

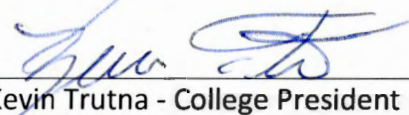




## Feather River College Student Equity Plan Signature Page

District: Feather River Community College Dist. Board of Trustees Approval Date: \_\_\_\_\_

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

  
\_\_\_\_\_  
Kevin Trutna - College President                      ktrutna@frc.edu  
Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

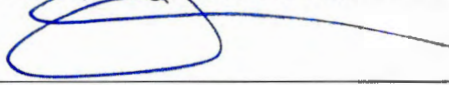
  
\_\_\_\_\_  
James Scoubes - Chief Business Officer                      jscoubes@frc.edu  
Email

\_\_\_\_\_  
[District Chief Business Officer<sup>1</sup>]                      Email

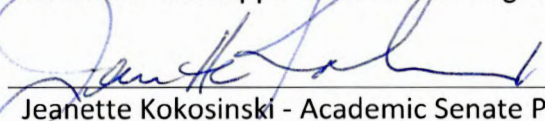
I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

  
\_\_\_\_\_  
Karen Pierson - Chief Student Services Officer                      kpierson@frc.edu  
Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.


  
\_\_\_\_\_  
Derek Lerch - Chief Instructional Officer                      dlerch@frc.edu  
Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

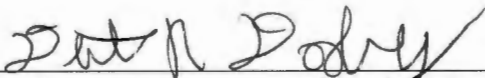
  
\_\_\_\_\_  
Jeanette Kokosinski - Academic Senate President                      jkokosinki@frc.edu  
Email

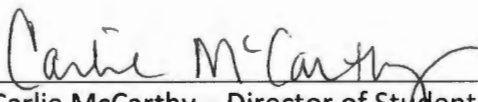
<sup>1</sup> If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

  
Cynthia Hall - Classified Senate President      [chall@frc.edu](mailto:chall@frc.edu)  
Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

  
Dustin Dooley - Associated Student Body President      [drdooley@frc.edu](mailto:drdooley@frc.edu)  
Email

  
Carlie McCarthy – Director of Student Success & Support Programs      [cmccarthy@frc.edu](mailto:cmccarthy@frc.edu)      530-283-0202 ext. 316  
Student Equity Contact      Email      Phone



I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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Cynthia Hall - Classified Senate President	chall@frc.edu Email
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I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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Dustin Dooley - Associated Student Body President	drdooley@frc.edu Email
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Carlie McCarthy – Director of Student Success & Support Programs Student Equity Contact	cmccarthy@frc.edu Email	530-283-0202 ext. 316 Phone
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## EXECUTIVE SUMMARY

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Feather River College has created a plan with activities that will improve access, course completion, basic skills, degree and certificate completion, and transfer rates for the populations identified in the college's research as experiencing disproportionate impact:

Access: White non-Hispanic women and low income, disabled and veterans

Course completion: Foster youth, African American and disabled students

ESL and basic skills course completion: Hispanics, Native Americans and economically distressed

Degree and certificate completion: Native Americans, Pacific Islanders and low income students

Transfer: Native Americans, CalWORKs participants, disabled students and low income

To develop the plan, the Director of Student Success and Support Programs met with Student Services Council, the committee also responsible for ongoing development, implementation, and evaluation of the plan. The director also met individually with campus and community liaisons who represent the target populations listed above to create activities and practices to address current barriers for their populations. Some activities supplement outcomes from the previous year's plan, and data collected in surveys that were administered to the student body in 2014-2015 was also taken into consideration. Furthermore, activities have been included to allow for additional qualitative research, directly with students from the target populations via focus groups and surveys, to give them an opportunity to share specific barriers to their access or success.

After data is collected, there will be a collaborative effort with the appropriate groups on campus and in the community to identify and implement research-based best practices and strategies. FRC will have a review process for student equity efforts to ensure activities are meaningful and impactful which will be evident by accomplishing the goal set for each area. Each of the following goals should be accomplished by 2020:

Access: Quincy, California, the home of Feather River College, and the surrounding communities served by FRC are made up of a predominantly (85%) White – non Hispanic population. FRC strives to improve access to all gender, ethnic and special groups and does not believe that the White Non-Hispanic population, as such, should be a target of differential policies. The goal for FRC is to improve access of specific segments of the white population, such as low income, veterans, foster youth and people with disabilities as well as other ethnic groups to nurture a diverse student body where all students feel valued, connected, supported and directed toward an academic goal.

Course completion: Increase course completion for the target population by improving outreach and communication strategies, creating a sense of belonging and feeling connected with the college community, expanding early intervention tactics and providing and promoting resources, supplies, and opportunities that will assist students in successfully completing their coursework.

ESL and basic skills course completion: ESL courses are not currently offered by Feather River College. Therefore, the goal for ESL and Basic Skills Course Completion is two-part. First, determine if there is enough need for ESL courses within the service area or the Incarcerated Student Program to offer courses. Second, implement processes to prepare basic skills students

prior to the start of the semester and ensure they are placed appropriately in English and math. Also, identify barriers for students and develop strategies and resources to support students and basic skills instructors to improve the completion rate by 2% in the target populations identified in the research as experiencing a disproportionate impact.

Degree and certificate completion: Develop and improve existing strategies to accurately capture students goals. Determine what barriers are impeding students in the target population from completing a degree or certificate and develop strategies to reduce the barriers and continue to provide the support, experiences and resources necessary to decrease the gap for degree and certificate completion for the populations identified in the college research as experiencing a disproportionate impact.

Transfer: Capture and maintain accurate educational goals for all students, especially students in the target populations. Identify barriers and develop strategies to increase the percentage of students from the target populations who successfully transfer to a four year college or university.

The goals listed above encompass many of the activities developed in each area. With equity funds, new positions have been created to provide adequate personnel to implement activities, assess the effectiveness and collaborate with appropriate liaisons to evaluate outcomes and develop new strategies. The activities also encompass more outreach and follow-up with target populations including the development of a student mentor/ambassador program. Faculty and staff will have more professional development opportunities to learn and incorporate best practices into their instruction or service. There will be more instructional support for students in the target populations by expanding tutoring and providing resources, access and the guidance necessary to get on a path toward successful completion.

In addition, the college is developing a first year experience (not an FTES generating program) which would positively affect several indicators and create equitable outcomes for all students. The program would concentrate on the six success factors identified by the RP Group "Student Success Redefined" which include: directed, focused, nurtured, engaged, connected, and valued. Research has proved that all factors contribute to successful completion as well as an opportunity for students to connect to each other and the college, to make them more aware of support services and resources, and to help them learn. The program has support from Instruction and Student Services and the goal is to have a pilot group, at minimum, by fall 2016.

Feather River College is grateful to have financial support to implement strategies that will improve student success and completion for students experiencing disproportionate impact and ultimately prepare all of its students in becoming successful, contributing citizens to the state of California.

For more information, contact Carlie McCarthy, Director of Student Success and Support Services. [cmccarthy@frc.edu](mailto:cmccarthy@frc.edu) or 530-283-0202 ext. 316



## PLANNING COMMITTEE AND COLLABORATION

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Due to the small size of Feather River College (FRC), it is generally very easy to coordinate plans and programs through the shared governance structure and staffing patterns where administrators and managers wear multiple “hats”, and have responsibility for more than one program. The Institutional Researcher compiled all of the required data for the plan. The Student Services Council (SSC) has taken on the role of Student Equity Planning Committee.

The SSC/ Student Equity Planning Committee provides the primary vehicle for coordination across the Student Services Division and into Instruction. It is chaired by the Chief Student Services Officer (CSSO), and consists of all Student Services managers, the Chief Instructional Officer (CIO), and a faculty member from the Academic Senate. The categorical programs represented include The Director of Student Success and Support Services who oversees SSSP and Equity, EOPS, CalWORKs, DSP&S and BFAP (Financial Aid). The Director of the TRiO Student Support Services grant also serves on the committee and represents Basic Skills Committee (BSI) as well.

Additional members have been added to the committee to represent Foster Youth, Veterans and the community (School District Director of Curriculum and Instructional Services). The student body was represented by the Student Body President and the Student Trustee, who both actively took part in developing the plan. The Classified Senate president also attended the meeting and participated in developing the plan. The Institutional Researcher will be included in future meetings. All of the above named individuals will be responsible for ongoing development, implementation, and evaluation of the plan.

In addition to the planning committee, other groups on campus were involved with the development of the plan. The Director of SSS attended Council on Instruction, Basic Skills, and Academic Senate to share goals and solicit ideas on strategies to meet the goals. She will continue to collaborate with all groups to evaluate and strategize as necessary. The Director leads monthly Advising Task Force meetings where the equity plan is a regular topic of discussion. She also met with representatives from FRC’s Incarcerated Student Program to discuss current barriers for students in the target population and developed activities to immediately address them.

The Equity Plan was also shared with community agencies representing Veterans and Foster Youth, two of the target populations, to develop activities to address current barriers and methods to better identify their needs. The CIO and Director of SSSP also serve on Plumas County’s Adult Education (AB86) Committee where needs for the Disabled, Veterans, Foster Youth, basic skills learners, low income and other Adult Education needs are discussed.

FRC recognizes the value and importance of coordinating student equity planning with institution-wide planning efforts including accreditation and the master plan. All programs are required to submit an Annual Program Review and a Comprehensive Program Review every four years; and Student Equity is no exception. With the Director also overseeing SSSP, there is a great deal of integration and complimentary activities reflected in both plans.

FRC has created a comprehensive plan with activities that will improve access, course completion, basic skills completion, degree and certificate completion, and transfer rates for the populations identified through research as experiencing disproportionate impact. Ongoing development, implementation and evaluation of the plan will be reviewed regularly by Student Services Council/ Student Equity Planning Committee and will be shared across campus and with the respective community agencies in order to accomplish the goals outlined in the plan.

**STUDENT EQUITY PLAN COMMITTEE MEMBERSHIP LIST**

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<b>Member Name</b>	<b>Title</b>	<b>Organization(s), Program(s) or Role(s) Represented</b>
Karen Pierson	CSSO	Student Services
Derek Lerch	CIO	Instruction
Carlie McCarthy	Director of Student Success and Support Programs	Student Equity, SSSP
Marci Lang	Director of Disabled Students Programs and Services	DSPS
Alyia Pilgrim	Financial Aid Specialist	Veterans and Foster Youth Liaison
Cathy Riley	CalWORKs Coordinator	CalWORKs
Randy Rick	HES Faculty	Faculty Senate
Midge Gannon	EOPS Counselor	EOPS
Andre Van Der Velden	Director of Financial Aid	BFAP
Gretchen Baumgartner	Director of SSS/Trio	Basic Skills, Trio
Greg McCarthy	Academic/Athletic Advisor	Transfer Center
Tracee Dunmore	Interim Director of Child Development Center	Child Development Center
Kristy Warren	Director of Curriculum and Instructional Services	Community Member
Leslie Mikesell	Director of Admissions and Records	Admissions
Connie Litz	Administrative Assistant to CSSO	Student Services
Sarah Ritchie	Manager of Student Housing	Student Housing
Dustin Dooley	Associated Student Body President	FRC students
Kelly Williamson	Student Trustee	FRC students

**CAMPUS-BASED RESEARCH: ACCESS**

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**A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

**Table 1a: FRC student population compared to the population of its service area, by gender and ethnicity – I**

Target Population(s)	FRC enrollment in AY 2014-2015, count	FRC enrollment in AY 2014-2015, %	Plumas County 2010 Census %*	Percentage point difference with +/- added
Males	1,616	52.38%	50.0%	+2.38
Females	1,453	47.10%	50.0%	-2.9
Unknown	16	0.52%		
<b>Total of 3 cells above</b>	<b>3,085</b>	<b>100%</b>	<b>100%</b>	
African-American	296	9.59%	0.90%	+8.7%
American Indian/Alaskan Native	72	2.33%	2.30%	0.0%
Asian	78	2.53%	0.63%	+1.9%
Filipino	18	0.58%		
Hispanic	887	28.75%	8.02%	+20.7%
Multi-Ethnicity	5	0.16%	2.91%	-2.8%
Pacific Islander	24	0.78%	0.09%	+0.7%
White Non-Hispanic	1,499	48.59%	85.05%	-36.5%
Unknown	206	6.68%	0.09%	+6.6%
<b>Total of 9 cells above</b>	<b>3,085</b>	<b>100%</b>	<b>100%</b>	

\* Numbers are for the whole population, there is no disaggregated data for age groups.

Feather River College is a small institution and some demographic features vary widely from year to year. Table 1a, based on 2014-15 enrollment, portrays FRC as if it neglected women and two ethnic groups, the Multi-Ethnicity, and the White Non-Hispanic people. Yet if we consider a longer time span, such as all academic years from 1992 to 2015, the picture is different, and even dramatically different in gender terms.

