Folsom Lake College
Student Equity Plan

November 21, 2014
Executive Summary

Folsom Lake College (FLC) is the newest of the four colleges within the Los Rios Community College District, receiving its initial accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges in January, 2004. FLC has its main campus located in Folsom, and operates two Centers – the El Dorado Center (EDC), located in Placerville, and the Rancho Cordova Center (RCC), located in Rancho Cordova.

Given the relative youth of Folsom Lake College and a lack of institutional data in existence at the time Student Equity Plans were last requested by the state, this is the initial Student Equity Plan for the college. Despite not being required to submit an official Student Equity Plan prior to this point, the college has in place a number of support services and programs to meet the needs of our diverse student body. As a result of data analysis and planning efforts, the college is continuing these efforts and expanding upon them, while identifying additional major goals and activities to address gaps in access and achievement.

Goals:

1. **Access:**
   The College has established three major goals with respect to access. The first is to review and refine scheduling practices to place emphasis on eliminating gaps in pathways in order to facilitate successful completion of academic goals in a reasonable time frame. The second is to identify and remediate the issues that are causing a disproportionate enrollment in the college for African American students at all locations, Asian/Filipino/ Pacific Islander populations at FLC Main, and Hispanic / Latino students at the EDC and RCC Centers; data that reflects disproportionate impact for both Foster Youth and Veteran students is not readily available and will need to be gathered; however, in the interim targeted outreach efforts will be made to these populations as well. The third is to increase the opportunity for students to complete pre-enrollment steps at each site prior to initial enrollment. The college anticipates that as a result of these efforts there will be:
   - Increased basic skills progression and increased access to transfer courses
   - Increased participation rates of under-represented groups
   - Increased percentage of students in the target groups who complete the pre-enrollment steps
   
   Key activities in this area include creation of optimum scheduling guidelines and publicizing basic skills pathways to students; refining outreach and in-reach activities and materials designed to engage disproportionately impacted groups, to include Foster Youth and Veterans; and increasing access and opportunity for students to complete pre-enrollment steps at each college site. Key Contact: Brian Robinson, Academic Senate President / Monica Pactol, VPI/ Melanie Dixon, Dean Student Services / Bryon Bell, VPSS

2. **Course Completion:**
   The College’s goal with respect to course completion is to increase the percentage of students
who successfully complete courses, with particular emphasis on successful course completion by those groups experiencing an achievement gap - African American students and those students 20-24 years old. The college anticipates that as a result of these efforts there will be:

- Reduction in the gap until all groups will be at or above 80% index for course completion by end of year 3
- Increased number of faculty and/or departments reporting use of culturally responsive teaching methodologies in their Annual Unit Plans and Program Reviews

Key activities in this area include strengthening and expansion of the Early Alert / Program for Academic Student Success; development of a Mentoring Program (Advise5); development of a Best Instructional Practices repository and implementation of workshops that emphasize culturally responsive teaching strategies; utilizing information gathered from Annual Department Plans and Program Review to identify and implement course and/or department specific success strategies; gathering of additional information related to Foster Youth and Veterans so that the needs of these populations can be better understood and corresponding services developed to meet their needs. Key Contact: Melanie Dixon, Dean of Student Services and Monica Pactol, Vice President of Instruction

3. ESL and Basic Skills Completion:
The College’s goal with respect to ESL and Basic Skills students is to increase and improve both the in-class and out-of-class support systems available to these students, along with the utilization of and satisfaction with these support systems. The college anticipates that as a result of these efforts there will be:

- Increased percentage of under-represented students who successfully complete Basic Skills Math (African American, American Indian / Alaskan Native and 40+ year-old students), English (African American, American Indian / Alaskan Native, 40+, and 20 - 24 year-old students) and ESL courses (male, 18-19 and 35+ year old age group, and Hispanic / Latino students).
- Increased student utilization and satisfaction with support systems available, including SOAR Central

Key activities in this area include continuance of successful activities / workshops available in SOAR (Success Opportunities and Resources) Central, along with expansion of activities in this area; creation of additional support services and programs such as Summer Bridge and First Year Experience; Piloting of Embedded Intervention model in selected Basic Skills course(s); development and implementation of Math Boot Camps designed to provide students who meet prescribed criteria the opportunity to assess into higher level Math course on initial placement following a short-term skill development workshop. Key Contact: Melanie Dixon, Dean of Student Services / Bryon Bell, VPSS / TBD, Dean of Languages and Literature / Gary Hartley, Dean of Math, Science, and Engineering

4. Degree and Certificate Completion:
The College’s goal with respect to degree and certificate completion is to increase the percentage of students from under-represented groups who earn degrees and certificates when that is their stated educational goal. The college anticipates that as a result of these efforts there will be:

- Increased percentage of students who have a comprehensive educational plan
- Increased number of students who utilize the Career Center for values and career exploration and goal setting
- Improved scheduling practices that facilitate program completion
- Increased opportunities for students to interact with faculty in professional and personal development activities outside of the classroom (Advise5/ Clubs/ Career Pathways events)
- Increased percentage of under-represented students who earn degrees and certificates (African American, Asian/Pacific Islander, Filipino, Economically Disadvantaged, and First-Generation students in terms of degree completion; Hispanic / Latino, and Economically Disadvantaged in terms of Certificate completion; African American, 20-24 year-old, and Disabled students in terms of Student Progression and Attainment; and student 25+ in terms of CTE completion rates).

