

# Student Equity Proposal Definition of Terms and Frequently Asked Questions

## Definition of Equity Terms:

### Indicators:

**Access:** The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

**Course Completion:** The ratio of students, by population group, that earn an A, B, C or credit compared to the number of courses in which students in that group are enrolled on the census day of the term.

**Basic Skills and ESL Completion:** The ratio of the number of students by population group who successfully complete a degree-applicable course, within three subsequent terms, after having completed the final basic skills course in the sequence with an A, B, C or credit compared to the number of students who complete such a final basic skills course.

**Degree and Certificate Completion:** The ratio of the number of students by population group who receive a degree or certificate within three years to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

**Transfer:** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after three years.

**Disproportionate impact:** Disproportionate impact is when a population of students succeeds at a lower rate than the highest performing group of students. The current threshold for a group to be disproportionately impacted is 80%. This means that when a group of students performs at a level that is only 80% of the highest performing group, they are disproportionately impacted. Colleges must look for disproportionate impact related to ethnic or racial categories as well as specific student populations including current or former foster youth, students with disabilities, low-income students, and veterans. Programs and activities should be developed to support students where disproportionate impact is found. For the specific number of successful outcomes needed for the DI group to meet the **average** for that outcome, see pages 10-11.

## Student Equity Funding Proposal Frequently Asked Questions

**Background information:** The State Chancellor's Office has identified funds to support student equity efforts throughout the state. For purposes of this plan, student equity is defined as helping students achieve equal outcomes on success indicators as compared to either their own percentage in the community or college student body, or to other student groups. Each community college is required to maintain a student equity plan that includes campus-based research as to the extent of equity for high-need student groups; goals for access to, and completion of courses, basic skills improvement, transfer and degree and certificates for all students and for high-need students; and a set of evidence-based activities to help students and the college meet these goals. Beginning fall 2017, colleges will be required to submit an integrated plan (rather than three separate plans) which includes goals and activities that show coordination between SSSP, Basic Skills, and Equity.

**Who may apply for funding?** Classified professionals, faculty, and administrators are eligible to apply for funding. Applicants must designate a "Project Leader" on the application. To be accepted, applications must be signed and reviewed by the division Dean.

**How are applications evaluated?** Each proposed project will be evaluated by the rubric included with the application. Applications will be reviewed and scored by an evaluation committee made up of representatives from the Student Equity Committee. **Applicants who are members of the Student Equity Committee are ineligible to serve on the evaluation committee.**

### **What is the timeline? And, when are applications due for submission?**

Proposals are due Monday, Oct. 9 at noon. Proposals will provide funds for activities completed from spring 2018-summer 2019. At this time, we do not anticipate another opportunity to apply for funds once funds have been allocated. Funding for 2018-2019 will be tentative and may change based on the actual student equity allocation from the State Chancellor's Office. All activities need to be completed by June 30, 2019.

### **What is an evaluation plan and how do I track participants?**

The evaluation plan is an opportunity to meet with the Student Equity Research Analyst, Megan, before your project begins in order to identify your program goals and discuss how you will collect data and report on outcomes. By meeting and developing your evaluation plan prior to the start of your project, this should make reporting on your activities much easier. Collecting information about participants is an important part of administering an equity-funded project. At the very least, we ask that you collect first and last names along with ID numbers of students who are participating. Some methods of collecting this information could include manual sign in sheets, timekeeper scan-in system, a google doc, or a Qualtrics survey. If your program works with a specific class, you will need to provide the CRN numbers. If your program works with high school students, you will need to provide first and last names, an email address, high school, and graduation year.

**What if an activity addresses more than one indicator? Do I need to list it more than once on the application?**

When you meet with Megan to develop the evaluation plan, it may become clear that activities are more aligned with one indicator over another. However, if you would like to include activities in more than one indicator, you only need to provide support for them one time.

**What are the expectations for individuals running programs?**

Before beginning project:

- Create an evaluation plan with Office of Institutional Research and Planning (contact Megan [mtagley@fullcoll.edu](mailto:mtagley@fullcoll.edu) to schedule a meeting).
- Meet with Director of Student Equity to go over the allocation and discuss reports that are to be submitted to the Student Equity Committee, the timeline for expending funds, and procedures to make changes to their projects.

