

FOLSOM LAKE COLLEGE | STUDENT EQUITY PLAN

2019-2022



EXECUTIVE SUMMARY

Introduction

Folsom Lake College (FLC) is one of the four colleges within the Los Rios Community College District. FLC's main campus is 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. Our three sites are unique and the students served have differing needs. During 2017-18, the total enrollment was 12,401 students, with an overall average success rate of 75%. Of the total student enrolled, 55% were white and 43% were a race/ethnicity other than white. Specifically, 19% were Hispanic, 6% were two or more races, 5% were African American, 2% were Filipino, and 1% were Native Hawaiian/Other Pacific Islander or American Indian/Alaska Native. The overall course success rate for the college was 75%, and equity gaps were noted in the data – for example, African American students saw an average course success rate of 61% while Asian and white students saw average course success rates over 75%. Additional detailed data disaggregation and equity gaps will be shared below.

Given the equity gaps noted in the data, the Student Equity Plan affords FLC the opportunity to grow support services and programs in an equitable manner to meet the needs of our diverse student body across all three sites. College data analysis and planning efforts are focused on continuing and expanding upon existing efforts, while identifying additional goals and activities to address gaps in access and achievement. The overarching equity goal at Folsom Lake College is to provide a learning environment that is equitable and accessible to all participants, regardless of ethnicity, culture, nationality, religion, sexual orientation, gender, language, socio-economic background or station in life and ensures an equal opportunity for academic success.

Student Equity Plan Goals

The Student Equity and Achievement (SEA) funding model integrates the SSSP/Student Equity/BSI programs into one integrated and coordinated program at the district and college levels. Under this new model, the metrics of the 2019-2022 Student Equity Plan are slightly modified from the prior years' metrics. The new metrics are as follows:

- **Successful Enrollment:** Among all Folsom Lake College applicants, the proportion who successfully enrolled.
- **Retention:** Among all Folsom Lake College students, the proportion retained from fall to spring, excluding students who completed an award or transferred.
- **Completed Transfer-Level Math and English:** Among all Folsom Lake College students, the proportion who completed transfer-level math and English in their first academic year.
- **Transferred to a 4-year institution:** Among all Folsom Lake College students, the proportion who completed at least 12 units, are no longer enrolled, and successfully transferred to a 4-year institution.

- **Award Completion:** Among all Folsom Lake College students, the proportion who earned a degree or CCCC approved certificate within a year of last enrolling.

Student Equity Goals for 2019-2022

The table on the following pages illustrate the goals (both in progress and aspirational) arranged by metrics for the largest and persistent disproportionately impacted student groups.

All student groups and equity impacts can be viewed here:

<https://drive.google.com/file/d/1VB8oH60dKd8X7Qllomy0dw2BDw0lcSEp/view?usp=sharing>

REQUIRED METRICS	POPULATION	RATE IN BASELINE YEAR	GAP (PPG)	GOAL
Successful Enrollment	ALL STUDENTS	37.80%	N/A	47.80%
	African American - females	33.80%	-3.90%	-2.30%
	Unknown Race	2.80%	-34.90%	-20.90%
Retention	ALL STUDENTS	61.10%	N/A	66.00%
	African American	46.60%	-14.60%	-8.70%
	LGBT	51.90%	-9.30%	-5.60%
	Veterans	55.20%	-5.90%	-3.60%
	Foster Youth	41.40%	-19.80%	-11.80%
	Hispanic / Latinx - females	57.10%	-4.10%	-2.40%
	Economically Disadvantaged	59.10%	-2.00%	-1.20%
	First Generation	54.60%	-6.50%	-3.90%
	Unknown Race	52.40%	-8.70%	-5.20%
Transfer-Level Math and English Completion	ALL STUDENTS	9.10%	N/A	27.44%
	African American - females	0.00%	-9.10%	-5.40%
	Foster Youth	0.00%	-9.10%	-5.40%
	LGBT - females	4.90%	-6.60%	-3.90%
	First Generation	3.50%	-5.60%	-3.30%
	Economically Disadvantaged	6.30%	-2.80%	-1.70%

