



**Student Equity Office:**

**Date:** 05/09/2016

• Program Review Non-instructional Cycle F 2015\_Student Equity Office

**Sorted by:** Program

**SI Section Templates:** PR Section 1.0, PR Section 2.1 - 2.3, PR Section 2.4 - 2.8, PR Section 3.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 5.0, PR Section 6.0, PR Section 7.0, PR Section 8.0

## Student Equity Office

### PR Section 1.0

#### Program Review Non-instructional Cycle F 2015\_Student Equity Office

##### 1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your department/office to the Mission, Vision, Core Values and College Goals. Summarize how your department/office supports each area.

**FC Mission Statement: We prepare students to be successful learners.**

The Office of Student Equity provides support to programs that help prepare students to be successful learners. The office supports over thirty projects across instructional and student support offices throughout campus. The overarching goal of the student equity projects is to help students achieve equal outcomes on success indicators as compared to the student groups succeeding at the highest rates. Much of this is done by providing additional financial support to programs and services that are already successfully supporting students such as EOPS, Student Diversity Success Initiative (SDSI), Incite, Supplemental Instruction (SI), and Entering Scholars Program (ESP).

**FC Vision Statement: Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.**

The Office of Student Equity supports the Fullerton College vision by supporting opportunities for inquiry, personal growth, and an appreciation for learning in both students and staff. State guidelines instruct student equity planning be used as an opportunity to determine how campus policies and practices foster or hinder equitable outcomes for students and to develop the capacity of campus practitioners to address the specific student needs. New student programs include (but are not limited to): Umoja, Summer Bridge, Males Achieving Success (MAS), CREATE Early Commitment follow-up program, and the Business Employment Preparation Initiative. Programs for professional development for faculty and staff include the Teaching and Learning Certificate (TLC), Adjunct Training Academy, New Faculty Seminar, and the Equity Summit (co-hosted by 3CSN).

**FC Core Values:**

The Office of Student Equity supports the FC Core Values in the following ways:  
We **respect and value diversity** of the students, faculty, staff, and administrators of Fullerton College. This includes diversity of ethnicity, economic background, gender, sexual

orientation, disability, or veteran status. Beyond increasing rates of course completion, basic skills and ESL completion, degree and certificate completion, and transfer, we strive for all students to feel welcome on campus. This can be done by providing training to faculty and staff to understand the needs of our diverse student population through the TLC program, Adjunct Training Academy, and New Faculty Seminar. All of our student success programs work to close the achievement gap. The office also supports programs that provide outreach to local high schools as well as to veterans preparing to transition out of their military service. We value **tradition and innovation** by supporting existing programs that have proven to be successful (TAP, Puente, EOPS) as well as supporting new innovative programs such as the CA Dreamers program for AB540 students. Additionally, we have an inclusive **decision-making process** that is made up of representatives of faculty, classified staff, students, and managers. The Student Equity Plan which guides the activities of the office is written in collaboration and support from the Student Equity Committee, Faculty and Classified Senate, Basic Skills, Student Success and Support Programs (SSSP), and the Student Success Committee. The Office of Student Equity supports programs that are designed to support students in their **continued education** with a range of programs from high school outreach to degree or certificate completion or transfer. In addition, the office supports the continued education of faculty, staff, and administrators with a commitment to professional development activities. We work with the Staff Development Coordinator and Committee to provide professional development opportunities that address the needs of all students identified by the Student Equity Plan. The programs supported by the Student Equity Plan as well as the focus of the Student Equity Committee address holistic student needs for the **betterment of the world around us**. We recognize that students may need support related to food, housing, textbooks, childcare, or bus passes. This may be the first layer of support needed in order for a student to find success in college. In supporting students in this way, we also **value and promote the wellbeing of our campus community**. We work to find opportunities for the voices of students, staff, faculty, and administrators to be heard.

#### **College Goals:**

**Goal 1:** Fullerton College will promote student success by 1) addressing the needs of under-prepared students; 2) increase course retention and success; 3) increase the number of degrees and certificates awarded; 4) increase the number of transfers; 5) increase the number of students participating in STEM activities; and 6) increase the persistence rate of students.

