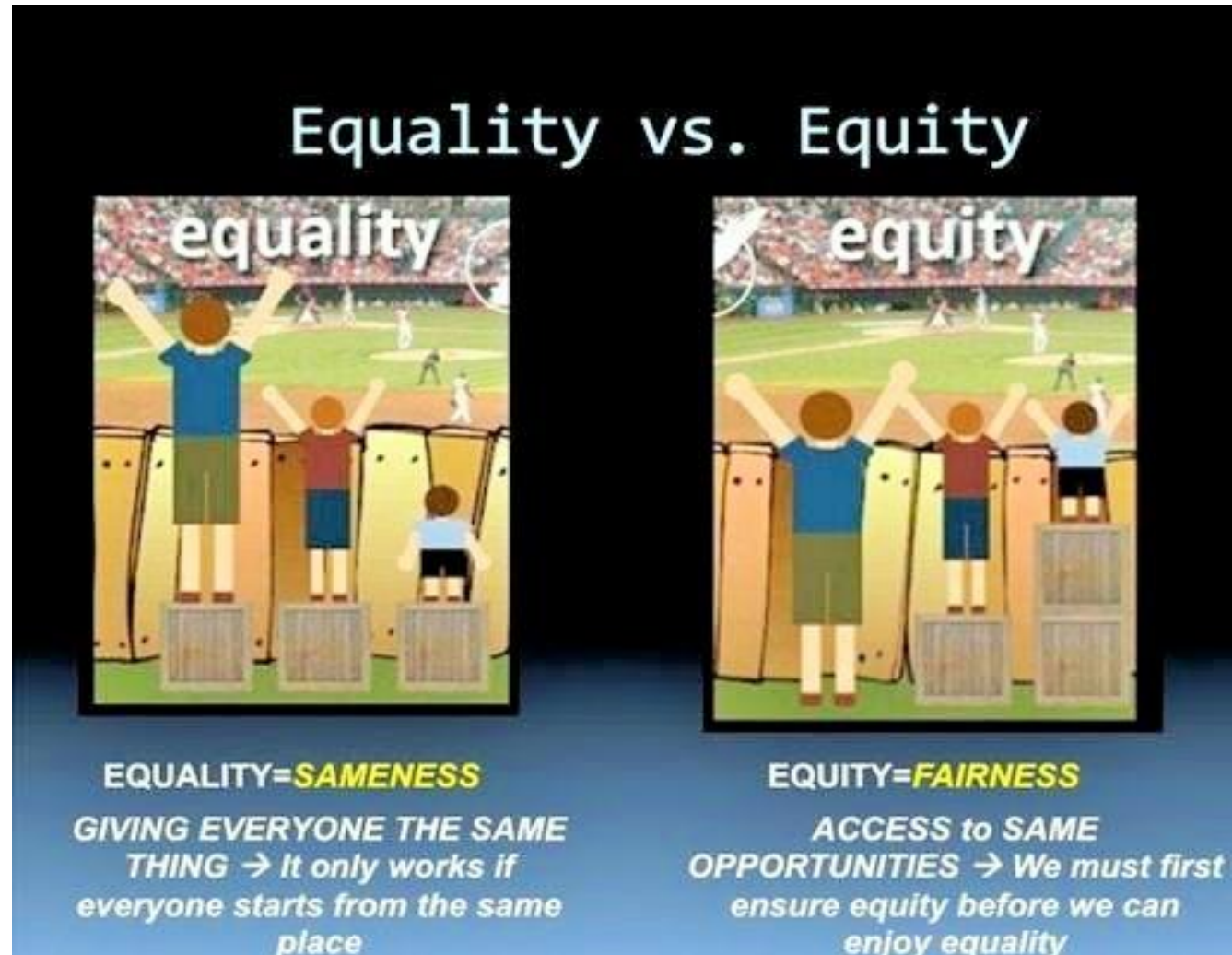


Fullerton College Student Equity Proposal Process Fall 2017

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

What is Student Equity?