**Table 1b: FRC student population compared to the population of its service area, by gender and ethnicity – II**

Target Population(s)	FRC enrollment from 1992 to 2015, count	FRC enrollment from 1992 to 2015, %	Plumas County 2010 Census %	Percentage point difference with +/- added
Males	34,437	43.88%	50.0%	-6.12%
Females	43,483	55.40%	50.0%	+5.40%
Unknown	564	0.72%		
<b>Total of 3 cells above</b>	<b>78,484</b>	<b>100%</b>	<b>100%</b>	
African-American	3,233	4.12%	0.90%	+3.21%
American Indian/Alaskan Native	1,675	2.13%	2.30%	-0.17%
Asian	1,397	1.78%	0.63%	+1.15%
Filipino	394	0.50%		
Hispanic	15,025	19.14%	8.02%	+11.12%
Multi-Ethnicity	82	0.10%	2.91%	-2.81%
Pacific Islander	354	0.45%	0.09%	+0.36%
White Non-Hispanic	49,786	63.43%	85.05%	-21.61%
Unknown	6,538	8.33%	0.09%	+8.24%
<b>Total of 9 cells above</b>	<b>78,484</b>	<b>100%</b>	<b>100%</b>	
Current or former foster youth				
Individuals with disabilities			16.60%***	
Low-income students			15.20%***	
Veterans				

Overall, along 23 academic years, women have been well represented in the FRC student population, it is rather the men who seem to be disadvantaged. The disadvantage of the Multi-Ethnicity group persists, yet this may also happen because of the fluidity of this category, and its highly permeable boundaries toward all other ethnic categories, especially the “Unknown”, which is high in FRC but low in Plumas County.

The cumulative numbers show the American Indian/ Alaskan Native group slightly neglected, a situation that should be addressed.

As for the White non-Hispanic population, their disadvantage is mitigated in a historical perspective. The percentage of minority enrollment shows a slowly increasing tendency over decades.

Data on gender and ethnicity is readily available for both the college and its service area, yet we are not as lucky with data on some special populations, such as the four categories included in Table 2. Data for Plumas County is hard to find and not well synchronized with the Feather River measures. When looking at income, the Census Bureau shows a high percentage of the population below the poverty line. Students may be classified as low-income when they are recipients of certain need-based grants, scholarships or loans. With regard to disabilities,

the Census Bureau gives an estimate for the whole of the 18-65 age group, yet most of the FRC students are in the 17-24 age group.

Cumulative data on foster youth in Plumas County and data for the adult population who have ever experienced foster care is not available. We have data on the number of children currently in foster care, of which an estimate of proportion of foster youth among those aged 0-18 can be derived. The number of children in foster care varies along the last years around 45, and compared to the overall age bracket, gives a proportion of 0.22%. Compared to this, FRC had 13 (0.36%) foster youth in its student population in the academic year 2014-2015.

Data available on the number of veterans in Plumas County shows the population is under-represented in the student population. Yet as earlier specified, most FRC students are below 24 years of age, thus the proportion of veteran students should be, more accurately, compared to the number of older students only. When compared to the overall number of students, their access seems seriously hindered.

**Table 2: FRC student population compared to the population of its service area by special population groups**

Target Population(s)	Headcount in AY 2014-2015	Group % in FRC Headcount AY 2014-2015	Plumas County 2010 Census %*	Percentage point difference with +/- added
FRC Unduplicated Headcount in 2014-2015 = 3,641 students				
Current or former foster youth	13	0.36%	0.22%*	+0.14%
Individuals with disabilities	106	2.91%	16.60%**	-13.69%
Low-income students (Financial aid recipients <sup>1</sup> )	2,008	55.15%	15.20%***	+39.95%
Veterans	20	0.55%	10.30%****	-9.75%

1 BOGA1, BOGA2, BOGB, BOGBI, BOGW, CALB, CALC, FOSHER, FWS, PELL, SEOG, SOSHER, SUB, TRIO recipients

\* Time series data and current numbers from <http://www.kidsdata.org/> - The Foundation claims that the number of children currently in foster care is 45.

\*\* Data from US Census Bureau American Community Survey, which estimates 1935 persons with disability in the 18-65 age group.

\*\*\*Census Bureau's "Population below poverty line" data.

\*\*\*\*Data from Department of Veterans Affairs, [http://www.va.gov/vetdata/Veteran\\_Population.asp](http://www.va.gov/vetdata/Veteran_Population.asp). They estimate that the number of veterans living in Plumas County in September 2014 was 2061.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

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**GOAL A.**

Quincy, California, the home of Feather River College, and the surrounding communities served by FRC are made up of a predominantly (85%) White – Non Hispanic population. FRC strives to improve access to all gender, ethnic and special groups and does not believe that the White Non-Hispanic population, as such, should be a target of differential policies. The goal for FRC is to improve access of specific segments of the White population, such as low income, veterans, foster youth and people with disabilities as well as other ethnic groups to nurture a diverse student body where all students feel valued, connected, supported and directed toward an academic goal.

<b>Target Population(s)</b>	<b>Current gap, year 2014-15</b>	<b>Goal*</b>	<b>Goal Year</b>
White – Non-Hispanic	-21.61%	Decrease the gap of white- non Hispanic women and white – non Hispanic low-income by 3% combined	2020
Disabled	-13.69%	Decrease the gap by 2%	2020
Veterans	-9.75%	Decrease the gap by 2%	2020

Of the ethnic groups, the population with the greatest access gap is the White Hon-Hispanic population. Though FRC pursues improving the access of all gender, ethnic, and other special groups, we do not think that the White Non-Hispanic population, as such, should be a target of differential policies. We will work on improving the access of specific segments on the White population, such as women, low income, veterans and people with disabilities.

**ACTIVITIES: A. ACCESS**

**A1.**

<b>Activity Type(s)</b>	
	Outreach Student Services or other Categorical Program Research and Evaluation Student Equity Coordination/ Planning Curriculum/Course Development or Adaptation Professional Development Instructional Support Activities Direct Student Support

<b>A1.</b> Expand outreach activities to Plumas County residents including high school students (primarily White – Non Hispanic and low income), current and former foster youth, people with disabilities and veterans.	X							
<b>A2.</b> Develop and market online courses and degrees targeting prospective students in the target population who are not able to attend classes on campus due to access issues.	X	X		X	X		X	X
<b>A3.</b> Provide and promote free access to public transportation to and from campus for all students living within the service area.								X
<b>A4.</b> Collaborate with the Adult Education grant and communicate with campus and community organizations that provide services to people with disabilities, foster youth, veterans, and the Native American population to determine barriers to accessing FRC.		X	X	X	X		X	X
<b>A5.</b> Conduct a Campus Climate survey to gauge how the campus community members (faculty, staff and students) perceive the general atmosphere as and administration in terms of overall comfort, sense of safety and belonging, and feeling valued, treated fairly with respect and without discrimination.	X		X					

**Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected by Population</b>
<b>A1.</b>	Veterans, foster youth, people with a disability and White- Non Hispanic low income	Undetermined
<b>A2.</b>	Veterans, foster youth, people with a disability and White- Non Hispanic low income	2,028
<b>A3.</b>	Veterans, foster youth, people with a disability and White- Non Hispanic low income	2,028
<b>A4.</b>	Veterans, foster youth, people with a disability and Native American	159
<b>A5.</b>	Campus Climate survey will be available to all FRC students enrolled in courses on campus and online and all Faculty and Staff.	Approximately 1600



**Activity Implementation Plan**

<b>ID</b>	<b>Timeline</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
<b>A1.</b>	Begin Fall 2015 – ongoing	\$2500	General fund salary for: Recruiter \$19, 260 Recruiter Assistant \$20,402
<b>A2.</b>	Spring 2016	\$6000	\$5000 marketing budget
<b>A3.</b>	Begin Fall 2015 – ongoing	\$500	
<b>A4.</b>	Begin Fall 2015 – ongoing	Salary for Director of SSSP \$28,666	General fund salaries for: Director of DSPS \$ FY and Veterans Liaison \$51,972
<b>A5.</b>	Spring 2016	\$300	General fund to maintain lab, utilities, custodian services, etc.

**Link to Goal**

**A1.** By providing more outreach to target populations within Plumas County, FRC will improve access for underrepresented populations and ultimately enroll more students from the target population which will the cultivate a more diverse student body and subsequently a more educated and prepared workforce in Plumas County.

**A2.** The outlying communities of the Feather River College service area are 30-60 minutes away, which is a barrier in itself to accessing a college education. In addition, FRC is small and class offerings are limited. This also poses a challenge for people who do not live in Quincy and for people who work. By offering degrees completely online, access issues will be improved.

**A3.** As mentioned above, much of the service area is 30-60 minutes from campus. By providing and encouraging the use of free public transportation to and from campus, students in all of the target populations will benefit, especially low-income students and some of the disabled population.

**A4.** Collaborating with campus and community agencies who provide services to the target population is absolutely necessary determine barriers and develop strategies to improve access.

**A5.** A campus climate survey will allow all members of the campus community to contribute their perception of the campus climate and culture. Results of the survey will be disaggregated to look at specific populations, including those in the target group to get a better

understanding of how they feel on campus in relation to other groups. The data will be evaluated and used to make improvements, if deemed necessary.

### **Evaluation**

**A1.** The first approach FRC will take in evaluating if more outreach to the target population is improving access to the college, is to disaggregate and review applications completed and enrollment numbers (quantitative data) after census dates. If application numbers increase but enrollment does not, more research and follow-up will be necessary to determine what prevented the student from enrolling (qualitative). Which will then require new strategies be put in place.

FRC will begin working on outreach during fall of 2015. An evaluation can be done as early as spring 2016, but should continue each semester until the access gap goals have been met.

**A2.** FRC currently offers several online courses but anticipates having all of the courses required for a degree online by fall 2016. A marketing campaign to the target population needs to be initiated before then. Once online degrees are fully developed, the rosters for online courses can be evaluated to determine how many students are part of the target populations and pursuing an online degree (quantitative data).

Beginning fall 2016 enrollment data will be analyzed to determine if enrollment in the target populations have increased and if the target population is enrolling in more online courses.

**A3.** FRC can begin improving strategies to promote free transportation now. A tracking system will need to be put in place to capture how many new students from the target population are utilizing free public transportation. If data can be shared by the transit service, that would be most reliable, if not, data will likely be collected in survey form (quantitative) and through outreach calls to the target population (qualitative).

Data will be collected beginning fall 2015 to be compared to subsequent semesters until the access gap goals have been met.

**A4.** Collaboration with on-campus and community agencies representing the target populations is crucial in understanding the access barriers. Meetings with the respective agencies and liaisons began this fall. Many of the ideas shared are activities throughout the plan. Ongoing collaboration will be done through quarterly Adult Education meetings (off campus agencies) and through monthly student services council meetings (on campus liaisons) and as needed to evaluate the effectiveness of the activities (qualitative and quantitative methods already listed) and if/when necessary, make changes.

**A5.** The campus climate survey itself will produce qualitative and quantitative data. The data will be disaggregated to focus responses from the target populations. The survey will be administered this spring and a follow-up survey will be done in 2017-18 when data from other actives currently being implements will be more evident.

**ACTIVITIES: A. ACCESS**

**A2.**

<b>Activity Type(s)</b>	Outreach	Student Services or other Categorical Program	Research and Evaluation	Student Equity Coordination/ Planning	Curriculum/Course Development or Adaptation	Professional Development	Instructional Support Activities	Direct Student Support
<b>A2.1</b> Continuously monitor and update the website to ensure representation of a diverse student body and equitable access to student services and resources for students on campus and distance ed.	X						X	X
<b>A2.2</b> Develop video tutorials to address common issues for students including steps to access their student portal to add, drop and pay for classes, how to check student email and how to access online courses.							X	X
<b>A2.3</b> Improve communication and outreach to Foster Youth, students with disabilities, and veterans to ensure they are fully matriculated and aware of tier 1 priority registration dates and have counseling/advising appointments with advisors during priority registration.	X	X		X				X
<b>A2.4</b> Market and expand “Home Field Advantage,” a registration event for students in the service district only, to include parent information and encompass all components of orientation.	X	X						X

**Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected by Population</b>
<b>A2.1</b>	Primarily Veterans, foster youth, people with a disability and White- Non Hispanic low income, but all students will benefit	Target population 1,447

<b>A2.2</b>	Primarily Veterans, foster youth, people with a disability and White- Non Hispanic low income, but all students will benefit	Target population 1,447
<b>A2.3</b>	Veterans, foster youth, people with a disability	139
<b>A2.4</b>	Prospective students who live in Plumas County	Undetermined

**Activity Implementation Plan**

<b>ID</b>	<b>Timeline</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
<b>A2.1</b>	Fall 2015, ongoing	Salaries for: Academic Support Specialist \$28,560 Student Life and Engagement Specialist \$27,332	Salaries for: Financial Aid, Admissions, EOPS/Care, CalWORKs, DSPS, SSS, Distance Ed, Advising & Counseling
<b>A2.2</b>	Spring 2016	Salary for: Academic Support Specialist (see A2.1)	SSSP software \$500
<b>A2.3</b>	Spring 2016	Salary contribution for: Program Staff Specialist/ Sr. Office Assistant \$3,400	Salaries for: General Fund Advisors \$39,226 SSSP Counselor \$24,072 Program Staff Specialist- (SSSP, EOPS, Equity, General Fund)
<b>A2.4</b>	Spring 2015	\$1000 outreach expenses \$500 supplies Salaries for: Director of SSSP, Student Life & Engagement Specialist, Academic Support Specialist (see A2.1)	SSSP \$5000 Salaries for: Advisors \$39,226, Financial Aid \$51,972 Admissions \$71,072, CSSO \$100,113 CIO \$119,499

**Link to Goal**

**A2.1** The college website, a primary resource for students to access information, should be representative of the diverse student body served so students feel welcomed by the institution. Maintaining accurate and up to date information improves access especially for the population being targeted for online courses and degrees. Many students in the target population also have a caseworker who assists them with college access so accurate, easy to find information is crucial.

