

**Faculty Senate Student Equity Committee
Fall 2011**

Date: October 13, 2011
Time: 1:00-2:00pm
Location: 1415 Social Science Conference Room

Committee Members:

Chris Lamm, Faculty Senate Student Equity Committee Chair; Faculty/Social Science Division: Child Development & Educational Studies Dept.

Sean Chamberlin, Faculty/Natural Sciences Division: Oceanography (**need replacement**)

Adela López, Faculty/Social Science Division: Ethnic Studies Department

Carolyn Facer, Faculty/Mathematics & Computer Sciences Division: Math Dept.

Jose Miranda, Faculty/Technology & Engineering Division: Automotive Dept.

Rosalinda Ruiz, Faculty/Humanities Division: English

Stewart Kimura, Counseling/Matriculation

Pilar Ellis, Manager of the International Student Center

Mark Greenhalgh, Dean of Mathematics & Computer Science Division

Chuck Helms, Classified Representative/Skills Center

ICC Representative (Latina Leadership Network) (**new representative**)

Alex Reyes, A.S. Representative, Curriculum & Education Chair

Anna Yoo, A.S. Representative

Resource People: Dr. Vurdien, Ken Meehan, Toni DuBois, Mike Perez, Terry Giugni, Lily Espinoza, Maria Duque

Present: Adela López, Carolyn Facer, Jose Miranda, Rosalind Perez, Pilar Ellis, Chuck Helms, Alex Reyes, Anna Yoo, Mike Perez, and Chris Lamm

Meeting Notes

- **Welcome Rosalinda Ruiz, Anna Yoo and Mike Perez.**

The final draft of the Comprehensive Master Plan (CMP) is available for review via My Gateway: <http://mygateway.nocccd.edu/cp/hom/loginf>

- **Let's review the document and provide feedback to Toni DuBois by November 11th.**

FYI: We have only three more meetings this Fall: **Oct. 27, Nov. 10 and Dec. 8.**

- **Focus for the next two meetings will be carefully reviewing the latest version of the Master Plan.**
 - We need to be sure we have provided input. We did submit information to **Toni DuBois**; however, it has been suggested that we be sure our input was actually included in the final report.
 - Also, look closely at the entire Master Plan with our End of the Year Report from May, 2011 to see the Master Plan reflects the issues we have been addressing on the Student Equity Committee for the last 3 years.

- Read the Master Plan by next meeting. Let me know if you have trouble viewing and/or downloading the plan.
- **Chris** has asked the leaders of the two Student Forums to share with the Committee their findings relevant to Student Equity issues (Latina/o Student Forum and the LGBT Student Forum). We need the report in writing; however, they may come to share their findings once they have pulled them together.

The Following Issues have been discussed in past meetings; however, we need to continue researching the issues from multiple perspectives.

****Let's look at the End of the Year Report (p. 4-5) and the notes of issues identified at early meetings this Fall.**

1. **Mark Knoernschild** brought the following issue to **Adela's and Chris's** attention regarding the removal of developmental reading & writing courses from credit instruction and place them in the district non-credit operation. Math courses may also be affected (Check the Final Version of the Master Plan. I think it is under Chapter 2 - District).

- Our Committee has raised this concern last Spring but we were told that it was just a discussion that was raised at the January District Retreat.

Today's Discussion:

- Need to look at the impact this could have.
- Closing the "Achievement Gap" in this fashion does not address the problem.
- Financial Aid would end for FC students "moved" to SCE. This would have grave ramifications.
 - Repercussions can be severe.
- Proposed Plan: **Rosalinda, Carolyn, & Mark** can provide more detail regarding the discussions in Humanities and Math Departments.
 - For Reading & Writing Courses: remove everything but the Level before transfer -- Reading 96, English 60, etc.
 - Humanities Division is drafting a response.
 - **Chris** will ask **Rosalinda** to share that information with our Committee at the next meeting so we can determine if we want to provide a letter of support or our own response to their concerns.
 - Math is looking at a different ceiling - may affect Math 20 but not Math 40
 - Math dept. at Cypress - doing a self-paced class
- Legal issues with the State Education code
- **Pilar** raised the concern for international students can't enroll in SCE.
- The Basic Skills identified level courses are Not transferable. Students understand this.
- One of the concern raised in our Committee has been the high school exit exams.

