

# EXECUTIVE SUMMARY

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Fullerton College is deeply committed to equity, justice, and student success. As a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI)—and, as we continue our efforts to become a Black Serving Institution (BSI)—we understand that advancing equity is not only about access, but about transforming the policies, practices, and structures that shape the student experience. Equity is a responsibility codified into our state laws, specifically California Education Code 78220–78222. Our 2025–2028 Student Equity Plan reflects this mandate, centering the needs of disproportionately impacted (DI) students, while serving all students. Furthermore, the equity plan builds on the progress made under the 2022–2025 plan.

## DI Student Population & Goals for 2025-2028 Student Equity Plan

Our goals for the next cycle focus most directly on Black and Latinx students, while also expanding opportunity for Indigenous, first-generation, low-income, LGBTQIA2S+, undocumented, justice-impacted, parenting students, veterans, and students with disabilities.

For the purpose of our reporting and data collection, we follow the Integrated Postsecondary Education Data System (IPEDS) methodology and maintain consistency with the California Community Colleges Chancellor's Office (CCCCO). Accordingly, unless otherwise specified, students are categorized based on their primary race/ethnicity as reported to IPEDS. For example, any students who identify as Hispanic or Latino only are reported in the Latinx category, and students who identify as Black or African American only are reported in the Black category. Although we recognize that this federally mandated approach is imperfect and often fails to capture the full complexity of students' intersecting racial and ethnic identities, we adhere to these standards for consistency and comparability.

- For Black students, we are committed to increasing enrollment to 1,500 students annually by 2029 and closing equity gaps in transfer-level math and English, persistence, completion, and transfer.
- For Latinx students, we are prioritizing higher rates of transfer-level math and English completion and strengthening transfer outcomes.
- For all students, we are prioritizing the creation and implementation of Student Education Plans early in their educational journey. We are also expanding access to dual enrollment, online and evening programs, affordable course materials, and essential basic needs resources such as food, housing, transportation, and childcare.

Meeting basic needs is an equity issue, not just a service. The 2025 Real College California survey, administered across the California Community Colleges (CCC) system, revealed that nearly two-thirds of all CCC students face at least one form of basic needs insecurity. More specifically, 46% reported being food insecure, 58% reported being housing insecure, and 20% are experiencing homelessness. At Fullerton College specifically, survey results from Spring 2025 indicated that 40% of respondents were food insecure, 54% were housing insecure, and 18% were homeless or had living conditions that were signs of homelessness. This affected 62% of survey respondents who experienced at least one basic needs insecurity. Our campus has worked to respond to these systemic issues by expanding and integrating basic needs assistance into our campus infrastructure and culture, ensuring that all employees understand their role in connecting students to resources. By embedding this support into the everyday fabric of the college, we not only remove barriers to persistence for Black and Latinx students but also create conditions where all students can thrive academically and personally.

## Detailed Accounting of Funding Expenditures for 2022-2025 Plan

Between 2022 and 2025, the college invested \$6.41 million in equity efforts, with most funding allocated to instructional and non-instructional salaries, and employee benefits. More specifically, funds were used to pay staff in Counseling, Academic Support Center, Admissions and Records, EOPS, Veterans Resource Center, Student Development and Engagement, Promise, Outreach, Transfer Center, Office of Institutional Effectiveness, Campus Communications and the Business Office. Partial funding was also allocated to counseling faculty for the development of Student Education Plans. Pertaining to student services, funding went towards orientation/welcome activities (13%), embedded tutoring (8%), and basic needs support (2%).

Table 1. Allocations by Plan Year

Plan Years	Amount
2022-2023	\$8,719,540.00
2023-2024	\$6,429,338.00
2024-2025*	\$6,420,425.42
Total	\$21,569,303.42

\*Includes \$41,722 that is budgeted for fiscal year 25/26

Table 2. Total Allocations by Expenditure Type

Expenditure Type	Amount
1000 - Instructional Salaries	\$8,265,475
2000 - Non-Instructional Salaries	\$7,578,818
3000 - Employee Benefits	\$4,689,346
4000 - Supplies and Materials	\$80,698
5000 - Other Operating Expenses and Services	\$609,153
6000 - Capital Outlay	\$15,393
7000 - Other Outgoing	\$330,421
Total Expenditures	\$21,569,303

\*Includes \$41,722 that is budgeted for fiscal year 25/26

## Overview of Student Equity Plan (SEP) Metrics

The Student Equity Plan (SEP), which works to support student success for all students, examines success outcomes in five metrics: Successful Enrollment, Term-to-Term Persistence, Completion of both transfer-level English and math, Degree and Certificate completion, and Transfer. The table below includes the metric definitions for the 2022-2025 SEP:

Metric	Metric Description	Baseline Year for 2022-2025
<b>Successful Enrollment in the First Year</b>	All cohort applicants who enrolled in the selected college	2020-2021
<b>Term-to-Term Persistence</b>	All cohort students who persisted from first primary term of enrollment to the subsequent primary term	2019-2020
<b>Completed Both Transfer-Level English and Math in the first year</b>	All cohort students who completed both transfer-level Math and English	2020-2021
<b>Attained Vision for Success Definition 1<sup>OBJ</sup> (Degree and Certificate Completion)</b>	All cohort students who attained the Vision Goal Completion within three years	2017-2018
<b>Transfer</b>	All cohort students who transferred to a 4-year university within four years	2016-2017