**A2.2** Providing tutorials for general access is especially helpful for the population being targeted for online courses and degrees who might not get to campus for 1:1 help. Again, many students in the target population work with a caseworker who provide assistance, so video tutorials provide another access resource that can be used when working directly with the student.

**A2.3** Once applied, outreach to the target populations to ensure that they have completed the services required for priority registration will allow Foster Youth and Veterans to receive tier 1 priority registration which will guarantee they have access to register for the courses they need to achieve their education goal.

**A2.4** By expanding “Home Field Advantage” to include all required components of orientation, students will not need to come to campus multiple times before registering for their first semester. By inviting parents (or caseworkers) students will feel more comfortable and safe in a new environment and also have another person listening to the important information covered.

### ***Evaluation***

**A2.1** In the campus climate survey, a question will be asked about representation of diversity on the college’s website. In the annual end of year survey, questions will be asked about access to information on the college’s website. Data from both surveys will be disaggregated to focus on the responses from the target population (quantitative). If necessary, a focus group with the target population can hone in on what is missing (qualitative data) and changes will be made. The campus climate survey will be conducted in spring of 2016 and again in the 2017-2018 academic year.

**A2.2** In the annual end of year survey, questions will be asked about video tutorials available on the college’s website. Data from the survey will be disaggregated to focus on the responses from the target population (quantitative). If necessary, a focus group with the target population can hone in on what is missing (qualitative data) and changes will be made.

**A2.3** With the implementation of SARS (SSSP funds, spring 2016) FRC will be able to determine how many students in the target populations registered during priority registration (quantitative). This will be reviewed each semester.

**A2.4** Home Field Advantage is a new (developed spring 2015) priority registration event for fall registration. It is available for students in the local service area only. The number of students and parents (or caseworkers) who attend can be compared each year (quantitative) and the surveys at the end of the day will provide data on how many students from the target populations attended data will be collected on their experience with the event (qualitative). At this point, FRC plans to hold this event each spring.

**ACTIVITIES: A. ACCESS**

**A3.**

<b>Activity Type(s)</b>	Outreach	Student Services or other Categorical Program	Research and Evaluation	Student Equity Coordination/ Planning	Curriculum/Course Development or Adaptation	Professional Development	Instructional Support Activities	Direct Student Support
<b>A3.1</b> Maintain a Director of Student Success and Support Programs (50% SSSP, 50% Equity) to coordinate and oversee SSSP and Equity activities including collaboration with on campus programs and community agencies that work closely with the targeted population.	X	X		X				
<b>A3.2</b> Hire a Student Life and Engagement Specialist to plan activities and events for students, provide outreach to the targeted populations to encourage involvement, and serve as a liaison to refer students to campus and community support services and resources. The Engagement Specialist will also assist with conducting surveys and focus groups and analyzing data.			X				X	X
<b>A3.3</b> Hire an Academic Support Specialist to assist students with IT issues such as accessing student email, student portal, online courses, and provide referrals for tutoring. The Support Specialist will also assist with conducting surveys and focus groups and analyzing data.			X	X				X

**Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected by Population</b>
<b>A3.1</b>	Students from all target populations, prospective students in the target populations, and all other students	2,028
<b>A3.2</b>	Students from all target populations, prospective students in the target populations, and all other students	2,028

<b>A3.3</b>	Students from all target populations, prospective students in the target populations, and all other students	2,028
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***Activity Implementation Plan***

<b>ID</b>	<b>Timeline</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
<b>A3.1</b>	Spring 2015, ongoing	50% of total salary for: Director of SSSP (see A4)	50% SSSP \$28,666
<b>A3.2</b>	Fall 2015	Salary for: Student Life & Engagement Specialist (see A2.1)	
<b>A3.3</b>	Fall 2015	Salary for: Academic Support Specialist (see A2.1)	

***Link to Goal***

**A3.1** The Director of SSSP will be responsible for implementing the Equity plan. The Director will collaborate with all involved parties, work directly with students from the target populations and oversee all equity activities, including those that overlap with SSSP. The Director will collect and evaluate data to determine if the goals are being reached or if new strategies need to be developed.

**A3.2** The Student Life and Engagement Specialist position is an outcome from the 2014 Equity Plan. Once filled, the specialist will provide outreach to target populations, plan and execute activities on campus to foster a sense of belonging for all students, but focus especially on activities for the target populations and serve as an expert on campus to connect students in the target population to resources on campus and in the community.

**A3.3** The Academic Support Specialist position is an outcome from the 2014 Equity Plan. Once filled, the specialist will provide outreach to target populations to provide assistance with common access issues and make referrals for tutoring. The Specialist will help organize and conduct surveys and focus groups and analyze data.

### ***Evaluation***

**A3.1** The Director of SSSP will be evaluated annually by the CSSO (qualitative). Evaluation will also be evident through implementation of activities outlined in the SEP as well as through accomplishment of goals (Quantitative). Frequency will be ongoing but specific to the timeline set for the activities and goals.

**A3.2** The Student Life and Engagement Specialist will be evaluated annually by the Director of Student Success and Support Services (Qualitative). Evaluation will also be evident through implementation of activities outlined in the SEP (Quantitative). Frequency will be ongoing but specific to the timeline set for the activities and goals.

**A3.3** The Academic Support Specialist will be evaluated annually by the Director of Student Success and Support Services (Qualitative). Evaluation will also be evident through implementation of activities outlined in the SEP (Quantitative). Frequency will be ongoing but specific to the timeline set for the activities and goals.

### ***Activity Implementation Plan (narrative)***

In order to improve access to the target population, collaboration with students and agencies and liaisons who work directly with the target population is crucial. The student Services Council meets monthly and student equity is a reoccurring agenda integrated into the agenda giving the group, which includes key partners including the CSSO, Director of SSSP (includes Equity), the Director of Disabled Students Programs and Services, Director of Financial Aid, Directors for the three Trio Grants, EOPS Counselor, SSSP Counselor, CalWORKs Coordinator, a representative from the Basic Skills committee, Transfer Center Director, as well as other student services representatives. In addition, the campus liaison for Veterans and Foster Youth, Director of Curriculum for Plumas Unified School District, who serves as a community member, the student trustee and the student body president will continue to be invited to meetings. The Director of SSSP, Foster Youth and Veterans liaison and the Dean of Instruction also serve on the Adult Education Advisory committee and attend meetings regularly. The meetings are an excellent opportunity for collaboration with key partners from state and community agencies who represent the target populations. A campus climate survey will be a valuable assessment to collect both qualitative and quantitative data to better understand the faculty, staff and students perception of the campus culture and once disaggregated, may shed light on issues that are causing gaps in student outcomes. In addition to the campus climate survey, the goal for the Academic Support Specialist is to develop strategies such as surveys and focus groups to collect data from the target population to capture what the students perceive as barriers towards their completion and success. The SSSP counselor will also provide outreach to specific populations and keep track of the data collected. Once there is sufficient data, more strategies can be implemented and follow-up will be done to see if access has improved.



### **Academic/Progress Probation and Disqualification**

With SSSP funds, a new position was created in the spring of 2015 for a part-time Counselor. The part-time Counselor is designated to provide follow-up services to at-risk students. The counselor reaches out to students and encourages them to come in for a 1:1 appointment or participate in a phone conversation. The process typically begins with a notification submitted through the student intervention program or through a mandatory progress report either as a result of a substandard past or the student's affiliation with a program that requires progress reports such as EOPS, TRIO, CalWORKs and athletics. The counselor also receives a list of students on probation and dismissal from the registrar at the end of each semester. Students are contacted and encouraged to meet with the counselor in person if possible, otherwise by phone to discuss challenges and barriers to their success. Often the counselor recommends the Successful Student course to students who are on probation and in the past has made it required for students on dismissal. Students are also referred to resources such as tutoring, DSPS, mental health and other community resources when necessary.

One of the primary responsibilities for the counselor is to handle follow-up services, specifically for students at-risk, on probation, dismissed and undecided. This fall, the CSSSO, Director of Admissions and Records and Counselor have been revising the Academic Probation, Progress and Dismissal Policies to align with Ed Code and better serve the students. This year the goal is to offer more pro-active services such as workshops on time management, stress management, study skills and others identified by students so that less student are in need of follow-up services for probation and dismissal.

In 2014-2015, 25 students received follow-up services for academic probation or dismissal which is approximately 62% of the target population. The old policy stated that students who are placed on academic dismissal can meet with an advisor/counselor to develop a learning contract and return the next semester, or take a semester off. The students who did not receive a service may have chosen to take a semester off, while others may have been in the probation category and registered after the priority window. In the SSSP Plan, a goal was set to improve data collection and expand on follow-up services.

### **B. COURSE COMPLETION**

The College's credit course completion statistics do not show serious disproportionate impact affecting any gender or ethnic group. Table 3 and 4 show some disadvantage of the men compared to women, and even of the White Non-Hispanic group compared to Pacific Islanders, Asians, Hispanics and those of unknown ethnicity. As the majority, White non-Hispanics were not the most successful group in this academic year, the base for calculating the disproportionate impact with the 80% rule was the whole of FRC.

The two ethnic groups of most concern are the African American and the Multi-Ethnicity groups. Though the 80% rule does not show them suffering from very significant disproportionate impact, their credit course completion rates are below that of other groups.

In the 2014-15 academic year, foster youth are shown to have had the largest equity gap, followed by the African American group and the disabled students.

Table 3: Course completion by gender, AY 2014-2015

2014-15 Credit	Enrollment Count	Enrollment Percentage	Success Count	Success Percentage	Proportionality	Success Rate	80-Percent Index	Percentage Point Gap
Female	6,343	0.44830	5,120	0.45751	1.021	0.807	1.020	1.6%
Male	7,789	0.55050	6,056	0.54115	0.983	0.778	0.983	-1.3%
Unknown	17	0.00120	15	0.00134	1.116	0.882	1.115	9.1%
Feather River Total	14,149		11,191			0.791	1	

Table 4: Course completion by ethnicity, AY 2014-2015

2014-15 Credit	Enrollment Count	Enrollment Percentage	Success Count	Success Percentage	Proportionality	Success Rate	80-Percent Index	Percentage Point Gap
African-American	2,109	0.14906	1,451	0.12966	0.86986	0.68800	0.86986	-10.3%
Amer. Indian/Alask. Native	396	0.02799	312	0.02788	0.99613	0.78788	0.99613	-0.3%
Asian	465	0.03286	400	0.03574	1.08759	0.86022	1.08759	6.9%
Hispanic	2,875	0.20319	2,344	0.20945	1.03081	0.81530	1.03080	2.4%
Multi-Ethnicity	38	0.00269	28	0.00250	0.93160	0.73684	0.93160	-5.4%
Pacific Islander	189	0.01336	165	0.01474	1.10377	0.87302	1.10377	8.2%
White Non-Hispanic	7,283	0.51474	5,844	0.52221	1.01451	0.80242	1.01451	1.1%
Unknown	794	0.05612	647	0.05781	1.03025	0.81486	1.03024	2.4%
Feather River Total	14,149	1.00000	11,191	1.00000		0.79094	base	

Table 5: Course completion by disability, AY 2014-2015

2014-15 Credit	Enrollment Count	Enrollment Percentage	Success Count	Success Percentage	Proportionality	Success Rate	80-Percent Index	Percentage Point Gap
No Disability	13,489	0.95335	10,728	0.95863	1.006	0.795	base	0.4%
Disabled	660	0.04665	463	0.04137	0.887	0.702	0.882	-8.9%
Feather River Total	14,149		11,191			0.791		

Table 6: Course completion by income, AY 2014-2015

2014-15 Credit	Enrollment Count	Enrollment Percentage	Success Count	Success Percentage	Proportionality	Success Rate	80-Percent Index	Percentage Point Gap
Not a Program Participant	13,606	0.96162	10,801	0.96515	1.004	0.794	base	0.3%
CalWorks or EOPS Part.	543	0.03838	390	0.03485	0.908	0.718	0.905	-7.3%
Feather River Total	14,149		11,191			0.791		

Table 7: Course completion by foster youth status, AY 2014-2015

2014-15 Credit	Enrollment Count	Enrollment Percentage	Success Count	Success Percentage	Proportionality	Success Rate	80-Percent Index	Percentage Point Gap
Not Foster Youth	14,074	0.99470	11,146	0.99598	1.001	0.792	base	0.1%
Foster Youth	75	0.00530	45	0.00402	0.759	0.600	0.758	-19.1%
Feather River Total	14,149		11,191			0.791		

Table 8: Course completion by veteran status, AY 2014-2015

2014-15 Credit	Enrollment Count	Enrollment Percentage	Success Count	Success Percentage	Proportionality	Success Rate	80-Percent Index	Percentage Point Gap
Not a Veteran	14,105	0.99689	11,160	0.99723	1.000	0.791	base	0.0%
Veteran	44	0.00311	31	0.00277	0.891	0.705	0.890	-8.6%
Feather River Total	14,149		11,191			0.791		

Table 9: Calculation of “Lost Students,” the number of students who, if they succeeded, would have closed the equity gap:

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Cohort #	Number of Students “Lost”
Largest Gap	Foster Youth	-19.1%	-0.191	75	-14.3
Second Largest	African American	-10.3%	-0.103	2,109	-217.2
Third Largest	Disabled Students	-8.9%	-0.089	660	-58.7

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

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### GOAL B.

