

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.

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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