History

- ▶ 1991—The California Legislature required educational equity “through environments in which each person...has a reasonable chance to fully develop his or her potential” (Education Code 66010.2c).
- ▶ **1996—The Board of Governors (BOG) said every college must have a student equity plan to receive state funding.**
- ▶ 2002-2005—Guidelines for plans were established and colleges were required to update and complete plans.
- ▶ 2008-2013—Economic downturn led to suspension of required plans.
- ▶ 2011—Student Success Taskforce was created which led to recommendations to continue focusing on student equity.
- ▶ **2014--\$100 million was designated to support closing the achievement gap “in access and success in underrepresented student groups, as identified in local student equity plans” (Student Equity Planning, Fact Sheet, January 2014).**
- ▶ 2015—An additional \$40 million was designated by the state (for a total of \$140 million) to be given annually in support of Student Equity.

Current funding and plan expectations

- ▶ 2016-2017—Student Equity, Basic Skills, and SSSP Plans were temporarily suspended in order to create a new integrated template to combine the three plans
 - ▶ Plan will be integrated to focus on similar overarching goals.
 - ▶ Fullerton College 2017-2019 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.

Student Equity Indicators

- ▶ Access
- ▶ Course Completion
- ▶ ESL and Basic Skills Completion
- ▶ Degree and Certificate Completion
- ▶ Transfer

Target Populations

We must look at data related to:

- ▶ Race and ethnicity
- ▶ Current or former foster youth
- ▶ Students with disabilities
- ▶ Low-income students
- ▶ Veterans
- ▶ Homeless students (identified through Financial Aid)—pending legislation

What is disproportionate impact?

- ▶ Students who succeed at less than 80% of highest performing (reference) group

Example: Course Completion Rate

- ▶ Group A: 53%
- ▶ Group B: 75% (reference group)
- ▶ Group B: 75% (reference group)
- ▶ Group C: 64%

$$\frac{\text{Group A } 53}{\text{Group B } 75} = 71\% \text{ (DI)}$$

$$\frac{\text{Group C } 64}{\text{Group B } 75} = 85\% \text{ (not DI)}$$

- ▶ Group A is disproportionately impacted because they are succeeding at less than 80% of the highest succeeding group.
- ▶ Group C is not disproportionately impacted because they are succeeding at 85% the rate of the highest succeeding group.

Fullerton College's Disproportionately Impacted Groups

	Access	Course Success	Basic Skills English Completion	Basic Skills Math Completion	ESL Completion	Degree or Certificate Completion	Transfer
Cohort →		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							

Shading indicates no disproportionate impact

	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 B recipients		29 Bog B recipients	35 Bog B recipients
Veterans						1 veteran	

Shading indicates no disproportionate impact

- ▶ From the cohort data used, these are the number of successful outcomes needed for the DI group to meet the **average** for that outcome
- ▶ *** 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.

Examples of programs addressing equity goals (current and former equity-funded programs)

- ▶ Increased support in the Academic Support Center, Entering Scholars Program, Incite, SDSI and Supplemental Instruction.
- ▶ Counseling—programs supporting AB540 students, High School Outreach, and Summer Bridge.
- ▶ Additional support for DSS, EOPS, Foster Youth, Puente, Umoja, and Veterans Resource Center.
- ▶ Professional development training through Staff Development, Teaching Men of Color online certificate program, Reading Faculty training, Growth Mindset training, and English Acceleration faculty training.
- ▶ Support for instructional programs including Anthropology, Chemistry, Ethnic Studies, Earth Science, Math, and Nutrition.

Focus of Student Equity 2017-2019

▶ All proposed programs and services must:

- ▶ Demonstrate a focus on disproportionate impacted students (see chart on slides 8-9) and address on at least one of the student equity indicators (access, course completion, basic skills and ESL completion, degree and certificate completion, or transfer).
 - ▶ Programs that do not demonstrate a focus on a high percentage of disproportionately impacted students will be considered but may not qualify for funding.
- ▶ Support at least one goal from the Integrated Plan (see slide 4).
- ▶ 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) 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.

