

Student Equity Committee

Mission and Purpose

The Student Equity Committee develops and recommends policies, programs and strategies that promote equity in student success, retention, degree/certificate completion and transfer as outlined in the Fullerton College Student Equity Plan.

Fullerton College’s Disproportionately Impacted Groups (2015-2016 Equity Plan)

Success Measure	Underserved Groups
Access	No populations disproportionately impacted however, the FCSEP does address increasing student access to college programs and services for students from impacted groups and for on-going recruitment efforts
Course Completion	Students who are African-American, Pacific Islander, and Hispanic
ESL and Basic Skills Completion (all basic skills courses)	Students who are African-American and Pacific Islander
<i>Basic Skills ESL Completion</i>	Students who are African-American and Pacific Islander
<i>Basic Skills English Completion</i>	Students who are African-American, American Indian, Hispanic, Pacific Islander, and students who did not identify their ethnicity (unknown)
<i>Basic Skills Math Completion</i>	Students who are African-American, American Indian, and Hispanic
Degree and Certificate Completion	Students who are American Indian, Hispanic, White, and who have a documented disability
Transfer	Students who are Hispanic, Pacific Islander, White, and students who did not identify their ethnicity (unknown)
Campus and District-wide initiatives impacting several indicators	Fullerton College is using equity funding to support or enhance a number of activities and programs that address the needs of student populations who show disproportionate impact in several areas.

Student Equity Planning is administered through SSSSP at the State Chancellor’s Office. For purposes of this plan, student equity is defined as a 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.

College student equity plans focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. “Success indicators” are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity.

Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). The State Budget trailer bill, SB 860 (2014) added requirements to address foster youth, veterans and low income students. Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.



Student Equity

History: In 1991, the California Legislature charged all levels of public education to provide educational equity “through environments in which each person ... has a reasonable chance to fully develop his or her potential” (Education Code §66010.2c). The California Community Colleges (CCC) Board of Governors (BOG) first established a student equity policy in 1992 and in 1996 made having a student equity plan a minimum condition of receiving all state funding. In 2002, the BOG implemented title 5 regulations requiring colleges to develop a student equity plan, with colleges updating and completing plans in 2005. In response to the economic downturn and State budget cuts that began in 2008-09 and continued through 2012-13, the legislature instituted categorical program flexibility that suspended many regulatory requirements related to student equity and other initiatives. The Student Success Act of 2012 (SB1456) reaffirmed the importance of focusing on student equity in the effort to improve student success. The Chancellor’s Office provided an updated plan template to colleges in late 2013. In July of 2014, SB 860 added additional planning criteria and for the first time Student Equity (SE) received \$70 million in program funding.

Description: The Student Equity Program focus is to ensure equal educational opportunities and to promote student success for all students. As a condition of Student Success and Support Program (SSSP) funding, colleges must maintain a student equity plan. Each college plan develops specific goals/outcomes and actions to address disparities. Education code specifies that, at a minimum, colleges must review and address the following categories of students by gender when looking at disproportionate impact in student equity plans: current or former foster youth, students with disabilities, low-income students, and veterans. Additionally, colleges must have campus-based research on the following ethnic and racial categories: American Indians or Alaskan natives, Asian, native Hawaiian or other Pacific Islanders, Black or African American, Hispanic or Latino, White, some other race, and more than one race.

Appropriation: Although the BOG has made student equity planning a minimum standard for receipt of state funding since 1996, until the passage of the Student Success Act of 2012, student equity was not tied to any categorical program and did not receive formal funding through the legislative budget process. The 2014-15 budget contained \$70 million of funding to close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. In 2015-16, Student Equity received \$140 million in funding to be allocated to colleges. Program funding stabilized in 2016-17 with the budget allocation remaining at \$140 million.

Current Efforts: The Chancellor’s Office has been undergoing an effort to integrate the Basic Skills Initiative (BSI), Student Equity, and SSSP. These programs were selected as a starting point for integrative efforts because all three have the same ultimate goal of increasing student success while closing achievement gaps. Additionally, there is a strong potential for overlap between the programs. These efforts resulted in three documents released in February 2017: an Integrated Plan for 2017-2019, an Integrated Budget Plan for 2017-2018, and revised Expenditure Guidelines. To support the new integrated program model, the Chancellor’s Office has developed a [BSI/SE/SSSP Integrated Planning webpage](#).