**PROPOSAL FOR STUDENT EQUITY FUNDED PROJECT 2018 – 2019**

(Funding time frame: January 1, 2018-June 30, 2019)

**Name (Project lead):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Signature of Division Dean**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dept./Area:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Extension:** \_\_\_\_\_\_\_

**Title of Project: ­­­­­­­­­­­­­­­­­**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**All proposed programs and services must:**

* Demonstrate a focus on disproportionate impacted students (see chart on page 2) and focus on at least one of the student equity indicators (access, course completion, basic skills and ESL completion, degree and certificate completion, or transfer).
* Support at least one goal from the Integrated Plan (see below)
* Have an evaluation plan developed with the Office of Institutional Research and Planning and agree to comply with providing funding updates and data collection requests. Contact Megan ([mtagley@fullcoll.edu](mailto:mtagley@fullcoll.edu)) to schedule a meeting to develop your evaluation plan.

**Recommended Practices:**

* A focus on high touch activities (example: individual or small group mentoring rather than workshops).
* Identify ways to make program scalable and sustainable.

**Complete this box for each indicator your program will address. Copy additional boxes as needed. In each box, list all activities that are related to the indicator and target population.**

|  |
| --- |
| **Indicator:**  \_\_\_\_Access \_\_\_\_Course Completion \_\_Basic Skills and ESL Completion \_\_Degree/Certificate Completion \_\_\_ Transfer  **Integrated Plan Goals:**  **\_\_\_\_GOAL 1:** Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.  **\_\_\_\_GOAL 2:** Closing achievement gaps for disproportionately impacted groups.  **\_\_\_\_GOAL 3:** Improving success rates in students meeting milestones towards degree attainment, certificate attainment, and transfer.  **\_\_\_\_GOAL 4:** Improved identification of and support for students at-risk for academic or progress probation.  **\_\_\_\_GOAL 5:** Deeper collaborations with high school districts, and community partners, particularly to increase students’ college readiness. |
| **Participants Served:**  Total Planned Participants: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # of Disproportionately impacted students to be served:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How will you track the students you are serving: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Participant lists* ***with student IDs*** *for should be sent to the Office of Institutional Research and Planning at* [mtagley@fullcoll.edu](mailto:mtagley@fullcoll.edu) *at the end of each semester.* |
| **Target Population:**  **Requirement for funding:** Equity funded projects must address the target populations and success indicators and be based on the disproportionate impact study, goals, and activities described in the college Integrated Plan.**Place a check in the box(es) that indicate the target populations and the goal area to which Your project responds. Cells shaded in gray indicate that disproportionate impact was not found.** IN some instances, the racial/ethnic group was found to be disproportionately impacted after narrowing the population down to males/females. For the specific number of students needed close the Gap, see p. 10-11.   |  | **Access** | **Course Success** | **Basic Skills English Completion** | **Basic Skills Math Completion** | **ESL Completion** | **Degree or**  **Certificate Completion** | **Transfer** | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | *Fall 2016 & Spring 2017* | *Within 1 Year from Fall 2015 & Spring 2016* | *Within 1 Year from Fall 2015 & Spring 2016* | *Within 1 Year from Fall 2015 & Spring 2016* | *Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students* | *Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students* | | American Indian /Alaska Native |  | Not overall, within females\* |  |  |  |  |  | | Asian |  |  |  |  |  | Other, Southeast | East, Indian, Southeast | | Black /African American |  |  |  |  |  |  |  | | Hispanic or Latino |  | Not overall, within females\* |  |  | Not overall, within females\* |  |  | | Filipino |  |  | Not overall, within males\* |  |  |  |  | | Native Hawaiian/Pacific Islander |  | Not overall, within females\* |  |  |  |  |  | | White |  |  |  |  |  |  |  | | Foster youth |  |  |  |  |  |  |  | | Individuals w/ disabilities |  | Not overall, within DSS -- African American, Filipino |  |  |  |  |  | | Low-income students |  | Not overall, within African-American, American Indian, Filipino BOG B recipients vs BOG C/None |  | Not overall, within White Non-Hispanic BOG B&C recipients vs None |  | BOG B recipients | BOG B recipients | | Veterans |  |  |  |  |  |  |  | |
| **Status:** Current Equity-funded Project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Previous Equity-funded Project: \_\_\_\_\_\_\_\_\_  Did not previously receive equity funds: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If you previously had a different source of funding, what funds were used?\* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \*Student Equity funding prohibits the use of funds to supplant. Supplanting is the process of redirecting funds from existing resources or programs. This means that if the project is or was already in place and funded by Fullerton College, Student Equity funds may not be redirected to pay for this project. If the project has significantly changed from what was previously funded, please explain when describing activities below. |
| **New activities:** Please provide references to literature (article citation) or research to demonstrate the effectiveness of this activity. Include the budget allocated to each activity—including student equity, categorical, or other funding sources and their amounts. Planned expenditures should be listed here as well as in the Student Equity Summary Budget spreadsheet.   |  |  |  | | --- | --- | --- | | **Activity** | **Reference to literature or data that support this practice** | **Budget** (if other funds are being used in addition to equity, include and identify those below) | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
| **Ongoing activities:** Provide an overview of the program history, relevant data on the impact of the activity, and activities that will be completed during funding timeframe. If you reference Program Review and/or the Student Equity Program Update, please attach a copy with your proposal. Include the budget allocated to each activity—including student equity, categorical, or other funding sources and their amounts. Planned expenditures should be listed here as well as in the Student Equity Summary Budget spreadsheet.  *Overview of program history*:   |  |  |  | | --- | --- | --- | | **Activity** | **Data that support this practice** | **Budget** (if other funds are being used in addition to equity, include and identify those below) | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

