

Feather River College 2019-2022 Student Equity Plan

Executive Summary

In order to promote student success for all students, regardless of race, gender, age, disability or economic circumstance, Title 5 sections 54220 and 51026 of the Education Code require California Community Colleges to conduct campus-based research to determine the extent of student equity across five student success metrics: access, retention, degree and certificate completion, math and English completion and transfer. In areas where a significant underrepresentation is found, the college is to determine what activities will be most effective in reducing equity gaps. Student equity must be examined for the following categories of students: (A) Current or former foster youth. (B) Students with disabilities. (C) Low-income students. (D) Veterans. (E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: (i) American Indian or Alaska Native. (ii) Asian. (iii) Black or African American. (iv) Hispanic or Latino. (v) Native Hawaiian or other Pacific Islander. (vi) White. (vii) Some other race. (viii) More than one race. (F) Homeless students. (G) Lesbian, gay, bisexual, or transgender students.

Data for the FRC overall student population was obtained from the Chancellor's Office Student Success Metrics (SSM) Dashboard. This data includes students enrolled in three delivery modes: the traditional program (on campus and online), Incarcerated Student Program (ISP) and Instructional Service Agreement (ISA) courses. Therefore, data from Banner was disaggregated by delivery mode to provide more meaningful information. Although this data does not perfectly match the SSM Dashboard data, it does provide insight as to where equity gaps exist.

The data from the overall student population showed 27 categories of students experienced a disproportionate impact (DI) in a student success metric: 10 categories within transfer; 9 within degree or certificate completion; 4 within math and English completion and 4 within retention. These are the categories and metrics for which FRC must set three-year goals and implement activities designed to close equity gaps. Many of these categories have small cohorts and are reported in multiple success measures. For example, there are 6 students in the foster youth category. All categories are further disaggregated by gender. In the case of foster youth, there are 4 males and 2 females. Both male and female foster youth categories demonstrated a disproportionate impact in the success metrics of transfer and degree and certificate completion. Below is a brief discussion about using the disaggregation by delivery mode help identify DI groups and set goals for 2022.

Access: data for access could only be obtained from Banner as FRC does not currently utilize CCCApply. It was not included as a metric for which FRC must report goals and activities.

Retention: disaggregation by delivery mode indicates that the DI in retention for white males is due to Sierra Rescue (ISA) students who are predominantly white, predominantly male and don't enroll in in the spring semester. Low retention among Black males was attributed to the ISP segment while the low retention rates among Some Other Race was found in the traditional program segment. Given the structure of the ISA and ISP and their incongruence with the prescribed definition of retention, the college does not have complete control over increasing retention in these segments, therefore appropriate equity goals were selected for these populations. The FRC overall student population goal for retention was set at a 5% increase.

Completion of transfer level math and English in the first year: the success rate for traditional program is 18.7%, much higher than the overall population rate of 9.22%. The lower overall population rate is due to the fact that ISA students do not take math and English and the success rate in the ISP population is 2.6%. Baseline data was taken when remedial math and English classes were offered and consequently there was no pathway for underprepared students to complete transfer level math and English within their first year. Implementation of AB705 should result in higher success rates, but structural difficulties will continue to exist for the Incarcerated Student Program. A 20% increase was set for the overall population goal for this metric.

Certificate and Degree completion: this metric uses the Vision Goal Competition Definition, meaning students must earn a Chancellor's Office approved certificate, an AA/AS, ADT or CCC bachelor's degree. The success rate of the incarcerated students is less than half of the traditional program students. Additionally, students enrolled in Instructional Service Agreements are never counted as a success in this metric due to these programs not culminating in an award. Further disaggregation by ethnicity indicates that low rates of success in Hispanic and Some Other Race categories are due to the high numbers enrolled in Instructional Service Agreements, particularly Mini-Corps. This gives an artificially low rate for this metric. A 10% increase was set for the overall population goal for this metric.

Transfer: incarcerated students transfer at a much lower rate than traditional program students. There are effectively no transfer options for incarcerated students at this time. Only Cal State LA offers a bachelor's degree to inmates at Lancaster Prison in a face to face program, which is irrelevant as FRC does not serve Lancaster Prison. ISP students must wait until they are released before they can enter a transfer program. Disaggregation by ethnicity shows that within the traditional program, Black and Hispanic transfer rates are above average. Given the lack of transfer opportunity for incarcerated students and equitable rates for transfer in the traditional program, equity goals were chosen for the DI groups while the overall population goal was set at a 5% increase.