REQUIRED METRICS	POPULATION	RATE IN BASELINE YEAR	GAP (PPG)	GOAL
	Hispanic / Latinx	4.30%	-4.80%	-2.90%
	Disability	3.50%	-5.50%	-3.30%
	Veterans	0.00%	-9.10%	-5.40%
	ALL STUDENTS	10.10%	N/A	13.05%
	African American	5.80%	-4.30%	-2.60%
Transfer to 4-Year	Native American	2.70%	-7.40%	-4.40%
	Foster Youth	5.70%	-4.40%	-2.60%
	Pacific Islander	6.60%	-3.50%	-2.10%
	Filipino - males	7.50%	-2.60%	-1.60%
	Disability	7.70%	-2.40%	-1.40%
	Veterans - males	7.10%	-3.00%	-1.80%
	ALL STUDENTS	3.40%	N/A	16.84%
Award Completion/ Attained the Vision for Success Completion Definition	African American	1.00%	-2.40%	-1.40%
	Hispanic / Latinx - males	2.40%	-1.00%	-0.60%
	LGBT	1.20%	-2.20%	-1.30%
	Asian	2.60%	-0.80%	-0.50%
	Foster Youth	1.40%	-2.00%	-1.20%
	Pacific Islander - females	1.60%	-1.80%	-1.10%
	ALL STUDENTS	3.40%	N/A	16.84%

Student Equity Activities & Funding

The table below describes the specific activities that are currently underway, and does not include activities that may be added during the course of the year to address disproportionately impacted student groups. The projected budget available for these activities during 2019-2020 is \$2,493,577.

ACTIVITIES	RELATED METRICS
A. Core Mandated Services	<ul style="list-style-type: none"> • Overall : All : Enrolled in the Same Community College • Overall : All : Retained from Fall to Spring at the Same College • Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year • Overall : All : Attained the Vision Goal Completion Definition • Overall : All : Transferred to a Four-Year Institution
B. Targeted Outreach for Disproportionately Impacted Student Groups	<ul style="list-style-type: none"> • Overall : All : Enrolled in the Same Community College • Black or African American : Female : Enrolled in the Same Community College • Economically Disadvantaged : Female : Retained from Fall to Spring at the Same College • Hispanic or Latino : Female : Retained from Fall to Spring at the Same College • Black or African American : Female : Retained from Fall to Spring at the Same College • Black or African American : Male : Retained from Fall to Spring at the Same College • Foster Youth : Female : Retained from Fall to Spring at the Same College • LGBT : Female : Retained from Fall to Spring at the Same College • Veteran : Female : Retained from Fall to Spring at the Same College

ACTIVITIES	RELATED METRICS
<p>C.1. Reading and Writing Center</p> <p>C.2. Learning Skills Center</p> <p>C.3. Math and Science Skills Center</p>	<ul style="list-style-type: none"> • Overall : All : Retained from Fall to Spring at the Same College • Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year • Economically Disadvantaged : Female : Retained from Fall to Spring at the Same College • Hispanic or Latino : Female : Retained from Fall to Spring at the Same College • Black or African American : Female : Retained from Fall to Spring at the Same College • Black or African American : Male : Retained from Fall to Spring at the Same College • Foster Youth : Female : Retained from Fall to Spring at the Same College • LGBT : Female : Retained from Fall to Spring at the Same College • Veteran : Female : Retained from Fall to Spring at the Same College • Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year • Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year • Economically Disadvantaged : Male : Completed Both Transfer-Level Math and English Within the District in the First Year • Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year • Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year • Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year • LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year • Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

ACTIVITIES	RELATED METRICS
D. Profession Development - Enhancing Equity on Campus and in the Classroom	<ul style="list-style-type: none"> • Economically Disadvantaged : Female : Retained from Fall to Spring at the Same College • Hispanic or Latino : Female : Retained from Fall to Spring at the Same College • Black or African American : Female : Retained from Fall to Spring at the Same College • Black or African American : Male : Retained from Fall to Spring at the Same College • Foster Youth : Female : Retained from Fall to Spring at the Same College • LGBT : Female : Retained from Fall to Spring at the Same College • Veteran : Female : Retained from Fall to Spring at the Same College • Black or African American : Female : Attained the Vision Goal Completion Definition • Native Hawaiian or other Pacific Islander : Female : Attained the Vision Goal Completion Definition • Hispanic or Latino : Male : Attained the Vision Goal Completion Definition • Asian : Male : Attained the Vision Goal Completion Definition • Black or African American : Male : Attained the Vision Goal Completion Definition • Foster Youth : Female : Attained the Vision Goal Completion Definition • LGBT : Female : Attained the Vision Goal Completion Definition • LGBT : Male : Attained the Vision Goal Completion Definition
E. Equity Center	<ul style="list-style-type: none"> • Economically Disadvantaged : Female : Retained from Fall to Spring at the Same College • Hispanic or Latino : Female : Retained from Fall to Spring at the Same College • Black or African American : Female : Retained from Fall to Spring at the Same College • Black or African American : Male : Retained from Fall to Spring at the Same College • Foster Youth : Female : Retained from Fall to Spring at the Same College • LGBT : Female : Retained from Fall to Spring at the Same College • Veteran : Female : Retained from Fall to Spring at the Same College

