

**STUDENT EQUITY
COMMITTEE
UPDATE**

FEBRUARY 2018

STUDENT EQUITY HISTORY

- Beginning in 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)
- Between 2002-2005—Guidelines for plans were established and colleges were required to update and complete plans.
- **Fullerton College’s first Student Equity Plan was written in 2005, followed by the Student Equity Committee being established in spring 2005 as a Faculty Senate committee**
- Student Equity Plans were updated in 2005 and 2008; however, between 2008-2013, the economic downturn led to suspension of required plans
- In 2011, the Student Success Taskforce was created, leading to recommendations to continue focusing on student equity.

STUDENT EQUITY HISTORY

- **By 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).
- Additional funds designated by the state (for a total of \$140 million) to be given annually in support of Student Equity with SB860 establishing initial populations to address in equity plans (adjustments in 2017-2018 (AB1018) amended the populations to include two additional populations (LGBT & homeless populations)
- Individual Student Equity plans have been suspended in order to focus on a new integrated plan, combining SSSP, BSI, and Student Equity.
- Most recently, AB504 established a standard method to determine disproportionate impact for all colleges.

STUDENT EQUITY INDICATORS

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

TARGET POPULATIONS

We must look at data to determine if there is disproportionate impact for designated populations*



*Additional categories of students are determined by the governing board of community college.

FULLERTON COLLEGE
DISPROPORTIONATELY IMPACTED
GROUPS AS OF 2017*

	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							

*Determined before new populations were added by the state (LGBT & homeless populations)

STUDENT EQUITY COMMITTEE FUNDING PROCESS

- **SPRING/SUMMER 2014**—a taskforce of ad hoc faculty (from a Faculty Senate call) and administrators met during the summer to develop the student equity plan.
- **MARCH 2015**, in anticipation of the second round of funding, the college began a campus-wide submission process for programs through a proposal form that was sent to the deans and disseminated to the campus community for individuals who wished to propose initiatives to be funded in 2015-2016.
- **2016-2017** activities were a continuation of current projects or new activities that were in-line with the goals and outcomes identified in the 2015-2016 plan and continued to serve students who are disproportionately impacted and/or identified as a target population by the State Budget Act 860.

2017-2018 FUNDING

- The application process was opened across campus to allow for new and continuing projects. Individuals who applied for funding were required to complete a proposal and submit an evaluation plan developed with the Student Equity Research Analyst.
 - Information about the proposal process was sent out to individuals who were currently receiving funding, campus deans, and posted in President's Weekly.
 - Informational sessions were held to explain disproportionate impact and the proposal process.
- To allow time for individuals to complete the application, all previously funded programs received continued funding (at 50% of previous allocation) for fall 2017.
 - Prior to fall 2017, the Student Equity Committee identified programs that showed evidence of focusing their effort on disproportionately impacted groups. Programs that did not show evidence of focusing on disproportionately impacted groups were informed their program may not be eligible for continued funding.

2017-2018 FUNDING

- During the fall semester, there was discussion about and establishment of a subcommittee
 - The subcommittee consisted of voting and resource members including faculty, classified, administrators, and students who did not have any proposals being considered for funding. The subcommittee was decided on by the Student Equity Committee.
- The subcommittee read, reviewed, and discussed all proposals.
- When considering the proposals, the committee first began by identifying overall themes and discussing individual proposals based on:
 - The rubric score,
 - The number of disproportionately impacted students served, the number of total students served, and the percentage of disproportionately impacted students served,
 - Activities identified as being high-touch and supported by research as being effective for target population(s).

2017-2018 FUNDING

- Next, the committee discussed ways costs could be reduced. Programs were looked at individually but common recommendations included:
 - Maximizing funds related to full-time position requests,
 - Funding adjunct counselors, professional expert, and hourly employees at 75% of what was requested,
 - Reducing hospitality, professional development/travel, and marketing costs,
 - Reducing costs where there was overlap between proposals including tutoring-type support, bringing in on-campus speakers, and professional development requests.
- On November 30th, the subcommittee recommendation was presented to the Student Equity Committee, which voted to approve the recommendation and forward it to the President.

STUDENT EQUITY COMMITTEE

- Over the last few years we have worked hard to improve our work by
 - Changing the composition of the committee to include representation from each division
 - Refining our vision, mission, and purpose with the assistance of Dr. Dawn Person of the CSUF Center for Research on Educational Access and Leadership
 - Conducting an end-of-year survey for the purposes of self-evaluation (to be continued annually)
 - Initiating conversations both with the senate and college president to discuss the role of the student equity committee as a faculty senate committee
 - Pursuing space on the senate agenda for this presentation with the intention of communicating in this manner on at least an annual basis
 - Soliciting/accepting feedback from people within and outside of the committee for advice on the proposal process and other committee business

AND FINALLY...

To join us at any Student Equity Committee meeting. We have an open door policy.

To request a meeting with Mary Bogan (faculty co-chair), Mark Greenhalgh (administrative co-chair) or Deb Perkins (student equity project director) at any time.

We are happy to answer any questions you might have and/or listen to any feedback or suggestions you have for us.

You're
Invited!