## Assessment of Progress Made on the 2022-2025 Plan

During the last Student Equity Plan cycle, the initiatives funded and the action steps implemented led to meaningful, collegewide progress in advancing equity and student success. To build a shared understanding of equity, the college adopted the ASCCC's DEIA glossary of terms to guide future professional development and planning efforts. Several key professional learning programs were also launched to equip faculty, classified professionals, and managers with equitable practices that improve student outcomes, including the Race-Conscious Certificate, Course Redesign for Equity (CoRE), and DEIA Hiring Trainings. In addition, the college strengthened Guided Exit practices, expanded the use of OER and ZTC materials, and increased the use of Starfish to monitor student progress and connect students to campus resources. Lastly, the college has established several new resource centers designed to enhance student services, strengthen in-reach efforts, and provide basic needs support within spaces that foster belonging for both disproportionately impacted and general student populations. Together, these initiatives have contributed to improved outcomes and a more inclusive campus environment.

# Improving Black Student Enrollment Through Belonging

	<b>Successful Enrollment % and # of students for 2022-2023</b>
<b>Overall Student Population</b>	17.0% (4230)
<b>DI: Black</b>	8.7% (103)

As outlined in the table above, in 2022-2023, 8.7% of first-time Black students who applied were able to successfully enroll to our campus, totaling 103 students. Since the beginning of the 2022-2025 Student Equity cycle, successful enrollment proportions of Black students have fluctuated (2020-2021: 11.0%; 2021-2022: 13.2%) due to small population sizes. In this way, Black students continue experiencing disproportionate impact in enrollment, and the college continues to advance efforts that address these inequities and remove enrollment barriers for Black students.

However, recent efforts to disaggregate data have allowed for a broader and more inclusive overview of our student demographics. Thus, a more meaningful metric may be the total number of Black students enrolled at the college based on any students who identified as Black/African American, additionally accounting for students who would have been categorized as Latinx or multiethnic, as defined by IPEDS. Following the pandemic, overall enrollment among Black students initially declined from 1,616 in 2020-2021 to 1,412 in 2021-2022 but has since shown steady recovery, rising to 1,543 in 2023-2024. This upward trend reflects the college’s ongoing commitment to rebuilding access for Black students. Additionally, this growth demonstrates substantial progress toward meeting the eligibility threshold for Black Student Institution (BSI) designation, which requires enrolling at least 1,500 Black students.

When developing the last Student Equity Plan, data provided by the CCCCCO indicated that the transfer math and English completion rate for Black students in 2020-2021 was 7.8%, with a percentage point gap of 13.3 percentage points. The goal was set to reduce this gap to 6.8 percentage points. The most recent data available show that while the gap did close, we missed the target outcome. The gap for Black students in 2022-2023 narrowed to 7.3 percentage points, however it increased up to 10 percentage points in the 2023-2024 academic year. Though progress was made since 2021, the most recent data points to a continued need for supporting the academic success of Black students in the areas of math and English. This data reflects the importance of investing in efforts that simultaneously prioritize both recruitment and retention for Black students—affirming the importance of adopting a “servingness” approach to supporting our disproportionately impacted populations.

# Black Student Enrollment & Belonging

To improve Black student enrollment and success during the last Student Equity Plan cycle, the campus finally institutionalized our Umoja Community Program. As a result of this institutional transformation, the program was able to hire a full-time coordinator, a full-time counselor (who also serves as co-coordinator), as well as a part-time data analyst and part-time mental health therapist. With their expanded team, Umoja has done an incredible job of taking the lead on providing community and academic support for our Black student population. During the 2023-2024 academic year, the number of active student members increased from 57 to 188, which represents a growth of over 200%. This increase in staff allowed for an increase in local and statewide outreach, several partnerships, and in-campus events.

Over the past two years, Umoja has launched the Black Grad Ceremony, which has quickly become a cornerstone event celebrating our Black students, their families, and community, as well as our Black faculty and staff. In Fall 2025, the Umoja Community Program and North Star Committee are leading the planning of our inaugural HBCU Caravan, further expanding campus-wide recognition and celebration of Black excellence.

The HBCU Caravan aligns with the California Community Colleges to Historically Black Colleges and Universities (CCC–HBCU) Transfer Pathway Guarantee, creating culturally affirming transfer opportunities for Black and non-Black students alike. This initiative broadens students’ horizons and expands their sense of what is possible, connecting them with pathways that honor identity, community, and academic excellence with the goal of increasing completion and transfer rates.

Together, these events represent the realization of key goals outlined in our previous Student Equity Plan and affirm our ongoing commitment to building spaces and opportunities where students feel seen, supported, and inspired to thrive. Currently, the Umoja Community Program staffing is composed of 50% part-time employees. To meet the goal of receiving BSI designation, the ongoing increased recruitment and retention of full-time permanent and benefitted Black faculty and staff must be prioritized, within Umoja and across campus.