Student Equity Proposal Process

- ▶ Complete the Student Equity Funding Proposal form by Monday, Oct. 9 at noon.
 - ▶ Review disproportionate impact information, equity indicators, and goals.
 - ▶ A definition of equity indicators and FAQ is available [here](#).
 - ▶ Identify best practices based on data or research (this information must be included in your proposal).
 - ▶ An evaluation plan that is completed with the Office of Institutional Research and Planning must be submitted with the proposal. Email Megan (mtagley@fullcoll.edu) to schedule a meeting to develop your evaluation plan.
 - ▶ Submit proposal electronically to Deb Perkins (dperkins@fullcoll.edu).
 - ▶ **Note: All current and previously funded equity programs must submit a new proposal for continued or renewed funding for spring 2018. Current funding will end on Dec. 31, 2017.**
- ▶ Proposals will be reviewed by a subcommittee of the Student Equity Committee.
- ▶ The tentative timeline for decisions is November 1. Funding will cover spring 2018-June 30, 2019.
 - ▶ Funding for 2018-2019 is tentative and may be adjusted based on our district equity allocation for 2018-2019.

Proposal: Step-by-step

- ▶ Name: You may list everyone who will be involved with the project but should designate one person as the lead contact.
- ▶ Signature of Dean: You must review the proposal and have the approval of your Dean (electronic signature is fine) prior to submitting proposal.
- ▶ Identifying indicator and integrated plan goals:
 - ▶ Complete this box for each indicator and integrated plan goal your program will address.
 - ▶ If the activities you plan to complete address more than one indicator, it may become clear that activities are more aligned with one indicator over another as you complete your evaluation plan. However, if you would like to include activities in more than one indicator, you only need to provide support for them one time.
- ▶ Participants served:
 - ▶ Your program and activities should demonstrate that the focus is on students who are disproportionately impacted in the indicator you have identified. Programs that serve all student populations may not be eligible for student equity funding.

Proposal: Step-by-step

- ▶ Target population: Check all student populations that your program and activities will be serving.
- ▶ Status:
 - ▶ New and currently funded equity projects need to complete a new proposal by Oct. 9.
 - ▶ Projects that were previously funded or were never funded by equity and received funding from other source may only be eligible for funding in addition to the other funding.
- ▶ New and ongoing activities: Briefly list the activities you intend to complete in order to address the disproportionately impacted students and equity indicator.
 - ▶ References to literature or data can be brief (cite sources) but should be included.
 - ▶ If you reference Program Review or an Equity Program Update, please attach those with your proposal.
 - ▶ If you are receiving funding from any other source for the activities you identify, include that funding in this chart. If you are receiving funding from other sources for other activities, please list that in the integrated planning section.

Proposal: Step-by-step

▶ Integrated Planning:

- ▶ Please provide a brief explanation about how your program and activities fit in with the campus mission, vision, goals, program review, and strategic plan.
- ▶ If your program and activities are also supported by Basic Skills, SSSP, other categorical, or general campus funds, please list that information in the integrated planning chart.
- ▶ If you will be partnering with an existing program, center, or department on campus, please include that information in this section.

▶ Budget:

- ▶ New full-time positions or new requests for reassigned time are not being considered at this time.
- ▶ Consider the amount of work this project may add to your office or department including preparing hiring paperwork, submitting RQs for purchases, and time to evaluate the program. Please think about the amount of staffing or support that will be needed to address the additional work this project may create and make requests accordingly.
- ▶ Hospitality is limited to one-time events (celebrations, orientations, etc.). Equity funds for hospitality should be used sparingly.

Proposal: Step-by-step

- ▶ Budget continued:
 - ▶ Travel/Professional Development: Professional development/conference attendance funds should not exceed the amount provided by Staff Development per fiscal year (\$2000/full-time employees and \$1000 for adjunct faculty. Temporary hourly and professional experts may not be eligible for professional development reimbursement). Out of state travel is only allowed with prior approval from the Office of Student Equity.
 - ▶ Marketing: If you are planning to work with the Office of Campus Communications for marketing, please contact them prior to submitting your proposal.
 - ▶ Other components:
 - ▶ For student field trips, please review board policies related to student field trips and reimbursement. Out of state travel for students is only allowed with prior approval from the Office of Student Equity.

Additional information and resources

- ▶ Visit the Student Equity Website Resources page
- ▶ <http://equity.fullcoll.edu/resources/>

Any Questions?

▶ Contact Information:

▶ Deb Perkins

▶ Director of Student Equity

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▶ 714-992-7108

▶ Megan Sirna Tagley

▶ Student Equity and SSSP Research Analyst

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