Increase course completion for the target population specifically, by improving outreach and communication strategies, creating a sense of belonging and feeling connected with the college community, expanding early intervention tactics and providing and promoting resources, supplies, and opportunities that will assist students in successfully completing their coursework.

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	-19.1%	Decrease the gap by 3%	2020
African American	-10.3%	Decrease the gap by 2%	2020
Disabled Students	-8.9%	Decrease the gap by 2%	2020

### ACTIVITIES: B. COURSE COMPLETION

#### B1.

<i>Activity Type(s)</i>	Outreach	Student Services or other Categorical Program	Research and Evaluation	Student Equity Coordination/ Planning	Curriculum/Course Development or Adaptation	Professional Development	Instructional Support Activities	Direct Student Support
<b>B1.</b> Develop events and activities on campus and in the community to encourage involvement and connectivity to promote a sense of campus community and belonging for students. Include cultural events to improve cultural competency among students and staff.	X		X	X			X	X

<b>B2.</b> Host a focus group with student from the target population who have either failed or withdrawn from courses in the past year to determine barriers to completing the course and identify what would have helped them succeed.	X		X					
<b>B3.</b> Maintain Student Intervention process and utilize the new SSSP Counselor to provide guidance and referrals for students as well as midterm progress checks for students in target population on academic probation.		X					X	X
<b>B4.</b> Develop a laptop lending library for students in the target population							X	X
<b>B5.</b> Sustain the book voucher/loan program and give first priority to students in the target populations of Foster Youth, disabled students, veterans, African American and low income.							X	X

**Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected by Population</b>
<b>B1.</b>	Primarily, foster youth, African American and disabled students but all students and staff who participate will benefit	2,328
<b>B2.</b>	Foster youth, African American and disabled students but all students who participate will benefit	2,028
<b>B3.</b>	Foster youth, African American and disabled students	415
<b>B4.</b>	Foster Youth – this was a specific recommendation from both the campus and community liaisons. May be expanded to serve others in the target populations of African American and Disabled.	13
<b>B5.</b>	Foster Youth, disabled students, veterans, African American and low income	415

**Activity Implementation Plan**

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
<b>B1.</b>	Fall 2015, ongoing	Salary for Student Life and Engagement Specialist (see A2.1)	\$3000 Student Activities budget – categorical
<b>B2.</b>	Spring 2016, ongoing	\$250	
<b>B3.</b>	Spring 2016, ongoing		Salary for: SSSP Counselor – SSSP \$24,072

<b>B4.</b>	Spring 2016, ongoing	\$10,360	EOPS: \$9,000, CARE: \$9,000
<b>B5.</b>	Fall 2015, ongoing	\$7,500	EOPS: \$13,500

***Link to Goal***

**B1.** Research shows that students are at highest risk of dropping out during their first semester of college. This fall, a Student Life and Engagement Specialist will be hired to help develop more student life by organizing activities, cultural experiences, and other events.

**B2.** A focus group made up of students from the target population who did not successfully complete coursework allows additional research to discover what the barriers are for the target population and also an opportunity for suggestions directly from the target population as to what would help them be successful in the course.

**B3.** The student intervention process is designed to be an early alert/ proactive strategy to provide direct outreach to students at risk of failing, in order to determine barriers, and provide resources (when necessary) to get the student on track toward successfully completing their courses.

**B4.** The Foster Youth Liaisons on campus and in the community reported that a barrier for students completing courses is not having the resources, such as a computer to be successful in the course.

**B5.** The book voucher/loan program was developed this fall with student equity funds as a result of the end of the year survey in 2015. Access to required books and course materials are essential for a student to be successful in their courses. Many students simply cannot afford materials so they try to complete the course without, often not resulting in a passing grade.

***Evaluation***

**B1.** Since the Student Life and Engagement Specialist has not yet been hired, data will be reviewed at the end of the year following an end of year survey that includes questions about student participation in organized activities and events (quantitative) and if students felt more valued and connected with the college community as a result (qualitative). The survey results will be disaggregated to focus on outcomes for the target population and compared course completion evidenced through transcripts. Disaggregated data from the Campus Climate survey will also provide evidence of the activity addressing the

goal. The data will all be shared with the Strategic Enrollment Management committee. If necessary, additional research will be conducted during the summer to determine why students did not persist. The numbers will likely be manageable to provide direct outreach to the target populations. Evaluation should be done each semester in order to capture course completion rates for the target population.

**B2.** The focus group (qualitative) will be conducted during spring semester, after fall grades are posted. The results from the focus group will be shared and reviewed with appropriate parties which may include Council on Instruction, Basic Skills Committee and Student Services Council. If changes are made, it will be necessary to repeat the process to evaluate the impact of the activity on the goal.

**B3.** In order to evaluate the impact the intervention process has on course completion for the target population, faculty must make the notification with ample time for the student to meet with the counselor and develop a plan for success. Data (quantitative) for students in the target population who see the counselor as a result of student intervention will be tracked in appointment logs and more easily accessible as soon as SARS is in place (spring 2016). The data will be collected and reviewed ongoing. The success of the activity will be measured by faculty reporting fewer students in the target population and when the course completion gap decreases for the target population.

**B4.** The laptop lending library should be in place by the start of spring semester. The Director of SSSP is working with the FY liaisons to determine how data will be collected to measure the impact of computer accessibility and course completion. It is likely that students who borrow a laptop will be asked specific questions (qualitative) about the impact the laptop has in completing coursework and transcripts will be reviewed at the end of each semester (quantitative). At this time it has not yet been decided, but students who do not successfully complete courses or maintain good academic standing, may lose the laptop privilege for the following semester.

**B5.** Only students represented in one of the target populations are able to apply for the book program. Since the program started this fall, at the end of the semester transcripts will be reviewed to determine if the students who received books were more successful in their courses (quantitative). At this time it has not yet been decided, but students who received books but did not successfully complete courses or maintain good academic standing, may lose the privilege for the following semester. Evaluation will begin after spring semester and continue each semester (as funding for books allows) to determine if the gap decreases for the target population.

**ACTIVITIES: B. COURSE COMPLETION**

**B2.**

<b>Activity Type(s)</b>	Outreach	Student Services or other Categorical Program	Research and Evaluation	Student Equity Coordination/ Planning	Curriculum/Course Development or Adaptation	Professional Development	Instructional Support Activities	Direct Student Support
<b>B2.1</b> Work directly with athletes and others who are in the target population to develop a comprehensive education plan during the first semester, check in regularly, and develop and deliver intervention workshops on time management, goal setting, motivation and others as needed.	X	X	X				X	X
<b>B2.2</b> Provide professional development training opportunities for faculty and staff surrounding areas of equity-mindedness including strategies to better meet the needs of the target populations and classroom facilitation.					X	X	X	
<b>B2.3</b> In collaboration with SSSP, hire student employees/ student ambassadors to provide mentoring to students in target population as well as at-risk by checking in with them multiple times throughout the semester to remind about important dates such as registration and last day to add/drop and schedule appointments to meet with a counselor and make other referrals such as tutoring as needed.		X					X	X
<b>B2.4</b> Provide an opportunity for students to use a computer lab on campus on Sunday evenings and staff with the Academic Support Specialist. Provide outreach specifically to the target populations.							X	X

**Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected by Population</b>
<b>B2.1</b>	Primarily foster youth, African American and disabled students	120
<b>B2.2</b>	Foster youth, African American and disabled students as well as staff who participate	120



<b>B2.3</b>	Primarily, foster youth, African American and disabled students	1200
<b>B2.4</b>	Primarily, foster youth, African American and disabled students but all students who participate will benefit	2028

### ***Activity Implementation Plan***

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
<b>B2.1</b>	Begin fall 2016, ongoing	\$2,800 supplies Salary: Academic Support Specialist (see A2.1)	General fund salary for Academic/Athletic Advisor \$39,226
<b>B2.2</b>	Begin fall 2016, ongoing	\$12,000 \$2,500 stipends	
<b>B2.3</b>	Begin spring 2016, ongoing	\$5000	SSSP \$5000
<b>B2.4</b>	Begin fall 2016, ongoing	Salary: Academic Support Specialist (see A2.1)	General fund to maintain lab, utilities, custodian services, etc.

### ***Link to Goal***

**B2.1** The large majority of African American students on campus are student athletes. Many are also low income, first generation and non-qualifiers out of high school, meaning they did not complete the coursework necessary to go straight to a 4-year college, therefore many are underprepared and at risk the moment they enroll. Often, it is students in this specific population that instructors request a student intervention. The Academic Athletic Advisor is aware of the classes this population is in and would be the best person to provide follow-up services to get the students on track to complete. With SSSP funds, an additional advisor will be hired lessening the case load so the Advisor can provide more intrusive advising and follow-up/intervention.

**B2.2** Many faculty and staff have not been able to participate in professional development opportunities to learn best practices to teach, reach and nurture the target populations. Equity funds will make it possible for faculty and staff to attend training. Their acquired knowledge can be shared among staff and contribute to the development of cultural awareness and equity mindedness.

**B2.3** Peer to peer mentoring is a strategy proven to be successful among students. During spring semester, the Director of SSSP, Engagement Specialist, and Academic Support Specialist will develop a Peer to Peer/Student Ambassador program to provide outreach to students in the target population. They will remind students about important dates and resources that will

ultimately help them be more successful. The student ambassadors will provide referrals to support services and share information with the SSSP counselor when necessary.

**B2.4** Providing students with an opportunity to use a computer and receive assistance from the Academic Support Specialist on Sunday evenings will contribute to their completion of coursework and overall success in their courses. In a survey last spring, students reported that not having course materials and access to a computer and/or internet were some of the biggest challenges to their success. The Specialist will be able to work 1:1 with students and provide referrals to other student services such as tutoring, DSPS, and advising when necessary. The Specialist will provide outreach to the target population to encourage their attendance.

### ***Evaluation***

**B2.1** Student intervention data and student transcripts from the target populations will be collected and reviewed each semester (quantitative) by the advisor and Director of SSSP. The athletic advisor will interview coaches and players to determine barriers and develop and implement strategies to help the students succeed (qualitative). As more students pass their courses semester to semester, the gap will decrease for this population. Evaluation can be started after implementing strategies and should be evaluated each semester.

**B2.2** Staff and faculty who participate in professional development funded by equity will share the information they acquired during Student Services Council meetings and with appropriate faculty, i.e. basic skills training shared among basic skills instructors, etc. New strategies may also become staff development sessions during institutional day. The Faculty or Dean of Instruction will report any changes made to existing curriculum and or the development of new courses. Data may also be evident in the campus climate survey. The effectiveness of the training will be quantified when disproportionate impact for the target populations decreases and the goals are achieved. Available equity funds will determine the frequency of data collection and review. Ideally, staff will have opportunities throughout the year and will make immediate changes to their services. Faculty will have opportunities over the summer and depending on the change, can begin with the curriculum process in the fall, or immediately implement changes into their classroom.

**B2.3** The anticipated development and implementation of the program is spring 2016. Once implemented, Student ambassadors will keep a call log of each interaction to track the conversation including referrals (quantitative and qualitative). Data will be reviewed monthly during Student Services Council and shared with Instruction when applicable. Strategies to increase course completion will be put into place based on the feedback from students, assuming the funding allows.

**B2.4** A temporary employee has been opening the lab on Sunday evenings since the start of the semester. He utilizes a sign in sheet to keep track of who is attending. The sign in sheet can be disaggregated to determine how many students from the target population are

utilizing the lab on Sunday (quantitative). During progress checks, when necessary, the advisors and counselors can discuss barriers to success (qualitative) and encourage students to take advantage of the open lab on Sunday evenings. Once the permanent Academic Support Specialist has been hired, outreach to the target population will begin. At the end of the following semester, sign in data will be compared to transcripts from the target population to determine if the lab hours are contributing to the student's success. Data will be collected during midterm progress checks, in final grades at the end of the semester and a question about the service will be included in a follow-up survey at the end of the semester.

***Activity Implementation Plan (narrative)***

Many of the activities listed are outcomes from data collected in a student survey at the end of the spring 2015 semester. In addition to the direct feedback from students, advisors and counselors often share that students report their biggest barrier to passing classes is not having the course materials and/or a computer/reliable internet to do their work. These barriers are starting to be addressed this year by hiring an Academic Support Specialist who will offer weekend hours in the computer lab and by implementing a book voucher/loan program for students in the target populations. Before spring semester, a small laptop lending library will be piloted and made available to the Foster Youth population first and potentially expanded to other target populations, if identified as a need.