## Progress for Black and Latinx Transfer-Level Math and English

Completed Both Transfer-Level Math & English % and # of students for 2022-2023	
Overall Student Population	16.0% (834)
DI: Black	9.0% (12)
DI: Latinx	14.7% (417)

As of January 2025, the most recent CCCCCO data show continued progress in the completion of transfer-level math and English among Black students. When the 2022–2025 Student Equity Plan was developed, the completion rate for this group in 2020–2021 was 7.8 percent, with a 13.3 percent gap. The goal was to reduce this gap to 6.8 percentage points. Current data indicate that the gap in 2022–2023 narrowed to 7.3 percentage points, just under half a percentage point from the target, reflecting meaningful improvement and continued momentum toward closing the equity gap in transfer-level course completion.

As of January 2025, the most recent CCCCCO data show continued need for improvement in transfer-level math and English completion rates for Latinx students. When the 2022–2025 Student Equity Plan was developed, the 2020–2021 completion rate for this group was 19.4%, reflecting a 2.9 percentage point equity gap. The goal was to reduce this gap to 1.7 percentage points by 2025. However, current 2022–2023 data indicate that the gap has slightly widened to 3.0 percentage points and completion dropped to 14.7%, suggesting that continued efforts are needed to improve completion and close the equity gap.

In fall 2024, the Umoja Learning Community was launched and currently includes three Umoja-specific courses: two in English and one in Counseling. To improve equitable outcomes, the campus increased collaborations between faculty and the Academic Support Center to maximize use of Hornets Tutoring embedded tutors and to increase use of support centers (Hornets Tutoring, Writing Center, Math Tutoring Lounge) by Black and Latinx students. FYE has also emerged during the last cycle as an important program to increase student success and completion. The scope, purpose, and functional implementation of FYE has changed significantly from its inception in fall 2022 to the present date.

A key outcome of FYE is to increase first-year completion of math and English and ultimately improve success of this metric. The use of this program in math and English is discussed below. Embedding resources specifically into these courses serves the highest number of first-year students directly where they are—in the classroom—instead of requiring additional effort on the part of the students to seek out information about much-needed support.

## Transfer-Level English

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The English Department has worked diligently during the last cycle to improve transfer level English and advance equity-minded teaching and learning through its AB1705 Faculty Inquiry Group and related initiatives. The group has developed a variety of practical resources, including research articles, sample assignments, and ready-to-use “drag and drop” activities, to support colleagues in grading for equity and curriculum redesign that promotes inclusivity and belonging in the classroom.

These resources are being shared widely across the department through professional learning sessions at department and division meetings, a Canvas resource shell accessible to all faculty, and the Adjunct Resource Committee, where part-time instructors are paired with full-time faculty for mentorship and resource sharing. Additionally, the department is creating an online resource handbook that will include sample syllabi, assignments, classroom activities, and Canvas modules to sustain this work long term.

Beginning in Fall 2025, all sections of ENGL 100/101 (soon to be C1000/C1000E) will integrate First Year Experience (FYE) engagements designed to strengthen students’ sense of belonging and academic confidence. Faculty new to FYE will receive targeted training and opportunities for collaboration to design culturally responsive classroom activities and assignments that reflect FYE principles. Student outcomes will be monitored and compared to pre-FYE data to assess the impact.

To further support this ongoing equity work, six full-time and three adjunct English faculty have participated in the Course Redesign for Equity (CORE) program, contributing to a department-wide culture of reflection, collaboration, and innovation in teaching and learning.

## Transfer-Level Math

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The Math Department has implemented several targeted efforts over the last Student Equity Plan cycle to improve student access, engagement, and success in transfer-level mathematics. Faculty assignments were intentionally aligned with pedagogical strengths so that enhanced classes are primarily taught by instructors who use active and collaborative learning methods and work closely with Hornet Tutors to support students. The department also developed a new 6-unit MATH 140 course combining College Algebra and Trigonometry to create a more efficient Pre-Calculus experience that replaces the former 8-unit sequence (MATH 141 and 143). The course will be offered in both three- and four-day formats to increase successful student engagement.

To create a more supportive learning environment, the Math Tutoring Lounge was restructured to be more student-centered. Changes included removing food and time restrictions, making books and materials freely available, offering snacks and water, and adding whiteboards to encourage collaboration. Faculty and tutors now take a proactive approach by walking around and offering assistance, rather than waiting for students to request help.

In Spring 2025, additional training opportunities were introduced for both instructors and tutors to strengthen their ability to support students, particularly in statistics. Workshops were also launched to help instructors on duty promote the new tutoring structure. Resource sharing through Canvas has expanded, helping more faculty, including adjuncts, prepare to teach statistics effectively.

The department is participating in Ed Trust West's Equitable Placement Community of Practice, focused on integrating First Year Experience (FYE) engagements into all MATH 100 and 120/121 (soon to be MATH C1000 and STAT C1000/C1000E) sections beginning in Fall 2025. Faculty new to FYE will receive training and collaborate to develop culturally responsive classroom activities and assignments that reflect FYE principles. Student outcomes will be measured and compared to those from prior years to assess the effectiveness of these interventions.