The programs supported by Student Equity funds must be related to one of the five success indicators established by the State Chancellor's Office: access, course completion, basic skills and ESL completion, degree and certificate completion, or transfer. Projects should focus on students who have been identified as being disproportionately impacted (see Appendix A) and the committee must ensure coordination with DSS, EOPS, Puente, Financial Aid, CalWORKS, the Basic Skills Initiative, and programs that serve Veteran students and Foster Youth. Examples of programs that promote student success and address the objectives of goal 1 include expanding the Basic Skills Entering Scholars Program (ESP); adding counseling and textbook support to Foster Youth and students in EOPS; supporting boot camps, mentors, fieldtrips, and tutoring for Natural Sciences and Math; providing additional hourly, full-time, and counseling staff in the Transfer Center; and supporting university tours for EOPS, the Transfer Center, TAP, Puente, and Foster Youth.

**Goal 2:** Fullerton College will address the achievement gap by 1) addressing the needs of English language learners, 2) increasing the retention, success rate, and persistence rate of Hispanic and African-American students by at least 2%, and 3) increase the number of students from underrepresented groups participating in STEM activities.

The California Community College State Chancellor's Office defines disproportionate impact as succeeding at a rate of less than 80% of the group that succeeds at the highest rate. African-

American students and Hispanic students each fall below the 80% index on five success indicators (when separating basic skills course completion by overall, ESL, Math, and English). Programs such as Umoja and Puente are being supported to address all of these measures specifically for African American and Hispanic students. The Student Equity plan also requires addressing the needs of English language learners if an ethnic group shows disproportionate impact. For the data evaluated in the 2015 plan, the disproportionately impacted groups had less than 10 students, but this will be an area that the Office of Student Equity along with the Office of Institutional Research and Planning and the Student Equity Committee will continue to monitor.

There are a number of activities supported by Student Equity that are working to increase the number of underrepresented groups participating in STEM activities. These include math boot camps hosted by the Math Department, Student Diversity Success Initiative (SDSI), and Umoja; Chemistry boot camps and a mentoring program; and additional support for students in Earth Sciences and Nutrition courses.

**Goal 3:** Fullerton College will strengthen connections with the community by 1) strengthening contacts with alumni, 2) strengthening partnerships with local feeder high schools and universities, 3) strengthen partnerships with local business and industry, 4) increase funding capabilities of the college, 5) increase engagement of the college with the community through college events, community service, and partnerships.

The Office of Student Equity supports projects that meet several of these goals. With support from Student Equity funds, the Outreach Office through Counseling is working on establishing new partnerships with local high schools by developing an outreach program with a continuation high school and Males Achieving Success (MAS), an outreach program targeting Hispanic males. In addition, Student Equity funds are supporting summer bridge programs that partner with Outreach as well as the Early Commitment program. Partnerships with local universities are being strengthened through mentorship activities for STEM and expansion of the Basic Skills Graduate Mentoring (internship) program. Several equity programs are also designed to increase engagement with the community and provide an opportunity for students to share their college experience with their friends and families. These include activities hosted by the Ethnic Studies Division such as Dia de los Muertos and Kwanzaa; local and national experts from Natural Sciences, anthropology, and Ethnic Studies; and supporting the coordination of KinderCaminata which provides an opportunity for local kindergarten students, their parents, and teachers to visit campus.

## PR Section 2.1 - 2.3

### Program Review Non-instructional Cycle F 2015\_Student Equity Office

#### 2.1 - 2.3

2.1 Describe the purpose, components, and staffing of this department/office.

The purpose of the Office of Student Equity is to administer the state Student Equity funds; create, evaluate, and report on the Student Equity programs; and to support the faculty and staff who work on the programs. The components of the office include administration, program planning and development, program evaluation and research, and program implementation. The Office of Student Equity is currently staffed with a Special Projects Director (12 months, 100%). The attached sheet (Appendix B) shows all positions that have been hired or are anticipated to be hired throughout campus using 2015-2016 Student Equity funds. There are 254 anticipated positions that will be funded through Student Equity (100 FTE) during this

academic year.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in this department/office. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the positions.

<b>CURRENT STAFF</b>						
<b>Classification (Include position titles)</b>	<b># of staff in each position title</b>	<b>Percent of employment</b>	<b>Months per year of employment</b>	<b>Source of funding (General / Categorical)</b>	<b>FTE</b>	
Managers						
Special Projects Director, Student Equity	1	100%	12	Student Equity	1	
Classified						
Hourly - Adult						
Hourly - Student						
Professional Experts						

	<b>Total FTE</b>				1.00

2.3 Other Resources

<b>OTHER RESOURCES</b>				
<b>Please list each position by classification in the department/program</b>	<b>Services Provided</b>	<b>Number of Hours</b>	<b>Overall Cost</b>	<b>Source of funding (General / Categorical)</b>
Independent Contractors				
Volunteers				
Interns				
Total Hours & Costs				
<b>Total FTE</b>				

## PR Section 2.4 - 2.8

### Program Review Non-instructional Cycle F 2015\_Student Equity Office

#### Sections 2.4 - 2.8

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this department/office.