In addition to students needing course materials and resources, students need to feel a sense of belonging. Research has shown that students are at highest risk of dropping out during their first semester of college. This fall, a Student Life and Engagement Specialist will be hired to help develop more student life by organizing activities, cultural experiences, and other events. A survey at the end of the year will be developed to determine if students participated in activities and if they felt more valued and connected with the college community as a result.

During spring semester, the Director of SSSP, Engagement Specialist, and Academic Support Specialist will develop a Peer to Peer/Student Ambassador program to provide outreach to students in the target population. They will remind students about important dates and resources that will ultimately help them be more successful. The student ambassadors will provide referrals to support services and share information with the SSSP counselor when necessary. The student ambassadors will keep a call log to track the conversation and collect data. Data from the ambassador calls and from the focus group will be reviewed monthly during Student Services Council/ Student Equity Planning and shared with Instruction and other committees when applicable. Assuming the funding allows, new strategies to increase course completion will be put into place and evaluated for effectiveness.

**CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION**

**C. ESL AND BASIC SKILLS COMPLETION**

Each year Feather River College has very small cohorts that do not lend to disaggregated data analysis. In order to get sizeable disaggregated groups, we used all five cohorts available in the Data on Demand database. The analysis was carried out for Remedial English and Remedial Math programs. FRC’s small ESL program has not produced cohorts reaching the number of ten. Data show that the Basic English courses include many Hispanics, Native Americans, and other groups whose mother tongue is probably not English.

Following the directions in Attachment D: Data Procedures, we relied on the cohorts defined in the Data on Demand as baseline groups. In principle, all students included in this count attempted a credit-level Math or English course in their first three years, that is, they had to have passed a final remedial course. Yet we are aware that the cohorts thus defined may include students who passed the final basic skills course with a “D”, which slightly inflates the initial cohort numbers and reduces the success rates.

The following four tables show the disproportionate impact calculi for the Basic English courses. Yellow coloring highlights the occurrence of statistically substantial disadvantage. Women and the disabled are not disadvantaged; yet there is a serious equity gap impacting low-income students, as evidenced by the 80% Rule. (The percentage gap in this case is rather moderate.) Also, data show that Hispanics cope less with the English classes than other ethnic groups.

Table 10: English Remedial completion by gender

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Degree Applicable #	Degree Applicable%	Proportionality	Success Rate	80% Rule	Percentage Gap
Female	209	0.29772	100	0.42918	1.44157	0.47847	1.44156	14.7%
Male	488	0.69516	131	0.56223	0.80878	0.26844	0.80878	-6.3%
Unknown	5	0.00712	2					
FRC Total	702		233			0.33191	base	

Table 11: English Remedial completion by ethnicity

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Degree Applicable #	Degree Applicable%	Proportionality	Success Rate	80% Rule	Percentage Gap
Asian	6	0.00855	2					
Black	144	0.20513	51	0.21888	1.06706	0.35417	1.01857	2.2%
Filipino	3	0.00427	0					
Hispanic	90	0.12821	22	0.09442	0.73648	0.24444	0.70301	-8.7%
Native American	29	0.04131	10	0.04292	1.03892	0.34483	0.99171	1.3%
Pacific Islander	12	0.01709	4	0.01717	1.00429	0.33333	0.95865	0.1%
White	371	0.52849	129	0.55365	1.04760	0.34771	base	1.6%
Unknown	47	0.06695	15	0.06438	0.96156	0.31915	0.91786	-1.3%
FRC Total	702		233			0.33191		

Table 12: English Remedial completion by disability

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Degree Applicable #	Degree Applicable%	Proportionality	Success Rate	80% Rule	Percentage Gap
No Disability	596	0.84900	186	0.79828	0.94026	0.31208	0.94026	-2.0%
Some Disability	106	0.15100	47	0.20172	1.33590	0.44340	1.33589	11.1%
FRC Total	702		233			0.33191	base	

Table 13: English Remedial completion by economic condition

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Degree Applicable #	Degree Applicable%	Proportionality	Success Rate	80% Rule	Percentage Gap
Economically Not Distressed	221	0.31481	95	0.40773	1.29513	0.42986	base	9.8%
Economically Distressed	481	0.68519	138	0.59227	0.86440	0.28690	0.66743	-4.5%
FRC Total	702		233			0.33191		

The next four tables show disaggregated data on the Remedial Math outcomes. The results are similar to what we saw in case of the English Remedial. There is no gender gap and the disabled students perform decently; yet the disadvantage of the Hispanics persists, and, unfortunately, a second ethnic group, that of Native Americans, is also evidenced as disadvantaged. On the positive side, the disadvantage of the low-income students is mitigated to some extent.

Table 14: Math Remedial completion by gender

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Degree Applicable #	Degree Applicable%	Proportionality	Success Rate	80% Rule	Percentage Gap
Female	218	0.38652	65	0.50388	1.30361	0.29817	1.30363	6.9%
Male	345	0.61170	63	0.48837	0.79838	0.18261	0.79839	-4.6%
Unknown	1	0.00177	1					
FRC Total	564		129			0.22872	base	

Table 15: Math Remedial completion by ethnicity

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Degree Applicable #	Degree Applicable%	Proportionality	Success Rate	80% Rule	Percentage Gap
Asian	6	0.01064	0					
Black	94	0.16667	20	0.15504	0.93023	0.21277	0.93025	-1.6%
Filipino	1	0.00177	0					
Hispanic	54	0.09574	8	0.06202	0.64772	0.14815	0.64773	-8.1%
Native American	20	0.03546	3	0.02326	0.65581	0.15000	0.65582	-7.9%
Pacific Islander	8	0.01418	0					
White	345	0.61170	88	0.68217	1.11520	0.25507	1.11522	2.6%
Unknown	36	0.06383	10	0.07752	1.21447	0.27778	1.21449	4.9%
FRC Total	564		129			0.22872	base	

Table 16: Math Remedial completion by disability

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Degree Applicable #	Degree Applicable%	Proportionality	Success Rate	80% Rule	Percentage Gap
No Disability	474	0.84043	101	0.78295	0.93161	0.21308	0.93162	-1.6%
Some Disability	90	0.15957	28	0.21705	1.36021	0.31111	1.36023	8.2%
FRC Total	564		129			0.22872	base	

Table 17: Math Remedial completion by economic condition

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Degree Applicable #	Degree Applicable%	Proportionality	Success Rate	80% Rule	Percentage Gap
Economically Not Distressed	209	0.37057	54	0.41860	1.12963	0.25837	base	3.0%
Economically Distressed	355	0.62943	75	0.58140	0.92368	0.21127	0.81769	-1.7%
FRC Total	564		129			0.22872		

The CCCC Data, on which these analyses relied, does not have information on Foster Youth and Veterans.

Of the larger categories, the largest disproportionate impact affects the low-income students, Hispanics, and Native Americans. Table 18 includes the largest equity gap experienced by each group, taken either from the English or the Math Remedial outcome calculation.

Table 18: Lost Students calculation

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Cohort #	Number of Students "Lost"
Largest Gap	Hispanics	-8.7%	-0.087	90	-7.93
Second Largest	Native Americans	-7.9%	-0.079	20	-1.58
Third Largest	Low-income students	-4.5%	-0.045	481	-21.65

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

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### GOAL C.

ESL courses are not currently offered by Feather River College. Therefore, the goal for ESL and Basic Skills Course Completion is two-part. First, determine if there is enough need for ESL courses within the service area or the Incarcerated Student Program to offer courses.

Second, implement processes to prepare basic skills students prior to the start of the semester and ensure they are placed appropriately in English and Math. Also, identify barriers for students and develop strategies and resources to support students and basic skills instructors to improve the completion rate by 2% in the following target populations identified in the research as experiencing a disproportionate impact.

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanics	-8.7% (English Remedial)	Decrease the gap by 2%	2020
Native Americans	-7.9% (Math Remedial)	Decrease the gap by 2%	2020
Economically Distressed	-4.6% (English Remedial)	Decrease the gap by 2%	2020

Though FRC will focus on the target populations to decrease the gap, the hope is for all students in basic skills courses to be positively impacted by the strategies put into place.

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C1.**

<b>Activity Type(s)</b>	Outreach	Student Services or other Categorical Program	Research and Evaluation	Student Equity Coordination/ Planning	Curriculum/Course Development or Adaptation	Professional Development	Instructional Support Activities	Direct Student Support
C1. Collaborate with Instruction, the ISP, the Director of Adult Education, and the Director of Basic Skills to determine if there is a need to offer ESL courses on campus, in the community or in the ISP.		X	X	X	X			
C2. Develop a summer bridge program to strengthen reading, writing, math and study skills to offer a head start toward a college degree or certificate. Target students specifically in target population and enrolled in a basic skills courses.	X			X			X	X
C3. Pilot an embedded tutor in basic skills courses on campus and determine if more students satisfactory complete the course.			X		X		X	X
C4. Increase the use of multiple measures when determining appropriate course placement with the intention of shortening the length of time for a student to reach college level courses for English and Math.		X	X	X				X
C5. Provide professional development opportunities for basic skills instructors to learn best practices.		X			X	X		
C6. Provide follow-up to students in the target population who do not successfully complete basic skills courses to understand what the barriers were and identify ways to address them.	X		X					X
C7. Arrange opportunities for the Equity funded positions to collaborate with the Basic Skills committee to analyze current practices and identify strategies to improve completion and progression.		X	X	X	X		X	
C8. Provide more tutoring opportunities for basic skills math students in the ISP which serves the majority of the Hispanic student population.							X	X



**Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected by Population</b>
C1.	Prospective FRC students in need of ESL	Undetermined at this time
C2.	On-campus Hispanic, Native American and economically distressed students enrolled in basic skills courses	150
C3.	All students on campus enrolled in basic skills English and math	180
C4.	Focus primarily on Hispanic, Native American and economically distressed students whose placement scores alone indicate basic skills course, but the total population of students should benefit from using multiple measures	2028
C5.	Focus on all Hispanic, Native American and economically distressed students enrolled in basic skills courses, but the total population of students in basic skills courses should benefit from their instructors best practices, adaptations.	591
C6.	Hispanic, Native American and economically distressed students enrolled in basic skills courses	591
C7.	Focus on all Hispanic, Native American and economically distressed students enrolled in basic skills courses, but the total population of students in basic skills courses should benefit	413
C8.	ISP Hispanic, Native American and economically distressed students enrolled in basic skills courses	323

**Activity Implementation Plan**

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
C1.	Spring 2016	Salary for Director of SSSP (see A4.)	Salaries for other participants
C2.	Spring 2016-Summer2016	\$5000 stipends \$5000 supplies, activities, food	General fund for facilities usage, utilities, etc.
C3.	Fall 2015, ongoing	\$5,000	
C4.	Spring 2015		GF Salaries for Advisors \$39,226 and EOPS, SSSP Counselors \$24,072 who suggest course placement
C5.	Fall 2015, ongoing	\$5,000	

C6.	Spring 2016	Salary for Director of SSSP (see C4.)	Salaries for Advisors and Counselors
C7.	Fall 2015	Salaries for equity funded positions (see A2.1)	Salaries for other participants
C8.	Spring 2016	\$5000	

***Link to Goal***

**C1.** Collaboration is necessary to determine how to measure the need to offer ESL courses on campus, in the community, or in the ISP.

**C2.** Many colleges currently offer a summer bridge program to prepare incoming students. A similar model with the Upward Bound Trio Program exists and is successful, however it is limited to pre-determined program participants. Priority would be given to target populations in the service area and then other basic skills students who are not part of the target population. The summer bridge program would prepare incoming students at the basic skills level and used as a multiple measure in determining appropriate course placement.

**C3.** Most basic skills classes have 30-40 students enrolled which limits the 1:1 interaction with students. An imbedded tutor would provide a knowledgeable support service to the target population.

**C4.** Utilizing multiple measures when determining course placement is a recommendation based on statistical analyses at the state level, especially for traditionally underrepresented populations. When multiple measures are used, students often enroll and succeed in a higher level course than what a placement test solely indicated.

**C5.** Basic skills instructors who participate in professional development opportunities geared toward basic skills instructors can improve their courses by implementing new strategies and best practices, ultimately leading to students successfully completing the course.

**C6.** Follow-up with students in the target population who were not successful in their courses provides an opportunity for further research to identify what challenges and barriers are preventing them from successfully completing.

**C7.** Collaboration with basic skills instructors, the basic skills committee and the Director for the ISP is necessary to share data collected and develop new strategies.

**C8.** Most basic skills students who are also Hispanic are part of the ISP. Providing additional tutoring to ISP students enrolled in basic skills English and Math, should increase the pass rate for the target population.

### ***Evaluation***

**C1.** First a strategy or instrument to collect data to determine if there is a need to offer ESL courses will be identified. A likely option is a survey to non-English speakers in Plumas County (quantitative). Data would then be reviewed to determine if there is a need. The frequency of collecting data would likely be determined by the Dean of Instruction. If there is a need, courses may be offered ongoing.

**C2.** Most incoming students in the service area complete an assessment test during spring. Results from the assessment can be used with high school transcripts or other measurements collected to target the population for the summer bridge program (quantitative). At the end of the program, bridge instructors or advisors can meet with the student to determine appropriate course placement (qualitative). The first summer bridge program will be offered summer 2016 and participant's preparedness will be evident after fall 2016 semester.