## Progress on Transfer Rates for Black and Latinx Students

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As of January 2025, the most recent CCCCCO data show measurable progress in transfer outcomes for both Black and Latinx students. For Black students, the College's target was to narrow the transfer gap from 11.5 percentage points to 5.8 percentage points. The current data reflects a gap of 4.7 percentage points, surpassing the original goal. While this represents significant improvement, the College remains committed to continued efforts aimed at fully closing the transfer equity gap.

For Latinx students, the goal was to reduce the transfer gap from 13 percentage points to 6.5 percentage points. As of January 2025, the CCCCCO data indicate a gap of 8.3 percentage points. Although disproportionate impact remains, and our goal has yet to be met, these results reflect ongoing progress and reinforce the importance of sustaining targeted initiatives to further advance equitable transfer outcomes.



The Transfer Center has implemented several targeted strategies outlined in the current Student Equity Plan to improve degree completion and transfer outcomes for disproportionately impacted (DI) students. These efforts include intentional in-reach at key academic milestones, degree completion support such as ADT verification and follow-up on graduation application denials, and the creation of individualized transfer success plans for new students and those nearing completion.

As a result of these initiatives, the number of Black and Latinx students utilizing counseling services has grown, with 58 percent of Transfer Center counseling appointments attended by Black and Latinx students in Fall 2023, increasing to 62 percent in Fall 2024. Focused outreach to Black students grouped by unit milestones led to additional counseling appointments and engagement with Transfer Center resources.

Degree completion efforts have also expanded. In Spring 2024, 107 Black and Latinx students with denied ADTs were personally contacted; 55 scheduled counseling appointments, 22 enrolled in Summer 2024, and 17 submitted summer graduation applications. For Fall 2025 transfer applicants, 424 students who had not submitted graduation applications were contacted, resulting in 189 counselor reviews and prioritized follow-up with our DI students. These outcomes demonstrate continued progress toward equitable transfer and completion rates through proactive, student-centered interventions.

### Progress on Retention and Completion Rates

	<b>Persistence: First Primary Term to Secondary Term % and # of students for 2021-2022</b>	<b>Completion % and # of students for 2019-2020</b>
<b>Overall Student Population</b>	70.2% (2972)	15% (832)
<b>DI: Black</b>	52.7% (58)	9% (21)

As of January 2025, the most recent CCCCCO data show that the completion gap for Black students stands at 6.3 percentage points, compared to the baseline gap of 5.3 percentage points observed among first-time students from 2017–2018. The College’s goal had been to reduce this gap to 2.7 percentage points. It is important to note that the most recent data are based on students who began in 2019–2020, the onset of the pandemic, which significantly disrupted student progress statewide. Despite this setback, the College remains committed to improving completion outcomes for Black students. To advance this goal, the College has formalized the Guided Exit to Completion program, and expanded support in Promise and Puente, while expanded transfer partnerships enabled more students to continue on to four-year universities.



## Guided Exit

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Guided Exit represents a collaboration between the Counseling department, Admissions and Records, and the Transfer Center to analyze student data, provide timely interventions, and improve internal processes with the goal of improving degree completion and transfer outcomes for disproportionately impacted students.

Guided Exit has made significant strides over the last three years in supporting Black and Latinx students through targeted, proactive, equity-minded interventions aimed at degree and transfer completion. Since its launch in Fall 2022, Guided Exit has identified more than 500 Black and Latinx students who applied for native degrees but had unmet requirements such as general education coursework, major-specific classes, Other College Transcripts (OCTs), Advanced Placement (AP) scores, and other critical documentation. Historically, many students might have been unaware of these requisites until the middle or end of the semester, often too late to take action. Through intentional in-reach, Guided Exit changed this approach by notifying students earlier in the term. This gave them time to enroll in needed courses, submit missing documentation, and meet with counselors to create individualized education plans. Students also received wraparound support, including career exploration, transfer planning, and referrals to additional resources, which contributed to both academic progress and longer-term goal setting. This shift led to significant improvements in graduation outcomes.

In Spring 2024, 89 percent of the Black and Latinx students with unmet requirements who received support from Guided Exit, completed their degrees within the same semester. In Fall 2025, the Transfer Center's Guided Exit efforts identified more than 400 students who had met ADT verification requirements but had not applied for graduation. These students were contacted and supported to apply for graduation, despite not having done so previously. This work also prompted lasting process improvements. Increased collaboration between Counseling and Admissions and Records (A&R) led to earlier access to graduation applications and denial letters, making it possible to reach students in time to take meaningful action. A&R has implemented several changes to expand access to support students' timely graduation. Preliminary evaluation statuses are now logged in Banner. In addition, ineligible evaluation results are now uploaded to OnBase, allowing counselors to view exactly what was communicated to students in their evaluations. These efforts resulted in updated internal timelines and an expanded graduation application window, improving flexibility for students.