The work of interviewing and recruiting, completing hiring paperwork and timecards, and overseeing hourly and professional expert positions has been added to individual departments and offices that requested use of Student Equity funds. While we anticipate maintaining this arrangement of having individual departments handle the hiring paperwork for hourly and professional expert staff, if any of the hiring paperwork and timecards need to be completed through the Office of Student Equity, it will put a strain on the Director. When considering requesting funds, individuals should take into consideration the additional clerical support that might be needed in their offices to handle the extra hiring paperwork, timecards, and administrative oversight. This is especially true for programs that were previously supported by Engage in STEM (campus grant operated through the Office of Special Programs) that will no longer have the clerical, web-related, or marketing support that was previously provided by the Office of Special Programs.

During the 2015-2016 funding cycle, common requests for Student Equity funding included university tours, tutoring, and professional development activities. Coordination of these activities has been delegated to the Transfer Center, Academic Support Center, and Staff Development Office. So far, additional permanent clerical staff has not been added to support the extra work that has been added to these offices, but the Director of Student Equity and Student Equity Committee are aware of the extra work added to the staff from these offices.

At times the Director of Student Equity needs clerical support for travel requests, hospitality, marketing, and production. While there is not a need for a full-time (100%, 12-month) position to support the Office of Student Equity at this time, a part-time classified position would be able to assist the Director of Student Equity as well as the Managers of SDSI/Incite and Umoja and the SI Coordinator (new management positions hired with Student Equity funds) who may need clerical support as well.

2.5 How does this department/office serve the population of the college?

Student Equity funded programs reach students through instructional and student support offices across campus. In-class ESP tutors and SI leaders are offered in 56 classes each semester. Students in Puente, TAP, EOPS, DSS, Early Commitment, Foster Youth, and Veterans are supported by Student Equity program enhancements. In addition, Student Equity provides funding for staff development activities that reach a large number of faculty, staff, and administrators. The Teaching and Learning Certificate, which was previously supported by the Basic Skills Office, is available to all staff, faculty, and administrators and has been redesigned to focus on equity issues. The Adjunct Academy and New Faculty Training were also redesigned to have an emphasis on student equity. This year, the Adjunct Academy has forty adjunct faculty participants during both the fall and spring semesters and the New Faculty Training has forty-four participants.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this department/office?

This is the first time completing program review since the Office was established with the hiring of a Director in July 2015.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your department/office.

The Office of Student Equity is funded annually by a state grant. Education Code §66010.2c originally stated the need to provide equitable environments in education that allowed all students to have an opportunity to develop their potential. SB851 specifies that the Chancellor's Office shall allocate funds to districts "in a manner that ensures districts with a greater proportion or number of students who are high-need, as determined by the Chancellor's Office, receive greater resources to provide services to these students[1]."

In June 2014, Education Code §78220 – 78221, specified additional student populations that must be addressed in equity plans including Native American, Asian, African American or Black, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, some other race, or more than one race (as defined by the US Census). Student Equity plans are required to coordinate with SSSP plans as well as coordinating activities and planning with DSS, EOPS, Puente, Foster Youth, Veterans, CalWORKS, Financial Aid, and Basic Skills (SB860).

2015 marks the second year Student Equity funds have been allocated from the state. The funds doubled from the first year to the second. While the funding is expected to be allocated on an annual basis, at this time, there is no indication as to the amount that districts should expect. This makes it difficult to know how many programs will be supported and to plan for the necessary staff.

2.8 Provide any other data that is relevant to your self-study.

[1] Student Equity Fact Sheet. Accessed from <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>.

## PR Section 3.0

### Program Review Non-instructional Cycle F 2015\_ Student Equity Office

#### 3.1 - 3.4

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your department/office?

The Office of Student Equity supports over thirty programs in instructional and student services offices across campus, which in turn supports thousands of students and hundreds of faculty and staff. Although programs are run by the individual offices that requested funding, the Office provides a level of centrality to activities that are currently spread across campus. Through the Director interacting with individuals running the programs and reporting back to the Student Equity Committee and Student Success Committee, we hope to reduce duplication of programming and increase the number of students impacted by equity-supported projects.

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your department/office?