**C3.** At the end of the semester grades from students who received tutoring will be prepared to those (ideally in the same target population) who did not (quantitative). Follow-up with students who did receive tutoring can also be done to determine if they felt the tutoring contributed to their success in the course (qualitative). Data will be reviewed at the end of fall semester and should continue to be reviewed as long as students in the target population are receiving regular tutoring. Extra assistance in and outside of the classroom should contribute to a higher success rate for students in the target population.

**C4.** FRC will need to develop a consistent approach to using multiple measures to determine course placement. Success can be measured by comparing the course a student places into using only an assessment instrument to the course a student places into using multiple measures (qualitative and qualitative) and the overall success of students in the target population when multiple measures are used (quantitative).

**C5.** Basic skills instructors who participate in professional development funded by equity will be expected to share the information they acquired with appropriate faculty. The Faculty or Dean of Instruction will report any changes made to existing curriculum and/or the development of new courses (quantitative). The effectiveness of the training will be quantified when disproportionate impact for the target populations decreases and the goals are achieved.

**C6.** Follow-up may be done in survey or interview form (qualitative and qualitative), depending if the student is enrolled on campus or is part of the ISP. Collaboration with Instruction and the basic skills committee will be necessary to determine the best way to

address the barriers for on-campus students and students in ISP as well as English and math.

Follow-up with students will begin after fall semester and data from the target population will be collected again once new success strategies are put in place to determine if the goal has been met.

**C7.** The Director of SSSP has already begun collaborating with basic skills instructors and the committee and will meet again during spring 2016 to review data that was collected from the target populations at the conclusion of the fall 2015 semester.

**C8.** More tutoring availability for students in the ISP enrolled in basic skills English and math should begin in spring 2016. At the end of the semester, pass rates will be disaggregated to compare students in the target population who received tutoring to those who did not (quantitative). The overall pass rate for the course can also be compared to previous semesters. Data should be collected and reviewed at the end of each semester as long as tutoring is in place to determine if the gap for the target populations in the ISP is decreasing.

***Activity Implementation Plan (narrative)***

FRC is in the process of hiring a Director of Adult Education who will be responsible for identifying educational needs for adult learners in Plumas County. Once this position is in place, FRC can begin to review the need to offer ESL courses. State data has shown that although the completion rate for basic skills courses is not extremely low (about 66%) it is the persistence rate rather than that which seems to reduce by half from each in the progression of courses. FRC is committed to using multiple measures as identified as a best practice through the CCCC/SSSP especially for target populations, in determining accurate course placement. The hope for the outcome is to reduce the amount of time a student spends in remedial coursework. Many students who place in remedial level coursework are deemed not “college ready.” This summer, a bridge program, targeting the populations outlined in the college research will give students an opportunity to start the year prepared by learning successful student strategies and getting a refresher on basic skills English and math. In addition, FRC will follow-up with students who have not been successful in basic skills courses to determine barriers. The barriers will be addressed by implementing new strategies. Tutoring is an effective instructional support service to help students complete. Many basic skills classes at FRC are currently experiencing large enrollment numbers making it challenging for instructors to provide adequate time with each student. An imbedded tutor who will also meet with students after class will be piloted to determine if students who receive the help are more successful. Tutoring is currently available for most courses, but the tutors are not in the classroom to provide assistance. In addition to these activities, funds will be set aside to allow basic skills instructors to attend conferences to learn best practices specifically for their students. Outcomes from the training may include course adaptation, or mandatory lab/ tutoring.



**D. DEGREE AND CERTIFICATE COMPLETION**

FRC used, as advised, data downloaded from the Data on Demand database. Because of the size of cohorts, we opted to include in analyses all available cohorts.

There is need, though, for some clarifications. The data download followed closely the procedure specified in Attachment D. The downloaded dataset does not contain a variable for “student educational goal.” The definition of cohort does not include the idea that students declare their educational goal; yet the quantitative threshold of 6 earned units may exclude those who do not plan on a longer college career.

FRC’s MIS Banner, has been including educational goal specification since fall 2008, thus it was only the last cohort in the sample (2008-2009), of which educational goals could be double-checked against our internal evidence. By counting as success-oriented students all who declared that their educational goal was an Associate degree and/or Transfer to a 4-year institution, the 302 students fall in two groups in proportion of 2:1. That is, 201 declared their aspiration to obtain a college degree, and 101 did not, or failed to communicate it clearly (there are large numbers of “educational development” and “preparing for a new career” answers in Banner). The boundary between declaring and not declaring the intent to get a college degree does not seem to make much difference in the outcomes. For the 2008-2009 cohort, the overall proportion of those who did not declare their aspiration of getting an Associate degree was 22%, while of those who declared their intention of getting an Associate degree, 28% reached that goal. The statistics are even more surprising when we consider the overall success indicator rather than the associate degree only. In this case, the non-declaring group scored 49.5% versus 48% of the declaring group. It is evident that there is a need to capture goals more accurately.

“Overall success” in this case is obtaining any of three positive learning outcomes: associate degree, accredited certificate, and transfer to a 4-year institution. This comprehension of “Completion Rate” is legitimately based on the definition used by the CCCCCO, as illustrated below:



You are here:

Divisions > Institutional Effectiveness > Monitoring Portal Documents > Definitions for Student Performance and Outcomes M

Definitions for Student Performance and Outcomes Metrics (doc) (pdf)

Definitions for Student Performance and Outcomes Metrics

**Completion Rate** – The percentage of first-time students with a minimum of 6 units earned who attempted any math or English during the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or Credit Certificate (Chancellor's Office approved)
- Transferred to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (students who successfully completed 60 UC/CSU transferable units with a GPA greater than or equal to a 2.0)

Completion Rate is reported for the overall cohort, as well as for cohorts of prepared and unprepared students, which is based on the lowest level of attempted math or English.

Analyzing the certificate outcomes for FRC is likely evidence that tracking needs to be improved. The 1265 members of the five cohorts obtained 29 certificates, of which 14 were received by associate degree recipients, and 2 were obtained by students who transferred to CSU without an AA degree from FRC. In addition, not one student in the 2008-2009 cohort indicated that their goal was obtaining a certificate. Below, the first cross-table summarizes the relationships between Associate Degrees, Certificates and Transfers, and the second gives a snapshot of the role of college preparedness, as well:

AA_FLAG * XFER_FLAG * CERT_FLAG Crosstabulation					
Count					
CERT_FLAG			XFER_FLAG		Total
			0	1	
0	AA_FLAG	0	622	290	912
		1	98	226	324
	Total		720	516	1236
1	AA_FLAG	0	13	2	15
		1	11	3	14
	Total		24	5	29

AA_FLAG * XFER_FLAG * PREPARED_FLAG Crosstabulation					
Count					
PREPARED_FLAG			XFER_FLAG		Total
			0	1	
N	AA_FLAG	0	463	130	593
		1	67	102	169
	Total		530	232	762
Y	AA_FLAG	0	172	162	334
		1	42	127	169
	Total		214	289	503

Visibly, there are 292 students who managed to transfer into a 4-yr institution without getting an FRC award. As these cases should be added to the success score of Feather River, we created a "Success" binary indicator which takes the value 1 when any of the three positive outcomes is the case, and 0 only when none of the positive outcome happens, that is, the student does not transfer, and does not get an award. The overall number of these positive outcomes has been 643, for a success rate of 50.8%.

Analysis of the success in getting an associate degree seemed unsatisfactory on two grounds: (1) gave a too rosy picture of the success rates of women, disabled, and even of the economically distressed; and (2) gave an alarming, and also misleading picture about the ethnic groups. Besides Whites, the Hispanics and Blacks came across as performing decently, yet Asians seemed to be affected by serious disproportionate impact. The composite table below shows all these results:

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Associate Degree #	Associate Degree %	Proportionality	Success Rate	80% Rule	Percentage Gap
Female	540	0.42688	159	0.47041	1.10199	0.29444	1.10200	2.7%
Male	720	0.56917	179	0.52959	0.93045	0.24861	0.93047	-1.9%
Unknown	5	0.00395	0	0.00000				
FRC Total	1265		338			0.26719	base	
Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Associate Degree #	Associate Degree %	Proportionality	Success Rate	80% Rule	Percentage Gap
No Disability	1176	0.92964	310	0.91716	0.98657	0.26361	0.98658	-0.4%
Some Disability	89	0.07036	28	0.08284	1.17745	0.31461	1.17746	4.7%
FRC Total	1265		338			0.26719	base	
Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Associate Degree #	Associate Degree %	Proportionality	Success Rate	80% Rule	Percentage Gap
Economically Not Distressed	520	0.41107	150	0.44379	1.07960	0.28846	base	2.1%
Economically Distressed	745	0.58893	188	0.55621	0.94444	0.25235	0.87481	-1.5%
FRC Total	1265		338			0.26719		
Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Associate Degree #	Associate Degree %	Proportionality	Success Rate	80% Rule	Percentage Gap
Asian	37	0.02925	6	0.01775	0.60691	0.16216	0.54955	-10.5%
Black	215	0.16996	61	0.18047	1.06185	0.28372	0.96151	1.7%
Filipino	13	0.01028	1	0.00296	0.28789	0.07692	0.26069	-19.0%
Hispanic	168	0.13281	48	0.14201	1.06932	0.28571	0.96826	1.9%
Native American	34	0.02688	4	0.01183	0.44031	0.11765	0.39870	-15.0%
Pacific Islander	23	0.01818	3	0.00888	0.48817	0.13043	0.44203	-13.7%
White	671	0.53043	198	0.58580	1.10437	0.29508	base	2.8%
Unknown	104	0.08221	17	0.05030	0.61177	0.16346	0.55396	-10.4%
FRC Total	1265		338			0.26719		



The disproportionate impact has been studied with regard to this success score. Tables 19 through 22 summarize the findings.

Table 19: Composite success score by gender

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Success #	Success %	Proportionality	Success Rate	80% Rule	Percentage Gap
Female	540	0.42688	284	0.44168	1.03468	0.52593	1.03468	1.8%
Male	720	0.56917	357	0.55521	0.97547	0.49583	0.97547	-1.2%
Unknown	5	0.00395	2					
FRC Total	1265		643			0.50830	base	

Table 20: Composite success score by ethnicity

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Success #	Success %	Proportionality	Success Rate	80% Rule	Percentage Gap
Asian	37	0.02925	25	0.03888	1.32928	0.67568	1.28436	16.7%
Black	215	0.16996	111	0.17263	1.01570	0.51628	0.98137	0.8%
Filipino	13	0.01028	6	0.00933	0.90800	0.46154	0.87732	-4.7%
Hispanic	168	0.13281	87	0.13530	1.01880	0.51786	0.98437	1.0%
Native American	34	0.02688	6	0.00933	0.34718	0.17647	0.33544	-33.2%
Pacific Islander	23	0.01818	8	0.01244	0.68429	0.34783	0.66117	-16.0%
White	671	0.53043	353	0.54899	1.03498	0.52608	base	1.8%
Unknown	104	0.08221	47	0.07309	0.88909	0.45192	0.85904	-5.6%
FRC Total	1265		643			0.50830		

Table 21: Composite success score by disability

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Success #	Success %	Proportionality	Success Rate	80% Rule	Percentage Gap
Not disabled	1176	0.92964	601	0.93468	1.00542	0.51105	base	0.3%
Disabled	89	0.07036	42	0.06532	0.92841	0.47191	0.92340	-3.6%
FRC Total	1265		643			0.50830		

Table 22: Composite success score by economic condition

Five Cohorts (2004-2009)	Cohort Student #	Cohort Student %	Success #	Success %	Proportionality	Success Rate	80% Rule	Percentage Gap
Economically not distressed	520	0.41107	308	0.47900	1.16527	0.59231	base	8.4%
Economically distressed	745	0.58893	335	0.52100	0.88464	0.44966	0.75917	-5.9%
FRC Total	1265		643			0.50830		

The Data on Demand database does not have information on Foster Youth and Veterans.

According to the tables above, there are two smaller ethnic groups and the large group of low-income students experiencing the worst disproportionate impact. Table 23 shows how many students in each group could have closed the equity gap:

Table 23: Lost Students calculation

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Cohort #	Number of Students "Lost"
Largest Gap	Native Americans	-33.2%	-0.332	34	-11.3
Second Largest	Pacific Islanders	-16.0%	-0.160	23	-3.7
Third Largest	Economically distressed	-5.9%	-0.059	745	-44.0

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**

Develop and improve existing strategies to accurately capture students goals. Determine what barriers are impeding students in the target population from completing a degree or certificate and develop strategies to reduce the barriers and continue to provide the support, experiences and resources necessary to decrease the gap for degree and certificate completion for the populations identified in the college research as experiencing a disproportionate impact.