To ensure students receive timely support, Guided Exit students are provided with exclusive counseling access through a dedicated ESARS scheduling system. This ESARS link connects students directly with Guided Exit Counselors who have appointments set aside for this initiative. This strategy eliminates long wait times during peak advising periods and ensures that students identified as having unmet graduation requirements receive timely, focused support. In addition to supporting individual student success, these changes have also improved the overall degree completion process with a focus on reducing barriers that have historically impacted Black and Latinx students.

## Promise Program

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Over the last Student Equity Plan cycle, the Promise Program has expanded its efforts to provide more intentional and targeted support for Black and Latinx students with the goal of achieving a 75% annual retention rate for both groups. Outreach practices have been refined to ensure more personalized contact, including sending text reminders to students with outdated education plans and following up with direct phone calls to Black and Latinx students to encourage continued enrollment and engagement.

Retention data reflects promising outcomes. Of the Fall 2023 Promise cohort, 73% of Black students and 74% of Latinx male students re-enrolled at Fullerton College in Fall 2024. In Spring 2025, 2,688 Promise-coded students had Fullerton College as their home campus, including 68 Black students and 1,715 Latinx students. Among these students, the majority (68% of Black Students and 71% of Latinx Students) have attempted both English and math courses, demonstrating continued progress toward academic milestones.

The Promise Program also requires students to participate in at least two engagement activities each semester, one of which is a structured Promise Check-in. These check-ins allow staff to connect with students to discuss academic and personal goals, review eligibility, and identify needed support. During 2024–2025, the team completed 872 check-ins, including 19 with Black students and 619 with Latinx students. Many of these check-ins were held directly in counseling courses, such as Puente and Teacher Pathways, to make the process more accessible and reduce additional demands on students. Through these coordinated efforts, the Promise Program continues to strengthen its equity-focused approach to student outreach, retention, and success.

## Puente Program

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The Puente Program (Spanish for bridge) is a cohort-based learning community that aims to increase the number of underrepresented students who enroll in college, earn associate degrees, transfer to a university, and return to the community as leaders and mentors. The Puente Program fosters a supportive and inclusive environment for students to be successful learners by offering mentoring, peer mentoring, a designated English tutor, and dedicated English and Counseling Faculty for a year.

The Puente team is composed of two Counseling faculty and two English faculty, working together to support students. Prior to 2023/2024, there was one full time counselor coordinating the program with the support of an adjunct counseling faculty. However, in 2023/2024 a second full-time counseling faculty joined the team with 50% reassigned time, which has supported the stability of the program by ensuring there are two full-time Counseling Co-coordinators.

Over the past 3 years, the Puente team has successfully recruited and supported 162 new students, two new cohorts totaling 54 students each year, while also continuing to support students from previous years. The Puente Program makes every effort to recruit students who have historically been underrepresented in higher education, many who are first generation Latinx students. Over the last 3 years, we have made strides in increasing the number of Latino male students, who have been underrepresented in college enrollment compared to other student groups.

In Fall 2024 the Puente Program, with the support of our college president, opened the Puente Center, which is a physical space for the Puente students to gather, build community, study and participate in team building and academic activities. The Puente Center has been very busy since its grand opening in September 2024. Students have been utilizing the center to study, meet with their English tutor, relax between classes, and participate in team building activities organized and facilitated by the Puente Center professional expert who oversees the space. This center has also contributed to building this sense of community and fostering an atmosphere that is conducive to supportive students' success.

In addition, the Puente team continues to supports the success and academic advancement of the Puente students through intentional activities in and out of the classroom which advance equitable outcomes such as supporting college persistence from fall to spring, completion of the first year of college and persistence to their second year, development and completion of educational goals (AA/AS, AA-T/AS-T, and or transfer) and development of confidence in their skills and abilities to pursue desired educational and career goals.

The Puente Program has demonstrated remarkable success in advancing the college's equity goals. The 2024–2025 Puente cohort was composed of 93 percent first-generation students, with 93 percent identifying as Latinx. Of the 54 students who began the program in Fall 2024, 51 persisted to Spring 2025, reflecting a 94 percent persistence rate. In addition, 83 percent of Puente students successfully completed ENGL 100 in Fall 2024, underscoring the program's strong academic outcomes. Furthermore, 95 percent of students in the Spring 2025 semester participated in the UC Northern California Field Trip, where they visited four University of California campuses, an experience that expanded their transfer awareness, motivation, and sense of belonging in higher education. Collectively, these outcomes highlight Puente's effectiveness in fostering academic success, persistence, and transfer readiness among Latinx and first-generation students, one of the goals outlined in the 2022-25 Student Equity Plan.

## Development of OER/ZTC Materials to Reduce Financial Barriers for Students

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The high cost of textbooks continues to be a significant equity barrier for students, and the college has made notable progress during the last Student Equity Plan cycle in expanding access to Zero Textbook Cost (ZTC) and Open Educational Resources (OER) to reduce these financial challenges. Through statewide grant funding from the CCCCO, the number of ZTC pathways in development has grown across multiple disciplines with support from our Guided Pathways team. Beginning in Fall 2025, new ZTC programs will include the Communication Studies ADT, followed by the Art History ADT, Geography ADT, and Theatre Arts ADT in Fall 2026. Several programs within Ethnic Studies such as Africana Studies AA, American Indian and Indigenous Studies AA, Asian Pacific Islander American Studies AA, Chicanx and Latinx Studies AAT, Ethnic Studies AA, and the Ethnic Studies for Educators Foundations and Discipline Emphasis Certificates, will also begin in Fall 2026. Additional ZTC pathways will be available in Social Justice Studies (General, Ethnic Studies, and Gender Studies).