ACTIVITIES	RELATED METRICS
F. Equity in Guided Pathways	<ul style="list-style-type: none"> • Disabled : Female : Transferred to a Four-Year Institution • Overall : All : Attained the Vision Goal Completion Definition • Overall : All : Transferred to a Four-Year Institution • Black or African American : Female : Transferred to a Four-Year Institution • Disabled : Male : Transferred to a Four-Year Institution • American Indian or Alaska Native : Female : Transferred to a Four-Year Institution • Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution • Black or African American : Male : Transferred to a Four-Year Institution • Filipino : Male : Transferred to a Four-Year Institution • American Indian or Alaska Native : Male : Transferred to a Four-Year Institution • Foster Youth : Female : Transferred to a Four-Year Institution • Veteran : Male : Transferred to a Four-Year Institution • Black or African American : Female : Attained the Vision Goal Completion Definition • Native Hawaiian or other Pacific Islander : Female : Attained the Vision Goal Completion Definition • Hispanic or Latino : Male : Attained the Vision Goal Completion Definition • Asian : Male : Attained the Vision Goal Completion Definition • Black or African American : Male : Attained the Vision Goal Completion Definition • Foster Youth : Female : Attained the Vision Goal Completion Definition • LGBT : Female : Attained the Vision Goal Completion Definition • LGBT : Male : Attained the Vision Goal Completion Definition

Review of Student Equity Budgeting and Progress

The following tables show the allocation of Student Equity funding for 2015-2016, 2016-2017, and 2017-2018 by account code.

2015-2016

Account Code	Amount Allocated	Percent of Total
1000 Academic Salaries	140,462.00	21%
2000 Non-Academic Salaries	256,755.00	38%
3000 Employee Benefits	113,852.00	17%
4000 Materials and Supplies	9,603.00	2%
5000 Operating Expenses	87,725.00	13%
6000 Capital Outlay	31,321.00	5%
7000 Other Outgo	28,150.00	4%
Total	\$ 667,868.00	100%

2016-2017

Account Code	Amount Allocated	Percent of Total
1000 Academic Salaries	116,121.00	18%
2000 Non-Academic Salaries	356,059.00	54%
3000 Employee Benefits	84,339.00	13%
4000 Materials and Supplies	6,796.00	1%
5000 Operating Expenses	67,232.00	10%
6000 Capital Outlay	22,043.00	3%
7000 Other Outgo	2,330.00	>1%
Total	\$ 654,920.00	100%

2017-2018

Account Code	Amount Allocated	Percent of Total
1000 Academic Salaries	135,314.00	21%
2000 Non-Academic Salaries	304,103.00	47%
3000 Employee Benefits	98,960.00	15%
4000 Materials and Supplies	14,167.00	2%
5000 Operating Expenses	91,365.00	14%
6000 Capital Outlay	4,054.00	1%
7000 Other Outgo	--	0%
Total	\$ 647,963.00	100%

On the following page is a table with assessment of the progress made in achieving the goals identified in the 2017-2019 Student Equity Plan. Please note that most activities are still active and are continuing to be refined and enhanced based on annual assessment and evaluation.

