

Equity Committee Meeting Notes

Thursday, May 11, 2017 1:00-2:30 p.m. / Room 229

Committee members present: **Faculty:** Kathy Standen, Mary Bogan (co-chair), Carolyn Facer, Annie Bianchino, Perry Webster, Amber Gonzalez, Rolando Sanabria, Sylvia Pimentel; **Managers:** Mark Greenhalgh (co-chair) Jennifer LaBounty; **Classified:** Rabia Khan

Resource members present: **Cadena/Transfer Center:** Cecilia Arriaza; **DSS:** Ruth Sipple; **Equity:** Deb Perkins; **LLRISPS:** Michelle Garcia; **OIRP:** Carlos Ayon, Megan Sirna Tagley; **Veterans:** Elaine Lipiz Gonzalez

- I. Review of vision, mission, and purpose
 - a. A handout was given out with the draft vision, mission, and purpose statements from the previous meeting. There was a request for feedback on the mission and purpose statements. These will continue to be refined and finalized over the next few meetings.
 - b. There was a recommendation to keep the mission statement short and concise to avoid losing people.
- II. Review updated disproportionate impact data
 - a. Megan shared some new handouts to give additional information about disproportionately impacted students.
 - i. The first handout identified the disproportionately impacted populations broken down by ethnicity and gender as well as DSS or Foster Youth status; the highlighted group is disproportionately impacted.
 - ii. This data is based on our local data rather than state data.
 - iii. Course completion data is based on fall 2016.
 - iv. Terms were defined including success (successful course completion), course enrollments (number of courses for all students), zero to close gap (shows a success rate over the average rate but group is still disproportionately impacted), close the gap (% difference from average)
 - b. There was a question about how often we should be measuring the data.
 - i. Generally the disproportionate groups are fairly consistent when looking at the data from high level but when looking at individual courses, it might change more semester to semester.
 - ii. It is good to look at the data each semester to be aware if there are any changes.
 - c. There was some discussion about enrollment trends and whether we are focusing on the students that we should be. There was a comment that we

shouldn't spend a lot of money on a program focused on a certain population if we don't have students from that population enrolling.

- d. The data provides a look at how many students would need to have successful completion in order to close the gap.
- e. There was also some discussion about full-time or part-time students (not distinguished) and the difference between Pacific Islander and Filipino (ethnicity taken from CCC Apply).
- f. There was further discussion about access and supporting students who are enrolling on our campus. It is important to look at the surrounding area and high schools to see the Fullerton College student population compared to the community.

III. 2017-2018 Planning

- a. There have been some meetings to move forward with the integrated plan.
 - i. At a meeting in April, there was a request for feedback on identifying goals. Based on the feedback given at the Student Success Committee, Basic Skills, and Equity Committees, goals were decided on. The goals identified are in line with the suggested goals from the template.
 - ii. A new handout was created which shows the goals and activities from SSSP, Basic Skills, and Equity that support the goals.
 - 1. Deb asked for feedback (via email) for any changes or suggestions.
- b. A handout was given with all the programs that are planning to request continued funding.
 - i. There was a review of what should be considered when grouping a program as Tier A or B. Greg advised that Tier A should include programs that focus on disproportionately impacted students. Tier B are good programs but don't focus specifically on disproportionate impact.
 - 1. Rod will try to find one-time funds but there is no guarantee that everything will be funded.
 - ii. Feedback is requested based on the Program Update Feedback groups from earlier this semester. Feedback is requested by next Thursday, May 18.
 - iii. There was a recommendation to look first if a program was working with disproportionately impacted students, and if so, then look at the success.
 - iv. There was a question about programs that are only serving a small number of students. For now, group them in Tier A if those students are disproportionately impacted.
 - v. There was a question about whether programs could shift their focus. We can think about who programs have been serving and may have the potential to serve.

- vi. When giving feedback, make comments about whether a program should be considered A or B so repeated themes can be identified. Also, committee member and resource members can work independently in order to complete the feedback more quickly.
- vii. Based on information from the President, we may want to think about funding Tier A activities at 80% and using any balance that may exist to fund programs that address gaps in what is currently being funded or additional groups.
 - 1. Greg and the VPs have an idea they would like to bring to the committee but they will work through the proposal process if that becomes available and then the committee could decide if that proposal meets equity goals.
 - 2. However, there was a concern about reducing funding to programs that are clearly serving disproportionately impacted students when some feel that they are not receiving enough funds already.
- viii. There was discussion about whether Tier B programs could revise their activities to focus more on disproportionately impacted students.
- ix. There was a comment that we will need to identify principles and criteria to decide how to use remaining funds, if any.
- c. There was discussion about what happens if a program changes activities from what was approved in the proposal.
 - i. There was agreement that this could be handled on a case by case basis. Sometimes it could just be brought to the Student Equity Chairs for approval but other times may need to be presented to the committee.
- d. There was a comment that the full-time positions are not included in the overall cost of the program. Deb will adjust the amount to include the cost of the positions.
- e. There was a reminder that programs will be instructed to limit hospitality. New full-time positions will likely not be funded but professional experts are okay. However, if there was something we felt very strongly about, we could approach the President with the request.
- f. There was a question about whether the Tier A and B is fully data driven. Individuals still need to consider whether a program is doing what they said they would do.
- g. There was a request to establish some questions to think about when making the decision for Tier A and B.
- h. There was a comment that we need to make sure to prioritize students' voices and make sure that we are not making decisions for them without their opinion.

We previously had student representatives but students are not currently attending the meetings.

- i. Some of the ways we do ensure we are hearing students' perspectives include student evaluations in individual programs, the campus climate survey, and student forums.
- ii. We may want to think about running some focus groups.
- iii. On the Student Success Committee, students shared their experiences from several programs funded by equity including Umoja, VRC, Supplemental Instruction, Entering Scholars Program, Incite, and SDSI. All students spoke very highly of the programs and valued the opportunity to participate in these programs.

IV. A memo was sent by email from the State Chancellor's Office identifying some areas the State Chancellor's Office is recommending colleges focus on.

V. Deb, Mary, and Megan would like to form a subgroup in order to provide specific feedback to individuals completing Program Updates. Jennifer volunteered.

VI. Announcements

- a. The Flex Day schedule has been announced with a focus on a few equity areas including Teaching/Supporting Men of Color, AB540, and Financial Aid.
- b. There will be a Teaching Men of Color Webinar and Discussion on Friday, May 12.