We have developed an OER/ZTC and Equity Canvas course for faculty to learn more about developing and adopting OER and collaborating to create ZTC pathways. In Spring/Summer 2025, 25 faculty members received \$500 for completing a Canvas course, contributing to the continued expansion of affordable, accessible, and equity-centered instructional resources for students.

## Library Initiatives Supporting Equity, Access, and Inclusion

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Over the last three years, the Fullerton College library worked to increase and diversify its resources directed towards the needs of Black/African American and Latinx students. The library received funding to purchase books that reflected the lived experiences, histories, and backgrounds of our increasingly diverse students. To ensure that the books were easily findable and promoted a sense of inclusion among students, the library created numerous displays in conjunction with cultural celebrations and themes.

The library also engaged in outreach and events beyond the physical library. Through its mobile library initiative, librarians and staff attended key events organized by UMOJA and the Cadena Cultural Center, providing opportunities to promote books for Black/African American and Latinx students. To support students online, the library initiated an ongoing series of Online Author Chats, which regularly featured talks by a diverse group of bestselling authors, such as a talk with Pulitzer Prize finalist Lee Hawkins; multiple Spanish language and English language talks with Javier Zamora, author of *Solito*; and a talk with Silvia Moreno-Garcia whose novel *Mexican Gothic* was read by the library's Leisure Reading Group. The library also experimented with different digital database collections that expanded access to new types of content, such as video and primary sources.

Over the last three years, the library has contributed to several initiatives to reduce course material and technology costs for all students. Through the Hornets Lending Program, the library purchased and loaned thousands of the college's most highly used textbooks. Working with Academic Computing Technologies (ACT), the library provided laptops, WiFi hotspots, and calculators for both short and long-term loans. Also, in conjunction with ACT, the library purchased a new electronic reserves system, providing access to digital versions of select textbook chapters. During Fall 2025, the library hired a new OER Librarian, ensuring that the library will continue to promote equitable access to course materials and technology for all students.

Currently the library is partnered with different divisions (Humanities, Ethnic Studies) departments (Staff Development), and programs (APIDA, Grads to Be, Cadena Cultural Center) to bring a diverse slate of authors to campus to discuss and celebrate their work. The first event of this series took place on October 8, 20025, and featured native Hawaiian poet Brandy Nālani McDougall. Upcoming events will include authors such as Javier Zamora, Danez Smith, Randa Jarar, and Nina G.

## Increasing Utilization of Starfish to Support Student Success and Completion

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Fullerton College, under our Guided Pathways team, has continued to expand the use of Starfish as a key tool for supporting student completion, transfer, and success. The platform helps programs serving disproportionately impacted (DI) students track participation, assess needs, and evaluate program impact, while also providing early alerts and progress checks that allow timely interventions. As of this cycle, our Student Advocates have made over 50,000 documented contacts and notes through Starfish. Academic Support Center programs (including Hornets Tutoring, the Tutoring Center, the Skills Center, and the Writing Center) along with the Math and Computer Science Tutoring Lounge, are transitioning to tracking appointments through the system. Together, these efforts enhance the college's ability to monitor student engagement, identify support gaps, and strengthen coordinated care across campus.

## Advancing Equity Through Structural Transformation

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During the last cycle, the college underwent a structural transformation by institutionalizing racial equity through a series of programs and initiatives that reflect a shared, campus-wide commitment to embedding equity as a collective responsibility across all areas of the institution.

These efforts include expanding equity and race-conscious professional development, advancing equitable recruitment and hiring practices, establishing the Division of Ethnic Studies and Student Equity, launching the HSI Transformation Team, and applying for the IEPI Partnership Resource Team Grant to support the college's pursuit of the Seal of Excelencia.

## Equity and Race Conscious Professional Development

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Under the guidance of our Professional Learning Coordinator, our campus has made significant strides in providing professional development opportunities that directly address student success, culturally responsive pedagogy, and ultimately increase belonging and trust for our DI populations. The efforts in these areas overlap with numerous metrics but ultimately reflect our institutional and structural transformation to increase student success and completion.

**Course Redesign for Equity (CoRE):** CoRE is a 3-week long training for instructional faculty delivered in a hybrid model. Faculty meet on Zoom for two, 2-hour sessions, with the rest of the instruction delivered asynchronously online via Canvas. CoRE provides culturally responsive teaching principles and serves as an ongoing Community of Practice to support faculty as they revise specific elements of their courses according to key equity building blocks. As of Fall 2025, 92 faculty members (10% of faculty) have participated in CoRE over three cohorts.

**Race-Conscious Certificate:** The RCC is part of a wider set of efforts aimed at cultivating a culture of race-consciousness at Fullerton College. The certificate was intentionally structured as a 20-hr hybrid-commitment to encourage long-term learning and engagement for increased sensitivity and understanding of race and anti-racist work amongst all employee groups. As of Fall 2025, 54 participants (faculty, managers, and classified staff) have completed the RCC.