While the Office is new and the clerical responsibilities are somewhat small, we anticipate

these growing. At this time, there are no plans to use Equity funds to support a clerical position in the office. As was mentioned in section 2.1, this year Equity funds are supporting 254 positions as well as many field trips, on-campus speakers and events, and campus tours. A part-time classified clerical personnel is requested to assist the Director in supporting the offices running programs across campus.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your department/office?

The 2015 Student Equity funds were allocated based on proposals submitted by faculty and staff across campus. The Student Equity Committee reviewed all proposals to make sure they met certain criteria: does the proposal address the target populations, avoid supplanting, is the proposal sustainable, does it meet funding guidelines, and does it have measurable objectives. If proposals met these criteria, they were funded. This has allowed for a wide variety of programs that address the needs of many students on campus. Projects are supported that may not have been eligible for other categorical funding such as Basic Skills or SSSP. Several already successful campus programs are being given the opportunity to expand to reach more students. If funding is ongoing from the state at the same level, this will give programs an opportunity to establish themselves and make an impact on the five success indicators. The Director of Student Equity can help bring awareness to programs that are successfully serving students and look at ways to scale programs to reach a larger audience. The Director will also work to support institutionalization for programs that are able to reach a large number of students and show measurable success.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your department/office?

The state requires a plan with a detailed budget summary in the fall and a detailed expenditure report in January to report on the previous year's spending. The plan template for 2015 required the information from the 2014 plan to be completely reformatted. There were also new requirements for collaboration across campus and to meet the needs of additional student populations. There is uncertainty if there will be additional requirements or changes from the state for the next year's plan. This can make it challenging to allocate funds before state guidelines have been set in order to ensure the projects being supported meet the state requirements.

Beginning 2016, the plan will also need to begin to use data to show the impact of programs on the target population groups. This will require a significant amount of time from the Director of Student Equity and the Student Equity/SSSP Research Analyst to compile and summarize the data from all of the programs supported by Student Equity funds. The state requires the plan to be signed by the AS President, Classified and Faculty Senate Presidents, each of the Vice Presidents, the District Director of Fiscal Affairs, the Campus President, and be approved by the Board of Trustees which makes for a short timeline between the time the template is released and completion of the plan to allow time for necessary signatures and board approval. We anticipate a lengthy time period between submitting the plan to the State Chancellor's Office and receiving feedback which could have an impact on preparing the next year's plan.

There are some limitations from the state on how Student Equity funds can be spent. Student Equity funds cannot be used for office supplies, computers or related technology for staff or faculty use, out of state travel without approval from the State Chancellor's Office, or business or budget office staff. It is important for individuals submitting proposals and campus administrators to think about the entire cost of a proposal. For new staff positions such as the Director of Student Equity, Manager of Umoja, Manager of SDSI/Incite, or SI Coordinator,

separate budgets need to be designated to establish the office to include necessary technology, office supplies, and support staff.

## PR Section 4.1 - 4.2

### Program Review Non-instructional Cycle F 2015\_Student Equity Office

#### 4.1 - 4.2

4.1 List your SAOs and complete the expandable table below.

	<b>Service Area Outcomes (SAO)</b>	<b>Date Assessment Completed</b>	<b>Date(s) Data Analyzed</b>	<b>Date(s) Data Used For Improvement</b>	<b>Number of Cycles Completed</b>
1.	The Office of Student Equity will support the faculty, staff, and administrators of its programs efficiently.	2015-2016	May 2016	2016-2017	0
2.	The Office of Student Equity will appropriately evaluate, assess, and communicate about the effectiveness of the programs that it oversees.	2015-2018	Ongoing	2016-2017 2017-2018	0

4.2 Assessment: Complete the expandable table below.

<b>Service Area Outcomes Assessment for the Administrative/Operations Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Faculty, staff, and administrators will be	Satisfaction survey	The survey will be collected during the	Results will lead to action plans for

<p>satisfied with the Office of Student Equity's helpfulness, accountability, integrity, timeliness, and commitment to students.</p>		<p>spring 2016 semester.</p>	<p>specific areas of improvement.</p>
<p>2. The Office of Student Equity will work with the Student Equity/SSSP Research Analyst to provide research and evaluation about the programs it oversees. Information about programs supported by Student Equity will be highlighted through a website, newsletter, or other publication.</p>	<p>Complete a program snapshot, newsletter, or other form of publication to highlight all programs supported by Student Equity.</p>	<p>This will be an ongoing project with program information published initially in spring 2016.</p>	<p>Results will be considered by the Student Equity Committee to determine future levels of funding. Results will also be used in communication with coordinators from Basic Skills and SSSP to ensure collaboration of the three plans.</p>

**PR Section 4.3 - 4.6**

**Program Review Non-instructional Cycle F 2015\_ Student Equity Office**

**4.3 - 4.6**

4.3 How has assessment of SAOs led to improvements in services provided to the consumer by this department/office?

These are new service learning outcomes because the office is new. Results will be used to ensure the office is serving the campus efficiently with support and research. Increased communication about the projects being supported will allow for further campus collaboration from staff, students, faculty, and administrators.