Key activities in this area include providing increased opportunities for students at all three sites to complete pre-enrollment activities; focused intervention to assist students with more than 15 units but who lack a comprehensive educational plan the opportunity to develop one; intrusive intervention designed to direct students with no declared educational goal to the Career Center to participate in activities that will assist them in establishing a goal; targeted Counseling efforts to support Veterans with educational planning and increased services; Instruction and Student Services collaborative development and implementation of a Degree and Career Exploration presentation series for students; and Instruction and Student Services collaborative development and implementation of Summer Bridge and First Year Experience programs. Key Contact: Melanie Dixon, Dean Student Services / Bryon Bell, VPSS / Monica Pactol, VPI

5. Transfer Rates:
The College’s goal with respect to transfer rates is to increase the percentage of students who transfer to a four-year college or university, with particular emphasis on increasing the percentage of under-represented groups who transfer to a four-year institution. The college anticipates that as a result of these efforts there will be:

- Associate Degree for Transfer (ADT) pathways that are developed and promoted to students
- Instructional Department and Student Services connections and collaborations that will serve to promote pathways, develop professional partnerships, and engage four-year institution liaisons for selected Majors
- Increased percentage of students who transfer to a four-year institution, in particular under-represented groups that include: 20-24 year-old, Disabled, African American, and Hispanic / Latino students.

Key activities in this area include messaging to students throughout the Basic Skills sequence that highlights the role and benefits of successful transfer in one’s education; collaborative development and implementation of Pathway Program presentations that introduce students to Major Fields of Study and highlight Career Pathways for students in specific disciplines; increased Transfer Center activities, including focused intervention and completion support that targets students who have exceeded 90 units of transferable credit, but have yet to petition for graduation; charter Multicultural Club to increase presence and engagement of diverse students; recruit and train peer mentors who will work with the Multicultural and Diversity Committee to increase awareness of social justice issues impacting college students; increased
marketing and outreach for year-end celebrations of success for African American and Hispanic / Latino students. Key Contact: Melanie Dixon, Dean of Student Services / Monica Pactol, VPI
Summary of Key Findings

With respect to access:

Obtaining accurate and truly meaningful participation rates from Census data compared to the enrollment of new, 1st-to-college students is challenging. Applying the 80% Index to the results of this comparison show disproportionate impact for practically all groups. Those student populations the Index identifies as impacted are male students, all 20+ year old age groups, and all ethnic/racial groups. No comparably derived performance statistics exist for either Veterans or Foster Youth students. Despite this lack of data related to Foster Youth and Veterans, the college plans to increase outreach efforts targeted towards these two groups to align with state areas of emphases.

The data would suggest there is a greater disproportionate impact related to enrollment of males at FLC Main than at either of the Centers - EDC or RCC. Additionally access issues related to African American students at all three locations, Hispanic / Latino students at the Centers, and Asian / Pacific Islanders at FLC Main stand out as the primary areas of impact.

With respect to course completion:

The results of applying the 80% Index to FLC’s Fall 2013 course success rates identify only the African American population (0.784) as being disproportionately impacted. The rate for foster youth has been masked in the analysis due to very small cell size but the rate for veterans exceeds the 80% threshold. FLC’s Key Performance Indicators show that the course completion rate for African American students has improved during each of the last two years and hit a five-year high in Fall 2013.

Analysis of Persistence and 30+ Units Completed statistics from the Scorecard show disproportionate impacts for the African American group (30+ Units only), the Native American/Alaskan group (although this is an extremely small sample size), the 20-24 year old group (Persistence only), and the 50+ year old group (many of whom are likely not in pursuit of a degree or certificate). No comparably derived performance statistics exist for either Veterans or Foster Youth students.

With respect to ESL and Basic Skills completion:

For remedial English and math the 18-21 year old group far outperforms all other groups resulting in what the 80% Index would suggest is a disproportionate impact for practically all other age groups. However, of these, the 40+ groups are the most impacted, along with the African American and American Indian /Alaskan Native groups. Economically disadvantaged students in English, math, and ESL are either right on the 80% threshold, or on the cusp. Greatest impacts for the ESL discipline are for the 18-19 and 35+ year old age groups, males, and for Hispanic/Latino students.

Completion rates, as well as course progression rates for both males and females in remedial English and math courses show no disproportionate impact. Likewise, no disproportionate impact is noted in these areas when looking at disabled or economically disadvantaged students.
With respect to degree and certificate completion:

The various age groups showing disproportionate impact varies considerably with the older groups typically being impacted more than the younger groups. African American, Asian/Pacific Islander, Filipino, Economically Disadvantaged, and First-Generation students appear most impacted in terms of degree completion; Hispanic / Latino, and Economically Disadvantaged students in terms of Certificate completion; African American, 20-24 year-old, and Disabled students in terms of Student Progression and Attainment; and students 25+ in terms of CTE completion rates.

The Career & Technical Education (C&TE) Completion Rate statistics show moderate impact for Filipino and Hispanic/Latino groups but more significant impacts for the 25+ year old groups.

No disproportionate impact is noted in terms of males and females in the achievement of degrees and certificates, Career and Technical Education completion, or in overall student progression and attainment rates.

With respect to transfer:

No disproportionate impact is noted in terms of males and females in terms of transfer velocity or in overall student progression and attainment rates. Transfer Velocity statistics, however, do reveal disproportionate impact for several groups, with the most impacted being the 20-24 year old, Hispanic/Latino, and disabled student groups.

The Student Progression and Attainment Rate statistics of the Scorecard identify the African American, Hispanic/Latino, and disabled student groups as being most impacted.

No comparably derived performance statistics exist for Economically Disadvantaged, Veterans or Foster Youth students.