Activities and strategies to address equity gaps were developed with campus-wide input. The Student Equity Plan was an ongoing topic of discussion Student Services Council and Council of Instruction. Community members were invited to attend the April meeting along with the FRC Veterans Services and Foster Youth Liaison. Student input was gathered through the online Campus Climate Survey and Year End Student Survey. Additionally, focus groups were conducted with disproportionately impacted student groups.

For more information, please contact:

Michelle Petroelje

Director of Student Success Programs

Feather River College

mpetroelje@frc.edu

(530)283-0202 ext. 316

Table 1. Overall Student Population Three-Year Goals

Note: Baseline data from the Student Success Metric Dashboard does not perfectly match data disaggregated data from Banner

Metric	Current Baseline Data for Overall Student Population	Banner On Campus Program	Banner Incarcerated Student Program	Banner Instructional Service Agreement	Goals for Overall Student Population
<i>Transfer to a four-year institution</i>	8.84%	9.3%	0.6%		5% increase
<i>Attained the Vision Goal Completion Definition</i>	4.73%	15%	7%	0%	10% increase
<i>Completed Both transfer- level math and English with the District in the First Year</i>	9.22%	18.7%	2.6%	0%	20% increase
<i>Retained from Fall to Spring at the Same College</i>	65.91 %	65%	64%	64%	5% increase
<i>Enrolled in the Same Community College</i>	No Baseline reported				750

Table 2. Disproportionately Impacted Population Trends and Three-Year Goals

 Indicates DI  Indicates DI in a cohort less than 10 individuals

A. Completed both Transfer-level math and English within the District in the First Year

	Gender	2014-15 8.53%	2015-16 7.28%	2016-17 13.55%	2017-18 9.22%	Baseline	Goal	Activities
Disabled	Male	0.00%	0.00%	0.00%	0.00%	0	1	ISP evaluation & support AB 705 implementation
Economically Disadvantaged	Male	4.37%	3.03%	6.54%	6.25%	11	16	ISP evaluation & support AB 705 implementation
Hispanic or Latino	Male	1.59%	4.69%	3.92%	2.78%	2	6	ISP evaluation & support AB 705 implementation
Some other race	Male	0.00%	0.00%	0.00%	0.00%	0	2	ISP evaluation & support AB 705 implementation

B. Retained from Fall to Spring at the Same College

	Gender	2014-15 63.36%	2015-16 61.95%	2016-17 64.52%	2017-18 65.91%	Baseline	Goal	Activities
Economically Disadvantaged	Male	70.06%	67.57%	67.28%	61.51%	449	490	Student Life & Engagement
Black or African American	Male	70.45%	67.42%	68.94%	56.73%	97	111	Student Life & Engagement
Some other race	Male	57.50%	51.52%	52.63%	46.30%	25	36	Student Life & Engagement

C. Attained the Vision Goal Completion Definition

	Gender	2014-15 2.71%	2015-16 3.95%	2016-17 3.44%	2017-18 4.73%	Baseline	Goal	Activities
Foster Youth	Female	0.00%	5.26%	0.00%	3.13%	1	2	Foster Youth Wrap Around Services College & Career Planning
Foster Youth	Male	0.00%	2.94%	2.70%	0.00%	0	2	Foster Youth Wrap Around Services College & Career Planning
Veteran	Male	7.14%	0.00%	0.00%	2.94%	1	1	Veteran Wrap Around Services College & Career Planning
Filipino	Female	0.00%	6.67%	20.00%	0.00%	0	1	ISP evaluation & support College & Career Planning
Hispanic or Latino	Female	0.88%	2.21%	1.07%	2.82%	21	29	ISP evaluation & support College & Career Planning
American Indian or Alaska Native	Male	2.94%	2.94%	8.77%	1.85%	1	2	ISP evaluation & support College & Career Planning
Native Hawaiian or Pacific Islander	Male	0.00%	6.45%	11.76%	2.38%	1	2	ISP evaluation & support College & Career Planning
Some other race	Female	0.00%	3.43%	0.61%	1.21%	3	10	ISP evaluation & support College & Career Planning
Some other race	Male	0.00%	33.33%	0.00%	0.00%	1	7	ISP evaluation & support College & Career Planning