Target Population(s)	Current gap, year	Goal*	Goal Year
Native Americans	-33.2%	Decrease the gap by 2%	2020
Pacific Islanders	-16.0%	Decrease the gap by 2%	2020
Low-income students	-5.9%	Decrease the gap by 1%	2020

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D1.**

<b>Activity Type(s)</b>	Outreach	Student Services or other Categorical Program	Research and Evaluation	Student Equity Coordination/ Planning	Curriculum/Course Development or Adaptation	Professional Development	Instructional Support Activities	Direct Student Support
<b>D1.</b> Develop an intake process for all advisors and counselors which includes capturing student’s accurate goal such as degree completion, transfer, etc.	X		X					X
<b>D2.</b> Develop a focus group representative of the target population to determine barriers prohibiting them from completing a certificate or degree and develop strategies to address the barriers.			X					X
<b>D3.</b> Maintain book voucher/loan program for target population							X	X

<b>D4.</b> Review academic history for all actively enrolled Native American and Pacific Islanders (approximately 60 students) to determine what courses are needed in order to complete a degree or certificate. Involve the student in the process.		X						
<b>D5.</b> Increase the number of undecided students within the target population who are enrolled in the internship course which provides an opportunity to gain experience in a field of their choice and develop professional skills.		X			X		X	
<b>D6.</b> Sustain follow-up orientations and bring in reputable speakers who can relate to students and deliver a message focused around equity related topics as well as student success, setting and accomplishing goals and finding your passion.							X	X

**Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected by Population</b>
<b>D1.</b>	Primarily Native Americans, Pacific Islanders, and low income students, but all students will benefit	Agnes
<b>D2.</b>	Native Americans, Pacific Islanders, and low income students	792
<b>D3.</b>	Native Americans, Pacific Islanders, and low income students	792
<b>D4.</b>	Native Americans and Pacific Islanders	57
<b>D5.</b>	Native Americans, Pacific Islanders, and low income students	792
<b>D6.</b>	Primarily Native Americans, Pacific Islanders, and low income students, but all students will benefit	2,028

**Activity Implementation Plan**

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
<b>D1.</b>	Fall 2015, ongoing	Director of SSSP salary	GF, SSS/Trio Salaries for Advisors \$39,226 EOPS, SSSP Counselors \$24,072
<b>D2.</b>	Start and end spring 2016	\$250	
<b>D3.</b>	Fall 2015, ongoing	\$7,500	EOPS: \$27,000
<b>D4.</b>	Spring 2016		SSSP – salary for counselor
<b>D5.</b>	Fall 2015, ongoing		SSSP – salary for counselor
<b>D6.</b>	Spring 2016, ongoing	\$10,000	

### **Link to Goal**

**D1.** As described in the data narrative, student's goals have not historically been very accurate in Banner. Accurate goals will present more accurate data.

**D2.** A focus group with the target population will provide an opportunity to discover obstacles preventing students from obtaining a degree or certificate so strategies can be put in place to help students achieve their goal.

**D3.** The book voucher/loan program was developed this fall with student equity funds as a result of the end of the year survey in 2015. Access to required books and course materials are essential for a student to be successful in their courses. Many students simply cannot afford materials so they try to complete the course without, often not resulting in a passing grade.

**D4.** In reviewing transcripts, it may become evident that students are closer to completing a degree or certificate than they thought, or they were not following an education plan to.

**D5.** Providing undecided students with an internship experience in a field of their choice will help them feel directed and more focused on completion.

**D6.** Reputable motivational speakers who appeal to the target population will address topics specifically around student success/completion such as persistence, setting and accomplishing goals and finding your passion. Students in the target population will be encouraged to attend. Those who attend will feel more directed and focused on completion.

### **Evaluation**

**D1.** When students complete their degree, certificate, transfer, or stop attending, the students declared goal will be compared to what was actually done (quantitative). Past data has not been very accurate therefore the data reflecting the students experiencing the greatest gap may not be very accurate as well. Outreach to the target population to ensure an accurate goal is listed in banner will begin in spring. After that, goals should be confirmed and updated if necessary during each advising appointment.

**D2.** A focus group will be held during spring 2016 (qualitative). Once data is collected, it will be shared with the appropriate committee(s) to determine strategies to assist students in completing their goal. Students will be encouraged to meet with an Advisor or Counselor each semester to stay on track. Progress will be tracked ongoing by advisors/counselors to determine if strategies are decreasing the gap.

**D3.** Only students represented in one of the target populations are able to apply for the book program. Since the program started this fall, at the end of the semester transcripts will be reviewed to determine if the students who received books were more successful in their

courses (quantitative). At this time it has not yet been decided, but students who received books but did not successfully complete courses or maintain good academic standing, may lose the privilege for the following semester. Evaluation will begin after spring semester and continue each semester (as funding for books allows) to determine if the gap decreases for the target population.

**D4.** Students in the target population will be contacted before the end of fall semester so they can develop an education plan and enroll in courses during spring semester that will put them on track toward completion.

**D5.** Contact all undecided students in the target population and encourage them to enroll in the internship course during spring 2016. At the end of the semester, contact the students again to schedule an advising/counseling appointment to develop an education plan to pursue a degree or certificate to fit their career goal. The target population will need to be determined immediately. Data will be collected based on the number of students who enroll, complete and develop a plan at the end.

**D6.** All students who attend the presentation will be asked to sign in. The sign in sheet will be disaggregated to identify the students from the target population. The student ambassadors will soon after follow-up with the students from the target population to see if they felt inspired, directed and focused on achieving their goal. Data will be collected and reviewed after each presentation, likely once during fall and spring semesters.

***Activity Implementation Plan (narrative)***

As described in the data narrative, student's goals have not historically been very accurate. Accurate goals will present more accurate data which can then be used to reach out to the target population to identify and address the barriers the target population is facing. More effort will be made to provide resources for students in the target population as well as experiences to help them become more directed and focused, which studies (RP group) have shown lead to higher completion rates.

**CAMPUS-BASED RESEARCH: TRANSFER**

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**E. TRANSFER.**

The analyses in the first part of this section rely on Data on Demand information (Data-On-Demand Scorecard Completion Transfer Subcomponent), downloaded according to the instructions contained in Attachment D. Again, all five cohorts were used in the sample in order to obtain meaningful cohorts of some rarer ethnic groups. The sample is basically the same as the one used in the “Success Indicator” section, yet according to the definition, 144 students who earned less than 12 units at FRC were eliminated. Tables 24 through 27 summarize the findings.

For this sub-population of the five cohorts, the distribution of awards is captured in a cross-table, whose totals also evidence that 29 students of the 144 with more than 6 but less than 12 units earned have managed to transfer to 4-year institutions. (Total transfers for the five cohorts were 521, and 492 are accounted by the cross-table below.)

AA_FLAG * XFER_FLAG * CERT_FLAG Crosstabulation					
Count					
CERT_FLAG			XFER_FLAG		Total
			0	1	
0	AA_FLAG	0	507	261	768
		1	98	226	324
	Total		605	487	1092
1	AA_FLAG	0	13	2	15
		1	11	3	14
	Total		24	5	29

Table 24: Transfer by gender I

	Cohort Student #	Cohort Student %	Transferred Student #	Transferred Student %	Proportionality	Success Rate	80% Rule	Percentage Gap
Female	477	0.42551	194	0.39431	0.92667	0.40671	0.87800	-3.2%
Male	639	0.57003	296	0.60163	1.05543	0.46322	base	2.4%
Unknown	5	0.00446	2					
Feather River Total	1121		492			0.43889		

Table 25: Transfer by ethnicity I

	Cohort Student #	Cohort Student %	Transferred Student #	Transferred Student %	Proportionality	Success Rate	80% Rule	Percentage Gap
Asian	34	0.03033	23	0.04675	1.54131	0.67647	1.54132	23.8%
Black	192	0.17128	92	0.18699	1.09176	0.47917	1.09177	4.0%
Filipino	12	0.01070	6	0.01220	1.13923	0.50000	1.13924	6.1%
Hispanic	144	0.12846	67	0.13618	1.06011	0.46528	1.06012	2.6%
Native American	25	0.02230	5	0.01016	0.45569	0.20000	0.45570	-23.9%
Pacific Islander	17	0.01517	7	0.01423	0.93819	0.41176	0.93820	-2.7%
White Non-Hispanic	604	0.53880	257	0.52236	0.96948	0.42550	0.96948	-1.3%
Unknown	93	0.08296	35	0.07114	0.85748	0.37634	0.85749	-6.3%
Feather River Total	1121		492			0.43889	base	

Table 26: Transfer by disability I

	Cohort Student #	Cohort Student %	Transferred Student #	Transferred Student %	Proportionality	Success Rate	80% Rule	Percentage Gap
No Disability	1040	0.92774	462	0.93902	1.01216	0.44423	base	0.5%
Some Disability	81	0.07226	30	0.06098	0.84387	0.37037	0.83373	-6.9%
Feather River Total	1121		492			0.43889		

Table 27: Transfer by economic condition I

	Cohort Student #	Cohort Student %	Transferred Student #	Transferred Student %	Proportionality	Success Rate	80% Rule	Percentage Gap
Econ. Not Distressed	459	0.40946	239	0.48577	1.18639	0.52070	base	8.2%
Economically Distressed	662	0.59054	253	0.51423	0.87077	0.38218	0.73397	-5.7%
Feather River Total	1121		492			0.43889		

For a better understanding, the transfer data available in the Datamart was downloaded and analyzed as well. The particulars of the initial cohorts could not be reviewed, but the size of them indicated that they had been filtered for satisfying the conditions of 12 units earned and attempting a transfer level course. Due to the reduced cohort sizes, all 14 cohorts available have been included in analyses. Datamart currently allows for studying the seven-year performance of the cohorts, and obviously, this gives the best picture of the fate of the students.

Table 28: Transfer by gender II

Years to Transfer - 7 Years	Cohort Student #	Cohort Student %	Transferred Student #	Transferred Student %	Proportionality	Success Rate	80% Rule	Percentage Gap
Female	1308	0.49062	563	0.46722	0.95230	0.43043	0.91297	-2.2%
Male	1349	0.50600	636	0.52780	1.04308	0.47146	base	1.9%
Unknown	9	0.00338	6					
Feather River Total	2666	1.00000	1205	1.00000		0.45199		



Table 29: Transfer by ethnicity II

Years to Transfer - 7 Years	Cohort Student #	Cohort Student %	Transferred Student #	Transferred Student %	Proportionality	Success Rate	80% Rule	Percentage Gap
African-American	212	0.07952	102	0.08465	1.06448	0.48113	1.06448	2.9%
American Indian/Alaskan Native	65	0.02438	17	0.01411	0.57864	0.26154	0.57864	-19.0%
Asian	70	0.02626	46	0.03817	1.45389	0.65714	1.45389	20.5%
Filipino	21	0.00788	11	0.00913	1.15890	0.52381	1.15890	7.2%
Hispanic	255	0.09565	137	0.11369	1.18865	0.53725	1.18864	8.5%
Other Non-White	18	0.00675	7	0.00581	0.86040	0.38889	0.86039	-6.3%
Pacific Islander	24	0.00900	10	0.00830	0.92185	0.41667	0.92185	-3.5%
Unknown	188	0.07052	95	0.07884	1.11799	0.50532	1.11799	5.3%
White Non-Hispanic	1813	0.68005	780	0.64730	0.95185	0.43023	0.95185	-2.2%
Feather River Total	2666		1205			0.45199	base	

Table 30: Transfer by disability II

Years to Transfer - 7 Years	Cohort Student #	Cohort Student %	Transferred Student #	Transferred Student %	Proportionality	Success Rate	80% Rule	Percentage Gap
No Disability	2354	0.88297	1113	0.92365	1.04607	0.47281	base	2.1%
Any Disability (SUM)	312	0.11703	92	0.07635	0.65239	0.29487	0.62366	-15.7%
Feather River Total	2666		1205			0.45199		

Table 31: Transfer by economic condition II

Years to Transfer - 7 Years	Cohort Student #	Cohort Student %	Transferred Student #	Transferred Student %	Proportionality	Success Rate	80% Rule	Percentage Gap
Not a CalWORKs Participant	2628	0.98575	1199	0.99502	1.00941	0.45624	base	0.4%
Program participant all (SUM)	38	0.01425	6	0.00498	0.34933	0.15789	0.34608	-29.4%
Feather River Total	2666		1205			0.45199		

It is important to note that the information in Table 31, though calculated according to the “Data Procedures” instructions, does not capture all of the economically challenged student population, as Table 27 did. The 1.4% seems to be only the tip of the iceberg. Yet their condition must be much more severe than that of the “Economically distressed” students in Table 27, and their transfer rates are also much lower.

The CCCCO does not have data on foster youth and veterans

According to the two series of data, there are three groups heavily affected by disproportionate impact: Native Americans, students suffering from disability, and the low-income students. Their rank order is not the same in the two datasets, and actually, the disabled group is not shown significantly disadvantaged by the 80% rule in one of the series. Subsequently, the lost student calculation is done for Native Americans, CalWORKs participants, and disabled students, in this order.

Table 32: Lost Students calculation

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Cohort #	Number of Students "Lost"
Largest Gap	Native Americans	-23.9	-0.239	25	<b>-5.98</b>
Second Largest	CalWORKs participants	-29.4	-0.294	38	<b>-11.17</b>
Third Largest	Disabled students	-15.7	-0.157	312	<b>-48.98</b>

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

### GOAL E.

Capture and maintain accurate educational goals for all students, especially students in the target populations. Identify barriers and develop strategies to increase the percentage of students from the target populations who successfully transfer to a four year college or university.