**Integrated planning: (Currently funded programs do not need to complete this section unless goals, activities, or student populations have changed).**

*Equity funded programs and services should demonstrate that they are integrated into the college mission, goals, and objectives as well as existing college plans (Strategic Plan, Program Review, etc.). Please indicate how this project aligns with the college mission, goals, and objectives as well the college plan it is in (or will be included in). Any funding allocated should be included in Program Review.*

[Mission](http://www.fullcoll.edu/president/mission-statement), [Vision](http://www.fullcoll.edu/president/mission-statement), and [College Goals](http://www.fullcoll.edu/president/fullerton-college-goals-institutional-slos) drive all college activities. Summarize how your proposal supports each area.

* Mission:
* Vision:
* College Goals:
* Program Review:
* [Strategic Plan](http://research.fullcoll.edu/FC%20Strategic%20Plan%202015-2017%20Final.pdf):

If applicable, describe how your project is integrated with the initiatives/campus services below. Include if you currently receive funding for any portion of your program from other funding sources (including general funds).

|  |  |  |
| --- | --- | --- |
|  | Integrated activities | Amount of funding received |
| Basic Skills Initiative: |  |  |
| Student Success and Support Project (SSSP) Plan: |  |  |
| Expansion or coordination with other campus program or service: |  |  |
| Other: |  |  |

**Budget**

*Student Equity funding guidelines are available from* [*http://extranet.cccco.edu/Portals/1/SSSP/Integrated%20Planning/Expenditure%20Guidelines%20%202016-17.pdf*](http://extranet.cccco.edu/Portals/1/SSSP/Integrated%20Planning/Expenditure%20Guidelines%20%202016-17.pdf)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BUDGET ITEM** | **DESCRIPTION** | **COST/YEAR** | **OTHER CAMPUS FUNDS USED** | **PERSON/OFFICE RESPONSIBLE** |
| Personnel (include benefits) |  |  |  |  |
| * Existing full-time equity-funded position, existing reassigned time, or classified overtime (if applicable).\* |  |  |  |  |
| * Administrative assistant or other clerical support |  |  |  |  |
| * Professional Expert or Hourly support |  |  |  |  |
| Equipment and Supplies |  |  |  |  |
| Hospitality\*\* |  |  |  |  |
| Travel/Professional development (out of state travel with prior approval only)\*\*\* |  |  |  |  |
| Marketing |  |  |  |  |
| Other components |  |  |  |  |

**Funds must be expended by June 30, 2019.**

\*Positions must have approval of Dean prior to beginning project.

\*\*Hospitality is limited to one-time events (i.e. orientation, end of semester celebration)

\*\*\*Professional development/conference attendance should not exceed amount provided by Staff Development per fiscal year ($2000 for full-time employees and $1000 for adjunct faculty; Temporary hourly or professional expert employees may not be eligible for professional development reimbursement).

Funds requested for spring 2018-summer 2018: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Funds requested for fall 2018-summer 2019: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total funding requested: $\_\_\_\_\_\_\_\_\_\_

**Fullerton College Student Equity Plan Proposal Evaluation Rubric**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Yes** | **No** |
| 1. Includes evaluation plan developed with the Office of Institutional Research and Planning. |  |  |
| 1. Directly connects to one (or more) of the five student equity indicators: access, course completion, ESL and basic skills completion, degree/certificate completion, or transfer. |  |  |
| 1. Includes activities that are focused on at least one disproportionately impacted student group within the indicator. |  |  |

IF THE ANSWER TO ANY QUESTION ABOVE IS NO, STOP AND DO NOT COMPLETE THE REST OF THIS FORM. PROPOSALS MUST MEET THESE CRITERIA IN ORDER TO BE CONSIDERED FOR FUNDING.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | Fully  satisfies criteria | Moderately satisfies criteria | Minimally satisfies criteria |
|  | **5** | **3** | **1** |
| 1. Clear connection to Fullerton College Goals and Integrated plan goals. |  |  |  |
| 1. Proposal identifies best practice research or includes data to support activities for the identified equity population or indicator. |  |  |  |
| 1. Provides high-touch activities (majority of activities include face-to-face or online interaction with students rather than workshops or one-time events). |  |  |  |
|  | **3** | **2** | **1** |
| 1. Proposal supports activities identified in program review and/or identifies a need that is not currently being met. |  |  |  |
| 1. Project shows evidence of collaboration with related offices or programs on campus and avoids duplication of services. |  |  |  |
| 1. Expenses are in alignment with stated goals. Implementation plan is well thought out with appropriate staffing and key personnel identified to carry out all program and evaluation activities. |  |  |  |
| 1. The requestor explored or is also utilizing other funding sources. |  |  |  |

**Total** should be **22 or higher** to be considered for recommendation to the Student Equity Committee**.**

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 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. 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 within this funding cycle 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 a 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 exceed amount allocated, 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** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Cohort 🡪* | *Fall 2015* | *Fall 2016 & Spring 2017* | *Within 1 Year from Fall 2015 & Spring 2016* | *Within 1 Year from Fall 2015 & Spring 2016* | *Within 1 Year from Fall 2015 & Spring 2016* | *Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students* | *Between Fall 2013 and Fall 2016 for First-time Fall 2013 Students* |
| 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 |  |
| 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 |  |