D. Transferred to a 4-year Institution

	Gender	2014-15 14.16%	2015-16 12.65%	2016-17 8.84%	2017-18 No data	Baseline	Goal	Activities
Foster Youth	Female	0.00%	0.00%	5.88%		1	1	Foster Youth Wrap Around Services Transfer Center
Foster Youth	Male	6.67%	0.00%	0.00%		0	1	Foster Youth Wrap Around Services Transfer Center
Asian	Female	18.75%	0.00%	5.00%		1	1	Transfer Center
Asian	Male	5.71%	2.70%	1.96%		1	4	Transfer Center
Black or African American	Female	10.29%	5.56%	4.55%		3	5	Transfer Center
American Indian or Alaska Native	Female	22.73%	4.55%	4.17%		1	2	Transfer Center
Hispanic or Latino	Male	12.72%	10.14%	6.87%		20	21	Transfer Center
Some other race	Male	10.94%	7.59%	4.00%		2	4	Transfer Center
White	Male	12.07%	7.92%	6.77%		26	30	Transfer Center
Economically Disadvantaged	Male	11.14%	8.39%	5.53%		44	60	Transfer Center

Table 3. Equity Expenditures

EQUITY EXPENDITURES 2015-2016

1000 – INSTRUCTIONAL SALARIES	\$5,900.00
2000 – NON-INSTRUCTIONAL SALARIES	\$112,677.00
3000 – EMPLOYEE BENEFITS	\$41,298.00
4000 – SUPPLIES AND MATERIALS	\$5,666.00
5000 – OTHER OPERATING EXPENSES AND SERVICES	\$34,341.00
6000 – CAPITAL OUTLAY	\$10,421.00
7000 – OTHER OUTGO	\$39,697.00
TOTAL	\$250,000.00

Table 3 continued

EQUITY EXPENDITURES 2016-2017

1000 – INSTRUCTIONAL SALARIES	\$32,266.00
2000 – NON-INSTRUCTIONAL SALARIES	\$95,278.00
3000 – EMPLOYEE BENEFITS	\$42,196.00
4000 – SUPPLIES AND MATERIALS	\$5,304.00
5000 – OTHER OPERATING EXPENSES AND SERVICES	\$33,679.00
6000 – CAPITAL OUTLAY	\$0.00
7000 – OTHER OUTGO	\$41,277.00
TOTAL	\$250,000.00

EQUITY EXPENDITURES 2017-2018

1000 – INSTRUCTIONAL SALARIES	\$27,711.00
2000 – NON-INSTRUCTIONAL SALARIES	\$87,006.00
3000 – EMPLOYEE BENEFITS	\$49,074.00
4000 – SUPPLIES AND MATERIALS	\$40,283.00
5000 – OTHER OPERATING EXPENSES AND SERVICES	\$23,336.00
6000 – CAPITAL OUTLAY	\$0.00
7000 – OTHER OUTGO	\$22,590.00
TOTAL	\$250,000.00

Progress and Schedule

Outline a process and schedule for evaluating the progress made toward meeting your student equity goals.

Feather River College will evaluate progress toward meeting student equity goals by collecting qualitative and quantitative data. The Institutional Researcher will monitor and report on success metrics annually using data from the CCCC's Student Success Metric Dashboard. Annual updates will include disaggregation by delivery mode from Banner data as well. This information will be shared with Student Services Council and the Council of Instruction to inform faculty and staff of disproportionately impacted populations and to generate discussion of activities and strategies to close equity gaps. Additional data will be gathered through the Campus Climate Survey conducted every 3 years and through focus groups of disproportionately impacted student populations conducted annually. Individual activities and programs (Student Success Workshops, Summer Bridge, tutoring etc.) will be evaluated with the FRC app or surveys (google form or paper) on a regular basis throughout the academic year.

Success Criteria

How will your college ensure coordination across student equity-related categorical programs or campus based programs?

Coordination of Student Equity related categorical programs and campus based programs will be accomplished through the structure of Feather River College's shared governance. Board Policies and Administrative Procedures define the shared-governance processes and provide direction on each committee's purpose through which the Academic and Classified Senates select their own representatives to serve on the various committees. Policy is discussed and reviewed through the shared-governance system.

The faculty is organized through its Academic Senate on the basis of California statute, state regulations, board policy and its own constitution and by-laws. The chief instructional officer has a close and functional relationship to the faculty and is an ex-officio member of all standing committees of the Academic Senate. The CSSO also attends meetings to bring information back to student services staff.