Our college will evaluate, during the 2025-2028 Student Equity Plan cycle, if faculty who participate in these professional development opportunities see improved student success, especially for our DI populations.

## Creation of the Department of Student Development and Engagement

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Established by the Counseling Division in March 2022, the Department of Student Development and Engagement (SDE) was created through a collaborative effort between the campus community and shared governance process to provide a dedicated home for affinity-based programs. Although SDE is a relatively new department, many of its programs have deep roots at Fullerton College emerging from grassroots movements led by students, faculty, and classified staff advocating for equity, representation, and support.

SDE encompasses four key programs: the Cadena Cultural Center, the Grads to Be Program, the LGBTQIA2S+ Resource Program, and the Umoja Community Program. Each program has evolved through intentional restructuring to strengthen student support and align with institutional equity goals. To provide context, the Cadena Transfer Center was restructured into two separate entities (1) the Transfer Center and (2) the Cadena Cultural Center, allowing the Cadena Cultural Center to operate as a standalone program within SDE and the Transfer Center as its own center. This restructure resulted from the Student Equity and Achievement (SEA) Taskforce in 2021 to expand equity efforts more intentionally. Similarly, the Grads to Be Program, originally a sub-program of the Cadena Transfer Center became an independent program when SDE was established. The LGBTQIA2S+ Resource Program, launched just four months prior to SDE's creation, naturally integrated as one of the department's founding programs. The Umoja Community Program, which previously reported to the Dean of Student Services, also transitioned under SDE, enabling more intentional coordination, strategic planning, and advocacy.

While each SDE program provides specialized services and culturally relevant support, the department as a whole serves as a unifying hub, bridging programs, fostering collaboration, and uplifting intersecting student identities. Through this holistic approach, SDE works to integrate resources, provide wraparound services, cultivate brave and affirming spaces, and nurture a deep sense of belonging across the campus community.



## Establishment of the HSI Transformation Team

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In Fall 2023, our campus embarked on a journey to institutionalize our HSI Transformation Team into a dual-reporting committee, with the aim of improving our “servingness” to create a radically inclusive campus (Garcia, Núñez, Sansone, 2019). The HSI Transformation Team focused on five key priorities: faculty diversification in hiring, strengthening the college’s HSI identity through marketing and branding, expanding culturally relevant practices, building equity infrastructure across the institution, and cultivating campus-wide solidarity. The HSI Team has built a strong and dynamic Latinx History Month program that features a full calendar of events, including Paletas with the President, Conchas with Counselors, the Cruisin’ to College Car Show, Undocumented Student Success Week, and several high-profile speaker series that celebrate Latinx culture, leadership, and student achievement. Their efforts in the 5 key priorities are an essential part of our college’s efforts to not only increase enrollment of Latinx students but ensure we have systems in place to support their academic and personal success. The HSI Transformation Team also played a key role in securing the IEPI Grant, which will help align the team’s goals with the college’s broader efforts to advance race-conscious professional development and pursue the Seal of Excelencia.

## Advancing Equity in Recruitment and Retention

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One of the primary goals of the previous Student Equity Plan cycle was to strengthen the recruitment and retention of Black faculty and staff, as well as educators who are deeply committed to serving our diverse student population. This goal directly aligns with NOCCCD’s Equal Employment Opportunity (EEO) training, which emphasizes the District’s commitment to hiring diverse faculty and staff to help close equity gaps and foster a campus culture that reflects the District’s core values. As outlined in the EEO training, “If an applicant cannot demonstrate sensitivity to and understanding of diverse community college students, they are not qualified to work in the District.”<sup>2</sup> In alignment with these principles and the priorities outlined in Fullerton College’s 2022–2025 Student Equity Plan, the college has made measurable progress in advancing the diversity and inclusion of its faculty and staff.

In Fall 2024, a cross-disciplinary team of faculty, classified professionals, counselors, and the college President participated in a two-day institute with Dr. Estela Bensimon at USC on Equity-Minded Leadership Searches, followed by ongoing coaching sessions in Spring 2025. This work also aligned with one of the key priorities of the HSI Transformation Team and provided a framework for implementing intentional and research-based hiring practices that help ensure we recognize the full scope of candidates’ skills, leadership, and lived experience. Over the past year, the college has successfully recruited and promoted Black faculty, classified staff, and administrators whose contributions are strengthening our campus community and enriching the learning experience for all students. Their presence and leadership bring vital perspectives, mentorship, and connections that reflect our students’ realities and aspirations.

As a result of these intentional practices, Fullerton College hired an exceptional and diverse cohort of full-time faculty in Spring 2025. Of the 14 new faculty members, four identify as Black, four as Latinx, three as White, two as APIDA, and one as Native American. We are encouraged by the outcomes of these efforts and look forward to seeing how these more equitable hiring and retention practices contribute to improved student success and institutional transformation in the next SE Plan cycle.