4.4 What challenges remain to make your SAOs more effective?  
N/A

4.5 Describe how the SAOs are linked to the college's goals. (See <http://programreview.fullcoll.edu/>)

By having an office that efficiently provides support to programs that are receiving Student Equity funding, we expect the programs themselves to run more efficiently; therefore contributing to student success, reducing the achievement gap, and strengthening connections with the community.

Providing support through research, data, and communication about Student Equity funded

projects will allow program administrators to make timely decisions to improve services to students. Increased communication across campus will also create an opportunity for more students to take advantage of new resources or services that are being created through Student Equity funds.

4.6 A. What methods are used to assess the department/office's effectiveness to the population that interacts with your department/office?

Currently the Office of Student Equity primarily interacts with faculty, staff, and administrators who are running programs funded by Student Equity funds. A survey will be created and distributed during the spring 2016 semester to evaluate the efficiency of the office and gauge whether additional support is needed. The Office of Institutional Research and Planning will begin evaluating the effectiveness of student equity funded programs beginning spring 2016. These results will be shared with the individuals running the programs, the Student Equity Committee, the Student Success Committee as well as in electronic or print material prepared by the Office of Student Equity.

B. What do the results of the above methods of assessment indicate about the effectiveness of the department/office?

The initial survey will be distributed in spring 2016. The results will be used to make changes to ensure the office is operating efficiently.

C. How were the assessment results used to make improvements to services provided by this department/office? Please provide examples.

Not applicable

## PR Section 5.0

### Program Review Non-instructional Cycle F 2015\_Student Equity Office

#### 5.0

5.1 List the goals from your last self-study/program review.

This is the first self-study/program review performed by the Office of Student Equity.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your department/office.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the department/office?

5.6. If funds were not allocated in the last review cycle, how did it impact your department/office?

**PR Section 6.0**

**Program Review Non-instructional Cycle F 2015\_Student Equity Office**

**SAP**

*SAPs* for this three-year cycle:

<b>STRATEGIC ACTION PLAN # 1</b>			
Strategic Action Plan Name: (formerly called short-term goal)	Conduct a satisfaction survey about the Office of Student Equity		
List College goal/objective the plan meets:	College Goal #: 1, 2, 3 Objective #:		
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Director of Student Equity will work with the Student Equity/SSSP Research Analyst to create a survey instrument to be given during the spring 2016 semester. Results of the survey will be analyzed and a subsequent plan of action which will be implemented by the start of the fall 2016 semester.		
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> <li>• Completion of a satisfaction survey will be requested by all individuals running programs supported by the Office of Student Equity.</li> <li>• An action plan will be created based on the survey results.</li> <li>• The action plan will be implemented.</li> <li>• The action plan will be assessed.</li> </ul>		
What specific aspects of this SAP can be accomplished without additional financial resources?	The only cost of this activity is the cost of printing the surveys and time for the Director of Student Equity and Student Equity Research Analyst to create the survey.		
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>	
Personnel			

Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
<b>Total Requested Amount</b>			

<b>STRATEGIC ACTION PLAN # 2</b>	
Strategic Action Plan Name: (formerly called short-term goal)	The Office of Student Equity will support Fullerton College faculty, staff, students, and administrators in engaging in research and inquiry to deepen the institution’s understanding of the cause of disproportionate impact among target student populations.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-6 College Goal #: 2 Objective # 1-5 College Goal #: 3 Objective # 2, 5
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Director of Student Equity will work with the Student Equity Committee, the Staff Development Committee and Coordinator, and individuals throughout the district to provide opportunities for equity-related inquiry, conversations, and analysis of research and best practices to further examine which student populations are experiencing disproportionate impact and how to make significant impact on the five success indicators identified by the State Chancellor’s Office (access, course completion, basic skills and ESL completion, degree and certificate completion, and transfer). This will be done through focused conversations and data analysis with the support of the Student Equity/SSSP Research Analyst. Outside speakers or consultants may also be utilized to provide training on facilitating conversations or to provide insight on best practices.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> <li>• Fullerton College will have current data on the five Student Equity success indicators disaggregated by ethnicity completed at a minimum every two years.</li> <li>• Fullerton College will host equity-related workshops, trainings,</li> </ul>