The planning and budgeting process involves representation from across the campus. Central to this are the roles of the Strategic Planning Committee and the Budget Committee. Both committees are defined by local policy (AP 2510) and include administrative, faculty, and classified representation. The Strategic Planning Committee is charged with developing the Strategic Plan, as well as reviewing all budget requests through the annual program review (APR) process and prioritizing requests based on their alignment with campus needs and values. This prioritized list is forwarded to the Budget Committee for input on what spending levels are realistic for the coming year. The Budget Committee makes a recommendation to the superintendent/president who prepares a tentative budget for approval by the Board of Trustees.

Coordination across categorical programs will continue through the Student Services Council. The Council meets monthly and includes representatives from TRiO, CalWORKS, EOPS, DSPS, SEA Program and other departments. The council meets to discuss and resolve issues, disseminate pertinent information and coordinate student service efforts. The CIO attends these meetings and other key staff are invited for input on plans including the Institutional Researcher, ISP and community members.

Activities

Many of the Activities listed below are part of existing efforts outlined in Guided Pathways, the Integrated plan or Education Plan.

Evaluate degree programs and supports for Incarcerated Student Program

The Incarcerated Student Program encounters many challenges that are outside control of FRC and that affect student success. These challenges include disciplinary actions such as lock downs that limit students' access to educational materials and peer support, transfers to facilities that FRC does not serve and no options for transferring to a 4-year institution while incarcerated. Despite these challenges, the ISP maintains a high enrollment and provides quality education through correspondence courses. To increase success in degree completion, FRC will explore options for additional degrees or certificates offered in ISP. To increase success in math and English completion, ISP students will have the ability to complete transfer level math and English in one year. Academic advising will emphasize the importance of enrolling in math and English their first semester. Additionally, the need for supplemental instruction for the new math sequence will be evaluated and staff will search for an "Easy Writer" type handbook acceptable for prisons. The limited academic support varies across the facilities that FRC Serves. It includes tutoring for pre-midterm and pre-final review with instructors; collaboration with regional colleges to provide face to face tutoring; and the development of ISP student tutors at some facilities.

Foster Youth Wrap Around Services

Feather River College has a small population of foster youth (FY). Many of these students are not local and many who self-identify do not complete the verification process required for them to qualify for support. Our goal is to first increase the number of students who self-identify as FY to complete the verification process. This will be accomplished by providing specific information and materials/introductions to the Foster Youth Liaison at campus events such as New Student Orientation, or Day in The Mountains, conducting on campus outreach and education about foster youth services at the start of each semester and by maintaining regular contact with the local high school FY/Homeless youth liaison to identify local FY coming the FRC. Once students are identified, wrap-around services will be provided. These services include: conducting career assessment and counseling in the first semester; a check in at the third or fourth week of the semester to make sure supports such as tutoring are in place; referrals to support services such as Mental Health, financial aid, TRiO Student Support Services, Extended Opportunity Program and Services and invitations to participate in student success workshops and FYE workshops that teach independent living skills. Additional transfer services may include workshops specifically for FY and introductions to FY programs at 4-year institutions on transfer trips. The FY focus groups surfaced the need for a social support group, something like the current Eagle Pride Gay Straight Alliance.

Veterans Wrap Around Services

FRC has a small population of Veterans, although not all whom self-identify receive GI benefits and/or do not complete verification process. FRC will set a goal to increase the number of veterans who complete the verification process by conducting outreach at the start of each semester by providing specific information and materials/introductions to the Veterans Certifying Official at campus events such as New Student Orientation, or Day in The Mountains. Outreach workshops will facilitate verification process and explain GI benefits. Veterans can then be connected to community resources and activities for veterans in order to develop a sense of community and engagement. Academic advising with veterans may focus on career and education that appeal to many veterans such as Outdoor Recreation Leadership, Equine Studies/Agriculture and preparation for

becoming a Game Warden. Funding already exists for the development of a Veterans center on campus. This place could be a space for veterans to socialize with one another, complete assignments and host veteran's specific workshops. The need for vet-to-vet support was identified in the focus group.