Throughout project:

- Review activities completed as well as tracking and evaluation of students
  - If any changes to activities or target population occur, complete change of activities form which will be reviewed by Director of Student Equity and Student Equity Committee.
- Review budget
  - If expenses are exceeding allocation, meet with Director of Student Equity and your Dean to discuss other funding sources.
  - Determine if additional funds are needed (complete additional request form if funds are available).
  - If funds will not be used, you will receive a timeline to return unused funds.
- Review any other needed resources or support

End of semester (or when project is completed): Meet with Director of Student Equity and Research Analyst (if needed) and provide the following:

- Provide written summary of project, objectives and level of completion, target student population and number of students served (information typically provided through Program Update form).
- Send list of student names and ID numbers for each activity completed to Office of Institutional Research and Planning ([mtagley@fullcoll.edu](mailto:mtagley@fullcoll.edu)).
- Send survey tool and responses to Office of Institutional Research and Planning ([mtagley@fullcoll.edu](mailto:mtagley@fullcoll.edu)) and Office of Student Equity ([dperkins@fullcoll.edu](mailto:dperkins@fullcoll.edu)).
- Review budget
  - Verify all charges are correct in Banner and return any unused funds.
  - If funds are exceeded, charges will need to be transferred to a non-equity budget.

**Contact:** If you have further questions, contact Deb Perkins, Director of Student Equity at [dperkins@fullcoll.edu](mailto:dperkins@fullcoll.edu) or Megan Sirna Tagley, Student Equity Research Analyst at [mtagley@fullcoll.edu](mailto:mtagley@fullcoll.edu).

### Fullerton College Student Equity Target Populations

From the cohort data used, these are the number of successful outcomes needed for the DI group to meet the **average** for that outcome. In cases where it says 0 students this was either because the sample was too small, and/or their rate was higher than the average.

\*\*\* For access, disproportionately is measured using the proportionality index which states the outcome group should be of equal proportions to the cohort group. The number of students listed in these boxes would allow that group to be proportionately enrolled at FC to the Orange County population; however, this does not account for overrepresentations in other groups.

	Access***	Course Success	Basic Skills English Completion	Basic Skills Math Completion	ESL Completion	Degree or Certificate Completion	Transfer
<i>Cohort →</i>	<i>Fall 2015</i>	<i>Fall 2016 &amp; Spring 2017</i>	<i>Within 1 Year from Fall 2015 &amp; Spring 2016</i>	<i>Within 1 Year from Fall 2015 &amp; Spring 2016</i>	<i>Within 1 Year from Fall 2015 &amp; Spring 2016</i>	<i>Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students</i>	<i>Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students</i>
American Indian /Alaska Native	46 students	20 female course enrollments					
Asian	2,323 students					1 Other, 1 Southeast	0 East, 0 Indian, 0 Southeast
Black /African American		857 course enrollments	11 students	1 student		8 students	0 students
Hispanic or Latino		1065 female course enrollments		16 students	1 female	19 students	41 students
Filipino			4 males			0 students	1 student
Native Hawaiian/Pacific Islander		16 female course enrollments				1 student	

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<i>Cohort →</i>	<i>Fall 2015</i>	<i>Fall 2016 &amp; Spring 2017</i>	<i>Within 1 Year from Fall 2015 &amp; Spring 2016</i>	<i>Within 1 Year from Fall 2015 &amp; Spring 2016</i>	<i>Within 1 Year from Fall 2015 &amp; Spring 2016</i>	<i>Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students</i>	<i>Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students</i>
White	6,567 students			0 students	3 students		0 students
Foster youth			4 students				
Individuals w/ disabilities		21 African American DSS course enrollments, 8 Filipino DSS course enrollments				6 students	3 students
Low-income students		256 African-American, 35 American Indian, 41 Filipino BOG B recipient course enrollments		11 White Non-Hispanic BOG recipients		29 Bog B recipients	35 Bog B recipients
Veterans						1 veteran	