	equity summits, or focused conversations at a minimum once per year.		
What specific aspects of this SAP can be accomplished without additional financial resources?	The main resources needed for this goal are the time of the Director of the Student Equity Office, the Staff Development Coordinator, and Student Equity/SSSP Research Analyst.		
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training	Cost for speakers, trainers, consultants (unknown)	Student Equity funds	
Other			
<b>Total Requested Amount</b>			

<b>STRATEGIC ACTION PLAN # 3</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Support the clerical needs present in efficiently running the Office of Student Equity.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-6 College Goal #: 2 Objective # 1-5 College Goal #: 3 Objective # 2, 5
Briefly describe the	

<p>SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<ul style="list-style-type: none"> <li>• The Director of Student Equity and Dean over Student Equity funding (currently the Dean of Math/Computer Science) will demonstrate the need by providing documentation of the clerical and administrative tasks currently completed by the Director of Student Equity.</li> <li>• A Request for Classified Staff Position form will be completed and presented to the Vice President of Instruction.</li> </ul>		
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Analysis of the current clerical and administrative tasks being completed would determine if a full-time or part-time position is needed. A permanent classified position (Admin Assistant II) would be hired for the Office of Student Equity.</p>		
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>			
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>			
<p><b>Type of Resource</b></p>	<p><b>Requested Dollar Amount</b></p>	<p><b>Potential Funding Source</b></p>	
<p>Personnel</p>	<p>Up to \$47,244 for full-time 100% position + Benefits</p>	<p>General Campus funds Student Equity funds</p>	
<p>Facilities</p>			
<p>Equipment</p>			
<p>Supplies</p>			
<p>Computer Hardware</p>			
<p>Computer Software</p>			
<p>Training</p>			
<p>Other</p>			
<p><b>Total Requested Amount</b></p>	<p>\$69,066</p>	<p>General Campus Funds Student Equity Funds</p>	

## PR Section 7.0

### Program Review Non-instructional Cycle F 2015\_Student Equity Office

#### 7.0

Describe the long term plans (four-six years) for your department/office. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

The Director of Student Equity position is currently funded through the Student Equity funds as a Special Projects Director. This is a temporary (on a year-by-year contract) management position. While Student Equity funds are currently able to support the position, institutionalizing the position will show the campus's commitment to student equity and the programs that are supported. It will also open up Student Equity funds to be used for programs that are directly impacting students. While it is hard to know what state funding will be in four to six years, we hope that funding continues at a steady level so that programs that are being supported with Student Equity funds (especially new programs) are allowed to develop, to analyze data to see successes and challenges, and to make changes to better serve students. Moving student equity success factors includes three to six year goals in order to see an impact on factors such as course completion and transfer rates. If state funds are reduced, we hope the campus will continue to support projects that are showing success and helping create a more equitable campus for all students.

## PR Section 8.0

### Program Review Non-instructional Cycle F 2015\_Student Equity Office

#### 8.0

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The Office of Student Equity is working to become an established office on campus. Functions of the office include, but are not limited to, providing support to offices running equity funded programs including assisting in coordination of research-related needs; communicating to the campus, district, community, and state about Fullerton College's opportunities to increase student equity and programs that are addressing the achievement gap; and fulfilling state requirements for reporting equity funded activities including detailed budget reports and program outcomes. Student Equity funds are supporting over thirty projects and 254 positions. If the number of projects and staffing levels remain consistent, additional support will be needed to provide clerical support to the Director of Student Equity and to be a contact across campus for anyone utilizing equity funds.

Data for individual programs and campus data on the five success factors will begin to be analyzed spring 2016. We expect to see increases in students feeling valued, engaged, and welcome on campus, key factors identified by the RP Group[1] to support student achievement. Ultimately we want to see gaps closed in areas of access, course completion, basic skills completion, degree and certificate completion, and transfer.

[1] Student Support (re)Defined. Accessed from [http://rpgroup.org/sites/default/files/Student\\_Support\\_Redefined-Six\\_Success\\_Factors\\_Poster-Fall\\_2013.pdf](http://rpgroup.org/sites/default/files/Student_Support_Redefined-Six_Success_Factors_Poster-Fall_2013.pdf).