Professional Learning for Faculty and Staff

Recently, a team from FRC attended the 3CSN (the professional development arm of the Chancellor's Office) Leadership for Curricular and Institutional Transformation Institute. During the week-long institute, the team was able to develop a proposal for professional development that includes hosting regional sharing summits, launching a mentor program for new employees and sustained professional learning through participation in the Facilitators Learning Community. The team realized the importance of professional learning as a means to engage, empower and equip faculty and staff; create community within FRC; and extend our professional network in order to do the work of implementing student success initiatives and guided pathways framework.

College and Career Planning

College and Career planning efforts will increase success within the Vision Goal Completion Definition student success metric. Activities include:

- Continue to host a College and Career Fair which provides students with opportunities to discuss future pathways or goals with career and college representatives.
- Encourage internship participation via the campus's connections with various industry and government agencies.
- Informing course scheduling that enables students to complete their program of study in a timely manner using analysis of scheduling gaps, redundancy in scheduled courses, and data such as Weekly Student Contact Hours
- Research software solutions to assist students from exploration through completion, with emphasis on education planning and degree evaluation

Implement AB 705 and provide support systems to students

New legislation requires that colleges maximize the likelihood that students will complete transfer level math and English within their first year. FRC has already utilized multiple measures for course placement, thereby reducing the number of exit points along the math and English sequence. Initial data supports its effectiveness in English placement, meaning that more students are being placed into transfer-level English rather than pre-transfer/remedial classes and that student success has not been affected by new placement methods. The math sequence has been redeveloped to include a one semester pre-transfer level math class and will be taught in Fall 2019. Other activities to support AB 705 implementation include:

- Continue to assess the need for supplemental and/or co-curricular support for the pre-transfer level math and English classes and transfer level English composition and Statistics classes
- Pilot embedded tutoring in pre-transfer level math and English classes and transfer-level English composition classes
- Continue to offer a free Summer Bridge program to all students in pre-transfer level math and/or English classes (MATH 15/20 and ENGL 10)
- Streamline early alert system by implementing Maxient and improve processes through collaboration within the Student Intervention Committee

- Continue campus wide Writing Across the Curriculum (WAC) discussions. Purchase and distribute Easy Writer handbooks at student orientation events and make them available at the Instructional Resource Center to help facilitate WAC
- Provide access to online tutoring via NetTutor and training for instructor on how to utilize Net Tutor
- Offer Canvas Orientation and MyMathLab workshops at the start of fall and Spring semester
- Utilize Cranium Café for virtual advising, counseling and student success workshops

Student Life and Engagement

Student Life and Engagement focuses on the six student success factors identified by the RP Group: directed, focused, nurtured, engaged, connected and valued. The Year End Student survey shows that over 70% of respondents feel more connected to the FRC community as a result of participating in or attending an activity. Respondents also indicated that faculty had an influence on their decision to participate. Below are the activities for student life and engagement that may bolster student success, particularly retention.

- Assess and refine a First Year Experience Program to help students persist and develop strategies to be successful as a student and develop an education plan to meet their career or transfer goals
- Coordination with Mental Health, Student Life, TRiO and Student Success Program to develop and maintain monthly activities calendar that includes social, academic and personal development activities which is shared with faculty and staff and posted on social media
- Partner with faculty, EOPS and TRiO to offer incentives for participation in activities
- Support student clubs such as the Black Student Union, Eagle Pride etc. with funds for recruitment activities and student hours for officers to plan and promote activities and meetings
- Expand student leadership opportunities to clubs, ASFRC, and student ambassadors
- Peer mentoring and nudges from student ambassadors through social media, follow up phone calls, email to encourage participation and referrals as needed
- Streamline early alert system by implementing Maxient and improve processes through collaboration within the Student Intervention Committee

Transfer Center

The Transfer Center is housed in the Advising Office and provides information and opportunities to learn about transfer institutions and assists with applications.

- Provide resources and information about online and hybrid programs to help students who want to stay in Plumas County complete 4 year degrees
- BSU/athletics/TRiO partnership to explore the possibility of bringing students to Black Expo and Historically Black Colleges and Universities Road Trip events
- Partner with TRiO and EOPS programs that serve economically disadvantaged students to provide opportunities for students to learn about transfer options including (1) online programs (2) visits to local 4 year institutions such CSU Chico, Sac State, UC Davis and University of Nevada Reno (3) encourage participation and offer incentives for attendance at College and Career Fair, transfer application workshops and college visits (4) FAFSA workshops to provide assistance with application completion