# Launching Division of Ethnic Studies and Student Equity

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The Ethnic Studies and Student Equity (ESSE) Division officially launched at Fullerton College in Fall 2025 to respond to the rapid growth of Ethnic Studies and to centralize the many campus, district, and statewide initiatives led by its faculty. The division includes three degree-granting departments—Ethnic Studies (ETHS), Chicanx and Latinx Studies (CLS), and African American Studies (AFRS)—as well as two degree-granting programs, Asian and Pacific Islander American Studies (APIS) and American Indian and Indigenous Studies (AIIS). It also houses the Ethnic Studies for Educators Certificate and a forthcoming Restorative and Transformative Justice Certificate planned for Fall 2026. Fullerton College is home to one of the oldest and most robust Ethnic Studies programs in the state, and this legacy continues through ongoing innovation that braids instructional and student services programs within the new division, each designed to center equity and align with statewide initiatives and mandates.

Through a combination of local funding and federal and state grants, the college has established two new centers designed to serve disproportionately impacted (DI) students while also providing dedicated affinity spaces that foster community and belonging for all students. In Fall 2023, the APIDA Resource Center opened, followed by the Rising Scholars Center in Spring 2025. In fall 2023, the Takeoff Grant from USC helped launch a pilot program for Men of Color which has officially been institutionalized as of Fall 2025. These programs and centers represent ESSE's high-impact student services that advance equity and liberation. The new division will also house already established projects such as the college's Hispanic Serving Institution (HSI) initiatives and emerging Black Serving Institution (BSI) efforts. Under this new structure, Fullerton College now has a dedicated dean responsible for leading the SE Plan and coordinating equity-related initiatives across campus. This intentional alignment continues our efforts to unify our planning under a shared vision for institutional transformation. The creation of this division demonstrates Fullerton College's commitment to statewide leadership in advancing innovative instruction and student services that place equity and belonging at the heart of the college experience.

## Looking Forward

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The 2025–2028 Student Equity Plan charts a roadmap for deepening Fullerton College's identity as an HSI, advancing efforts to become a BSI, and strengthening the college's capacity to serve all disproportionately impacted students with equity and care.

In the upcoming cycle, the college is committed to expanding opportunities for meaningful student input and leadership. The SEA Committee has already increased the number of student representatives from campus student government, ensuring stronger student voices in planning and implementation. The 2025–2028 SE Plan also identifies new opportunities for leadership, research, and decision-making roles that will allow Black and Latinx students to actively shape campus culture while gaining valuable experience. Above all, this plan affirms that equity is not the work of a few programs, but a campuswide commitment to ensure every student—regardless of race, background, or circumstance—has the opportunity to thrive at Fullerton College.

## Strategies Across Metrics for 2025-2028 Student Equity Plan

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To strengthen enrollment, the college is implementing customer relationship management tools to track every stage of the recruitment process and ensure no student falls through the cracks. Outreach efforts such as the African American High School Conference, the HBCU Caravan, and the Men/Mujeres Achieving Success (MAS) Conference provide culturally relevant entry points, while collaboration among Umoja, Puente, Promise, A2MEND, and APIDA ensures coordinated recruiting and onboarding.



Improving transfer-level math and English completion remains central to eliminating equity gaps. First-Year Experience models are being embedded in English and math gateway courses to connect instruction with culturally responsive strategies, affective domain supports, and student services. The college is doubling faculty participation in CoRE, Umoja, and Race-Conscious Certificate trainings, and expanding Umojafied sections of Statistics and English. Expanded tutoring services, embedded tutoring models, and stronger learning communities provide DI students with a greater sense of belonging and academic support.

To improve persistence, Fullerton College is transforming curricula to be culturally relevant and race-conscious, increasing Umojafied courses, and conducting targeted in-reach to high-enrollment DI classes. Cultural programming, including HBCU tours, Caravans, and African-centered study abroad, will increase belonging, while professional development will equip faculty and staff with equity-driven instructional strategies.

For completion, the college is embedding tutoring within Puente and Umoja courses, training a diverse tutor cohort, and expanding the use of predictive analytics and Starfish to flag students who need additional support. Guided Exit is being scaled to ensure that Latinx and Black students applying for graduation or lacking updated education plans receive proactive counseling.

Fullerton College is actively engaging Black and Latinx students in order to increase their participation in programs such as Honors, UC/CSU Dual Admission, UC TAG and transfer related events and services. Guided Exit ensures all DI students nearing transfer complete at least one proactive check-in with a counselor at key milestones and that they participate in Transfer Canvas Cohorts. Faculty, Umoja, Puente, and other affinity groups will coordinate transfer-focused events, culminating in a celebration of achievement. Recognizing the importance of family, the college has already organized family-centered workshops that embed transfer resources into cultural celebrations such as Puente’s Parent Night. Future plans include the development of bilingual outreach and the expansion of translation services. Strengthened partnerships with CSU Fullerton through the Aspen–AASCU Transfer Student Success Intensive further address equity gaps for place-bound students and streamline pathways.

## Contact Information

For more information about the Fullerton College Student Equity Plan, please contact:  
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This plan was made possible through the combined effort and collaboration of the college community. Thank you to the members of the Student Equity and Achievement Committee and others who contributed:

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