Skills Completion in English by DSPS Status

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

Basic Skills Completion in English by Economically Disadvantaged Status

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

BASIC SKILLS: MATHMATICS

Basic Skills Completion in Mathematics by Gender

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

Basic Skills Completion in Mathematics by Ethnicity

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

Both the proportionality index and the 80% index are low for one student population in this measure. Additionally the 80% index is low for two other student populations. Programs and services for these two groups are detailed in the “Goals and Activities” section of the plan.

Basic Skills Completion in Mathematics by DSPS Status

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

Basic Skills Completion in Mathematics by Economically Disadvantaged Status

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

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

CAMPUS-BASED RESEARCH

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

Awards by Gender

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

Awards by Ethnicity

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

Both the proportionality index and the 80% index are low for two student populations in this measure. Additionally the 80% index is low for one other student population. Programs and services for these two groups are detailed in the “Goals and Activities” section of the plan.

Awards by DSPS Status

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

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

Awards by Economically Disadvantaged Status

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

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

CAMPUS-BASED RESEARCH

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

Transfer by Gender

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

Transfer by Ethnicity

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

Both the proportionality index and the 80% index are low for one student population in this measure. Additionally the 80% index is low for two other student populations. Programs and services for these two groups are detailed in the “Goals and Activities” section of the plan.

Transfer by DSPS Status

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

Transfer by Economically Disadvantaged Status

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

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

Conclusion

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