Target Population(s)	Current gap, year	Goal*	Goal Year
Native Americans	-23.9%	Decrease the gap by 2%	2020
CalWORKs participants	-29.4%	Decrease the gap by 2%	2020
Disabled students	-15.7%	Decrease the gap by 2%	2020

Since very few CalWORKs students transfer (explained more below), FRC will also focus on students who are economically distressed/low income as this cohort has a significantly larger population than the other target groups.

### ACTIVITIES: E. TRANSFER

#### E1.

<b>Activity Type(s)</b>	Outreach	Student Services or other Categorical Program	Research and Evaluation	Student Equity Coordination/ Planning	Curriculum/Course Development or Adaptation	Professional Development	Instructional Support Activities	Direct Student Support
<b>E1.</b> Develop an intake process for all advisors and counselors which includes capturing students accurate goal such as degree completion, transfer, etc.	X		X					X
<b>E2.</b> Provide more opportunities for students to visit 4-year colleges and learn about academic programs, cost of attendance, student services, etc.	X							X
<b>E3.</b> Provide outreach to all students, specifically the target population to attend the College, Career and Transfer Fair and the Transfer workshop. Follow-up with students in the target population after the event to answer questions.	X	X						X

<b>E4.</b> Invite representatives from online Bachelor’s Degree Programs to campus to share information with students. Provide outreach specifically to the target population.							X	X
<b>E5.</b> Provide professional development opportunities for staff to improve transfer knowledge.		X				X	X	X
<b>E6.</b> Conduct a focus group with students in the target populations to determine barriers to transferring.			X					

**Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected by Population</b>
<b>E1.</b>	Primarily Native Americans, CalWORKs participants and disabled students, but all students on campus will benefit	1,300
<b>E2.</b>	Primarily Native Americans, CalWORKs participants and disabled students, but all students on campus will benefit	1,300
<b>E3.</b>	Primarily Native Americans, CalWORKs participants and disabled students, but all students on campus will benefit	1,300
<b>E4.</b>	Primarily Native Americans, CalWORKs participants and disabled students, but all students on campus will benefit	1,300
<b>E5.</b>	Primarily Native Americans, CalWORKs participants and disabled students, but all students on campus will benefit	1,300
<b>E6.</b>	Native Americans, CalWORKs participants and disabled students	375

**Activity Implementation Plan**

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
<b>E1.</b>	Fall 2015, ongoing	Salary for: Director of SSSP	Other advisor/counselor salaries
<b>E2.</b>	Fall 2016, ongoing	Student Travel \$5000	Trio Student Travel \$2,500
<b>E3.</b>	Fall 2016, each fall until 2020	Salaries for: Academic Support Specialist Student Life & Engagement Specialist	

<b>E4.</b>	Fall 2016, each fall until 2020	Salaries for Academic Support Specialist, Student Life & Engagement Specialist	
<b>E5.</b>	Spring 2016, ongoing	\$5000	
<b>E6.</b>	Spring 2016	\$250	

***Link to Goal***

**E1.** Developing a process for advisors and counselors to capture student’s goals is part of the goal and therefore necessary to achieve it.

**E2.** Many students in the target population do not get an opportunity to visit potential transfer institutions. Outreach to the target populations will determine which universities to visit (if possible). Consequently, students will be more likely to make an informed decision where to transfer.

**E3.** If students do not take advantage of transfer trips, the college, career, and transfer fair may be the only other opportunity they have to speak with a representative from four year colleges.

**E4.** Many students in the target population, such as CalWORKs, do not intend to leave Plumas County and there is not one university within a reasonable commute. Informing students of options to transfer and complete a Bachelor’s degree online may increase the transfer rates for students in the target population.

**E5.** Staff who speak with students about transferring must be knowledgeable about the process so that students can be as prepared as possible. During the end of the year evaluation in 2015, some students reported that Advisors and Counselors need to be more knowledgeable about the transfer process. The CSU’s and UC’s offer transfer updates each year and Advisors and Counselors, especially newly hired, would benefit tremendously from attending.

**E6.** Speaking with students in the target population about their barriers to transferring will provide an opportunity to develop strategies to help facilitate the transfer process.

***Evaluation***

**E1.** Student’s goals will be clarified during each interaction with an advisor or counselor. When students complete their degree, certificate, transfer, or stop attending, the students declared goal will be compared to what was actually done (quantitative).

Past data has not been very accurate therefore the data reflecting the students experiencing the greatest gap may not be very accurate as well. Outreach to the target population to ensure an accurate goal is listed in banner will begin in spring. After that, goals should be confirmed and updated if necessary during each advising appointment.

**E2.** A survey will be conducted to determine which universities students in the target population are interested in transferring to. Once transfer trips are determined, students will be required to sign-up. Sign-up sheets/attendance will be reviewed after the trip to determine how many students participated (quantitative).

**E3.** The College, Career and Transfer Fair is held every September. All students who attend are required to sign-in (quantitative). After the fair, the sign-in sheet will be disaggregated and students in the target population will receive a follow-up phone call to answer questions and discuss the next step in their goal (qualitative). We did not provide outreach to the target populations specifically, so this activity will begin fall 2016.

**E4.** All students who attend will be required to sign-in (quantitative). After the event, the sign-in sheet will be disaggregated and students in the target population will receive a follow-up phone call to answer questions and discuss the next step in their goal (qualitative). We did not provide outreach to the target populations specifically, so this activity will begin fall 2016.

**E5.** The end of the year survey (spring 2016) will provide an opportunity for students to comment/rate their advising/counseling experience and the transfer knowledge of advisors/counselors (qualitative). Student's comments/ratings will be compared each year to determine if students felt their advisor/counselor was knowledgeable and helpful.

**E6.** The focus group (qualitative) will be conducted during spring semester. The results from the focus group will be shared and reviewed with the Student Equity Planning Committee/Student Services Council. The committee will develop strategies to address the barriers. It will be necessary to repeat the process to evaluate the impact of the new strategy on the goal.

### ***Activity Implementation Plan (narrative)***

Student's goals often change from the time they apply for admissions to when they graduate. The academic advisors and counselors meet regularly with students and will be more diligent in making sure the student's goal is accurate.

The CalWORKs population is likely to have a low transfer rate due to often unique and challenging situations as well as restrictions in the Federal regulations. For instance, a CalWORKs participant can only receive assistance for 48 months total. If the person is not fully meeting all work and compliance requirements, the state can step in and limit the benefits for

the adult to 24 months. Since all CalWORKs students have children in the home, the student often feels that they need to get a 2 year degree and then find employment to support their family.

According to the case manager, “the goal of the CalWORKs program is to provide vocational education so that parents can become gainfully employed in Plumas County. Most clients are able to find employment in the area and do not wish to leave the area to pursue a four year degree. While the CalWORKs program does not stop clients from pursuing a four year degree, their benefits will run out and they will then have to rely on financial aid, which makes life a little more difficult.” By making CalWORKs students aware of online degree options, the number of CalWORKs students who transfer may increase. More research and time is necessary to make that determination.

FRC is fortunate in that the total number of students in the target populations is extremely low, making it simpler to provide outreach to share transfer opportunities as well as determine what barriers the students are facing in terms of transferring. Although increasing the number of students in the target population that transfer will be the priority, other students will likely benefit from the activities due to such small numbers.

## COLLEGE WIDE INITIATIVES AFFECTING SEVERAL INDICATORS

### GOAL F

Involve the entire campus community of Feather River College in creating a welcoming environment where students are directed, focused, nurtured, engaged, connected and valued and where students have equitable access and the support they need to complete courses, including basic skills, and accomplish their academic goal whether it be earning a certificate, degree and/or transfer to a university.

#### **F1. College Wide Initiatives Affecting Several Indicators**

<b>Activity Type(s)</b>	Outreach	Student Services or other Categorical Program	Research and Evaluation	Student Equity Coordination/ Planning	Curriculum/Course Development or Adaptation	Professional Development	Instructional Support Activities	Direct Student Support
<b>F1.</b> In collaboration with SSSP, develop a First Year Experience program (non FTE generating) and provide outreach directly to all target populations to encourage attendance.	X	X		X			X	X
<b>F2.</b> Solicit proposals from the college community (faculty and staff) which address the equity gaps identified in the college research	X	X	X	X	X	X	X	X
<b>F3.</b> Sustain the financial contribution toward the Institutional Researcher's salary to ensure ongoing research surrounding all student equity indicators.			X					



**Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected by Population</b>
<b>F1.</b>	Native Americans, African Americans, Pacific Islanders, Hispanics, White non- Hispanic women, White non- Hispanic low income, CalWORKs participants, disabled students, veterans, foster youth, economically distressed, and low income, but all students on campus will benefit	1,300
<b>F2.</b>	Native Americans, African Americans, Pacific Islanders, Hispanics, White non- Hispanic women, White non- Hispanic low income, CalWORKs participants, disabled students, veterans, foster youth, economically distressed, and low income, but all students will benefit	3,715
<b>F3.</b>	All FRC students	3,715

**Activity Implementation Plan**

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
<b>F1.</b>	Fall 2015, ongoing	Salary for Director of SSSP	\$15,000 SSSP, Faculty Salary
<b>F2.</b>	Spring, 2016, ongoing	Salary for Director of SSSP	
<b>F3.</b>	Fall 2015, ongoing	\$14,000	

**Link to Goal**

**F1. Research from the RP group has shown that students who are** directed, focused, nurtured, engaged, connected and valued are more likely to accomplish their education goal. First Year Experience programs have been researched for several decades and proven to be a success.

**F2. Soliciting proposals from faculty and staff would enable all members of the campus community to share their ideas for improving equity across all target populations and indicators.**

**F3.** The institutional Researcher is crucial in order to continue analyzing data to determine if activities are accomplishing the goal and reducing the equity gap.

### ***Evaluation***

**F1.** After successful implementation (hopefully Fall 2016) course completion rates for First Year Experience participants will be evaluated. Participants should be tracked ongoing and compared to students who did not participate (quantitative). The outcome will likely be participants accomplished their education goal in a shorter amount of time. Focus groups with participants would also provide valuable qualitative data and should be completed each year to make improvements to the program.

**F2.** Proposals were submitted this fall in an unofficial way. By soliciting proposals, all members of the campus community have an opportunity to share ideas. Once barriers are identified a process will be put in to place to ensure all proposals address the equity gaps, indicators and follow the funding guidelines for eligible expenses.

**F3.** FRC is small and equity research alone would not justify a full time position, therefor equity funds contribute to the salary for the Institutional Researcher. The IR is expected to continuously provide the equity research needs for the college. This will be evident as follow-up research is necessary each semester to track progress of the goals.

### ***Activity Implementation Plan (narrative)***

Developing a First Year Experience program is a college-wide initiative that faculty have had an interest in for more than 20 years. Beginning this fall, a faculty member and the Director of SSSP will take the lead on developing a sustainable model that will improve the college experience for all students, especially those in the target populations. The outcome will be a decreased gap for the target populations and a higher success rate for all students as well as a more connected campus community.

Faculty and staff will be involved in developing the programs. Their input on improving equity for the target populations in the respective indicators is also very valuable. A proposal process needs to be developed to ensure ideas are addressing equity gaps and meeting the funding guidelines.

The support of the Institutional Researcher is essential for ongoing data analysis. The college wide initiatives and activities listed in each indicator will allow FRC to close the gap and accomplish the set goals by 2020.

## SUMMARY EVALUATION

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Feather River College has identified several activities to address the current gaps in access, basic skills completion, course completion, degree and certificate completion and transfer in effort to close the equity gap for the populations currently experiencing disproportionate impact within each of the indicators. In addition to several activities that allow for immediate implementation and intervention, FRC also seeks to better understand what students see as barriers and what they feel would help them be successful. Focus groups will take place before the end of the academic year which will likely lead to additional activities, resources or support strategies.

For each indicator a modest goal has been set to decrease the gap between 1- 3% by the year 2020. While FRC hopes the activities in this plan will make a positive impact sooner, it is necessary to allow time to implement new strategies and evaluate their effectiveness. This will be done by asking questions in the end of year surveys about equity activities, seeking feedback from campus and community liaisons who work directly with the population and by disaggregating data collected in campus climate surveys and making a comparison over time.

In addition, students in the target population from each indicator will meet with the same counselor each semester allowing her to closely monitor their course completion and progress toward their goal. Students who participate in the book voucher/loan program and laptop loan program will also be required to check in frequently with their advisor or counselor and maintain good academic standing.

Fall 2015-fall 2016 will be the activity implementation period. A comprehensive evaluation should be completed again during the 2017-2018 academic year by reviewing the same disaggregated data used to develop this plan. This timeframe allows us to monitor current students who should be achieving their goal by this time. If the activities are not having a positive effect on the goal, more collaboration with students, liaisons, committees, etc. will be necessary and we will likely look to our peers at other colleges to learn what is working for them.

Evaluation toward the goals outlined in the student equity plan will also be done each year through the colleges Annual Program Review process. A more in-depth evaluation will be done every 4 years (2019) through the Comprehensive Program Review.

FRC is confident that the goals in this plan will be accomplished by 2020 and that the campus as a whole, will become more equity-minded and an institution where students feel valued, supported and motivated to accomplish their goals.