High school diplomas are based on credits not GPA. We already know that the criteria for the High School Exit Exam (CAHSEE) **does not support students** developing mastery in reading, writing and math, especially if they "pass" the exam in their sophomore year and do not take any of those subjects their junior and senior years. Many of the graduating high school students are not prepared when entering Fullerton College.

- Return to focusing on questions we outlined in our end of the year report (May 2011).
 - Continue the discussion and exploration of the issues brought to the SEC by committee members as well as campus community.

Identified many issues in the meeting notes:

- Proactive role - staff development activities
- Huge reduction on enrollments (get stats from **Ken**)
- Review Committee on Measures of Student Success
- Identifying the data that is lacking.
 - Ask **Ken Meehan** for input.
 - Looking into the schedules, ID majors of targeted students.
- **(We need to check our notes. I don't have the specifics)**: An issue brought up at the last meeting with the discrepancy between students receiving financial aid and students not receiving financial aid - There is a discrepancy of 75% to 50% - for passing courses within a given number of semesters to allow for students to continue. The students receiving financial aid have to hold to a higher standard. The 75% rate - we were told is a federal regulation. The 50% is apparently what most colleges adhere to for non-financial aid students. I think that percentage is based on 4 semesters? Let me know if this is inaccurate.

- **Issue from the Latino and African American Students coalition** to request a 5% increase in our District/College goal of addressing the Achievement Gap instead of the proposed 2%
The message from the students: The 2% goal is giving the students, especially those in our identified "target" populations, the message that the **COLLEGE DOES NOT CARE ENOUGH TO INVEST IN THEIR SUCCESS AND** that the college does not believe that they **CAN** achieve success. They feel it is time to put talk into action and resources - especially since the District and Campus administration view the Achievement Gap as one of the top priorities. [The students are essentially support what is outlined in the Student Equity Plan©].

The student leaders are working very hard, not only understand the complexity of the issues reflected by the percentages presented in the District/College goals, the student leaders also, are working to be part of the solution in addressing the Achievement Gap. The student leaders are "coming to the table" to work with administration and faculty to address the issue. **This is KEY.**

[Let's see this student request as keeping us focused on our committee mission and continue to be vigilant. Everyone has a responsibility regarding this issue -- including the students. They are showing leadership with their voices and proactive request to be part of the solution].

Alex shared **the students** are asking that everyone challenges themselves to reach for high goals.

The student leaders are working with the student body to hold themselves accountable in remaining in class/not dropping out; And, to work on their own individual areas of skills building and taking advantage of the various resources the campus provides for student success.

- **Most difficult issue:** faculty and administrators not matching the demographics of the student population on campus.
 - **Graduate student interns** from CSUF are being used in the Basic Skills program

- **Chris** will suggest to the TAP program, grant programs, etc. on campus to possibly use the Graduate Student Intern program through Basic Skills as a model.
- Recruitment incentive: Benefits (health) etc. are NOT an incentive to come to work at NOCCCD. Committee needs to explore this issue.
- Adjunct faculty contracts also add complexity to the issue with priority scheduling - once that came into play it prevented (or made it more difficult) the opportunity to bring in faculty/staff of color.
- Money & benefits put us out of competition with other nearby Districts.

Update:

- The SEC facilitated the first FC Food Bank work group meeting next Wednesday, 10:30-12:00 in 1415 Social Science Conference Room. This is following up on our end of the year report. It was a great collaborative session. We made great strides in exploring how to proceed in this collaborative adventure. We have the Location: Building 1955. The first food boxes arrived for the MECHA food drive and were stored on the cabinets until storage shelves can be brought in. We thank **Mike Perez, Chris Figuera, Javier Sierra and their team** not only provide the space but also to get it ready for use.

*Looking at baseline data on the success of African-American and Latino males on campus.
Chris will ask **Ken Meehan** for the data.

Next Meeting is October 27th from 1-2pm in Room 1415-Social Science Division Conference Room.

Remember to bring feedback regarding the Master Plan for discussion on Thursday.