

**Faculty Senate Student Equity Committee  
Fall 2011**

Date: November 10, 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.  
\_\_\_\_\_, Faculty/Natural Sciences Division (**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  
Janine Cirrito, Career Center Coordinator, Career & Life Planning Center  
Alex Reyes, A.S. Representative  
Anna Yoo, A.S. Representative  
Manuel Burciaga, ICC Representative

**Resource People:** Rajen Vurdien, Ken Meehan, Toni DuBois, Terry Giugni, Lily Espinoza, Michael Perez, Maria Duque, Chris Sanchez, Sean Chamberlin, Paul McKinley

**Present:** Adela López, Carolyn Facer, Rosalinda Ruiz, Stewart Kimura, Mark Greenhalgh, Chuck Helms, Janine Cirrito, Alex Reyes, Anna Yoo, Manuel Burciaga, Maria Duque, Chris Lamm

**Agenda/Meeting Notes**

**Discussion regarding our input for the Master Plan from last meeting:**

--**Questioned:** the Data, process, vision, facilities driven.

--**Discussion:**

The Student Equity Plan is more of a Master Education Plan than the District Master Plan. The Plan should come from the inside and move outward instead of beginning with looking from the outside in.

The Goals of the Student Equity Plan can be our guide for providing the feedback to **Toni DuBois** at today's meeting. **Chris** will send our committee feedback on Friday.

---

**Today's Discussion:**

1. **Campus Website Committee Update:** **Stewart & Chris**

The funding has apparently dried up for the renovation of the campus website. The "skeletal" format of the "new" website has been functioning for a few months now; however, at this time continued work and needed modifications to the website are on hold.

Our recommendation to the Faculty Senate in 1-24-2010 for the transformation of the campus website including an ongoing webmaster is at a standstill. What we have is the first step in the process (see our recommendation attached)

**Stewart and Chris** will draft a strong statement to move the campus website forward. **Chris** will send the draft of the statement to the SEC via e-mail for editing and approval prior to sending the statement to **Rajen Vurdien, Sean Chamberlin and the Campus Website Committee.**

2. **Brainstorming/Discussion regarding the Committee's response to the District Master Plan.**

- The Master Plan should be based on education not facilities.
- The Committee needs to send a strong statement forward addressing our concerns.
- The Master Plan should be written by District and College personnel not an outside contract. There needs to be a commitment from within the District to take on this task to ensure that the final Master Plan truly reflects the educational goals of each of the constituents (District, Fullerton College, Cypress College, & School of Continuing Education).
- We need to identify common ground among each of the constituent groups.
- We need to see ourselves reflected in the Master Plan and then see how the facilities will support our programs
- From a student perspective, the District seems to be completely undetached to what is happening on the campuses. It is sad because there seems to be no connection between the District and the students "realities" they are facing.
- Making a Plan in the summer without comprehensive input from faculty, students and management does not provide the needed information and understanding of the needs, vision and strategies that should be front and center in a Master Plan.
- What is happening in our larger community (today/now) is not present in the Master Plan.
  - We are out of touch with the community.
  - No global context or vision.
- The only reason we are here is for our students. That needs to be reflected in the Plan.
- The Plan was created from a top down model. It needs to be reversed to truly create an effective plan to create the change and forward movement that we all want in our District to support the students we serve.
- We need to be proactive and the Master Plan does not reflect this.
- We seem to be always operating from a reactive mode (How are we going to address the concerns from Accreditation, we need to have a Master Plan on the books so let's "get it done") rather than creating a vision that will take the District into the future with students front and center in our Master Plan.
- We have fallen into the trap each time we create a "new" Master Plan - let's get it done! What has happened again is that it is a Facilities Master Plan rather than an Education Master Plan which would then guide our facilities plan.
- The Master Plan is suppose to guide us for the next 10 years in "educating" our students not what building will be built in 2012.
- "No man is an island" - That goes for the NOCCCD as well. We are not a District by ourselves - we need to align with the other community college districts in our geographic area. We need to see how we fit into the larger system.
- Possibly use program reviews with data to help direct the vision of the Master Plan.
- The Master Plan needs to provide in-depth detail of everything. A detailed explanation is needed.
- The Master Plan is facilities specific NOT Program specific. Again, it is a backwards Plan. We don't see the Plan connecting at all with specific programs.
- The Master Plan should show the Challenges that we are facing and strategies to address those challenges.

- Student Success Task Force findings:
    - Students coming to college - over half are completely undecided.
    - Over 50% of the work force is unhappy with our jobs.
    - The above statistics show the relevancy of a community college to help students and workers achieve their career goals.
  - A Comprehensive Educational/Life Skills Plan for each student (one of goals we identified in our Student Equity Plan) is critical for students (not simply an academic/advising plan)
  - To help students we could set up a program to bring people from the community to share what is required in their profession. (Several departments and programs do this; however, we need to create a program where students across campus see this opportunity as critical to their future and come and meet these community professionals). We need to find the "hook" for the students; and, the students need to see that the college sees this as an important part of their Education/Life Skills Plan. And, students need to see that the educational/life skills plan is important for their future.
    - Possibly imbed a comprehensive education plan in all our classes.
    - We need to look for effective ways to have this be part of what we do.
    - Students would benefit tremendously that if they understood the relevancy.
    - Interning may be another way to support this process. Some departments and programs do this effectively.
    - Students need to mobilize faster with financial support running out earlier. They need to decide their career path etc. earlier in their tenure at the college.
  - **The Key:**
    - How does the Fullerton College Master Plan reflect the recommendations that were presented in the 2008 Fullerton College Student Equity Plan and the subsequent end of the year reports?
    - Does the Master Plan address any of the Student Equity Committee's recommendations? (See attached 2008 and 2011 Recommendations)
    - The Student Equity Plan provides a framework for a FC Education Master Plan and this is not reflected in the District Master Plan.
  - The District Master Plan again failed in its mission to provide the blueprint for guiding the education of our students. What we see is a continued facilities master plan.
- 3. A.S. Student Survey Regarding 16-week Calendar/College Hour - Maria**
- See handout of results
  - 1000+ distributed; 700+ returned
  - Both day and evening students were surveyed
  - Didn't get much feedback from the Math and Science students. The A.S. is following up with these two areas.
  - Students needed to be informed from the beginning to be part of the conversation that directly affects them.
  - **It is understood**
    - we are one of the few campuses that are not on a 16-week semester.
    - there will be a 16-week calendar
    - details are still being worked out
      - finals week could be negotiated
      - timing of classes could be negotiated
    - probably will not have a campus hour
  - Need to address how is this new calendar going to impact the students in DSS that need additional accommodations? We need to check in with **Paul McKinley**.

**Information:**

- National Alliance for Partnerships in Equity Education Foundation - Janine
- Fall 2011 A.S. Quick Survey Results (16-week Calendar/College Hour)

**Next Meeting:** Thursday, December 8, 2011 - 1-2pm