Review of 2017-2019 Student Equity Plan Goals, Activities and Progress

Goals	Activities	Progress
A) Access	<p>Improve Scheduling through course scheduling software and Early Alert</p> <p>Steps to Success Program for Academic Success with specific strategies for DI groups for orientation, outreach</p> <p>Pre-enrollment workshops</p> <p>Specific Outreach for CTE (spotlight)</p> <p>Marketing/Communication for DI groups (including translated documents/information)</p> <p>Examine and address transportation</p>	<p>Implementing Ad Astra Room Scheduling and Predictive Analytics or Fall 2019 + Schedule Development.</p> <p>Outreach staff has worked more intentionally to prioritize efforts towards increasing the number of Disadvantaged Population attending FLC. They have utilized a variety of strategies to do this work, one of those being iContact. iContact is an electronic newsletter that is being employed to communicate with over 12,000 families and local high school partners. This system allows for a more direct, efficient and expedient way to communicate. Outreach staff have also been assigned a specific geographic service area that they work within. This also supports more informed, targeted communication as it allows staff to better know the “customer” they are working with.</p> <p>Local outreach continues and is enhanced by new K12 SWP funding. Participating in 3Fold marketing campaign for EMT, ADMJ, WWWM, and ICT. Students have been interviewed. Filming for EMT and ICT planned.</p> <p>EOPS/Cal Works offer students gas cards based on need.</p> <p>Strategies for DI groups include counseling case management intended to provide students with a Student Success Team that includes an assigned counselor, faculty liaison and Student Success Ambassador. Pilot to launch Fall 2019.</p> <p>Recent information regarding our ability to forego the need to create abbreviated ed plans to extend priority registration to new students, we have now started conversations regarding pre-enrollments sessions that we anticipate will launch in Spring 2020.</p>

Goals	Activities	Progress
B) Completion	<p>Expand Early Alert</p> <p>Expand touchpoints (i.e. “you completed 12 units this semester - good job!”)</p> <p>Internships/Work Experience programs (scale)</p> <p>Academic Mentoring/Peer Mentoring for DI students</p> <p>Workshops for cultural responsibility</p> <p>Culturally responsive teaching strategies</p> <p>Increase coordination between student education planning, course scheduling, and communication</p>	<p>Work is underway to establish Starfish as an Early Alert and Case management tool. This will include the capability to expand touch points, offer kudos, as well as reach out to students that might be in danger of academic probation.</p> <p>Student Success Ambassadors will work in partnership with Counselors and Faculty Meta Major liaisons to support the academic/peer mentoring needs of incoming DI students who are not being served through a categorical/specialized efforts (i.e. DSPS, EOPS, Athletics, etc.) This effort launches Fall 2019.</p> <p>Culturally Responsive Teaching was included in the spring 2019 flex lineup for mandatory Friday, and we also focused on in the New Faculty Academy.</p> <p>Flex sessions regarding incorporating CUE materials were provided. Dialogue continues. Institutional description has been revised and equitized. Work is underway to develop a repository for equity-minded interview questions. In regards to the equity center – staffing to support the implementation and operation of the center has been identified. A faculty coordinator has been on-boarded. A soft launch was held in spring 2019. Finally, a team of faculty and staff attended the Skyline Equity Academy in spring 2019; the focus of which was on creating equitable classrooms and improving cultural responsiveness.</p> <p>To increase coordination between student education planning, course scheduling, counselors and Instructional faculty have partnered to develop program maps that assist with guiding students on their journey toward completion. This was done during Spring 2019. This work will continue over the next few years in phases of implementation and refinement of Starfish.</p>

Goals	Activities	Progress
C) Retention	<p>Expand Early Alert</p> <p>Expand touchpoints (i.e. “you completed 12 units this semester - good job!”)</p> <p>Internships/Work Experience programs (scale)</p> <p>Academic Mentoring/Peer Mentoring for DI students</p> <p>Workshops for cultural responsibility</p> <p>Culturally responsive teaching strategies</p> <p>Increase coordination between student education planning, course scheduling, and communication</p>	<p>See progress from B) regarding culturally responsive teach strategies and workshops for cultural responsibility.</p> <p>Makerspace has implemented project-based internships. We expect to have approximately 30 projects completed by end of semester.</p> <p>The college is working with Intel on a variety of projects including student mentorship, panel presentations, and faculty teaching in college courses. Outreach to area business and academic departments for Workplace Based Learning opportunities. Technical collaboration with Inductive Automation on fermentation and aquaponics.</p>

Goals	Activities	Progress
D) ESL and Basic Skills Completion	<p>Scale up and expand First Year Experience (FYE) program</p> <p>Increase coordination between Math Boot Camp and First Year Experience program</p> <p>EAP (Identify 11th grade high school students prior to assessment for early intervention)</p> <p>Develop pathways to accelerate and streamline students' progression from basic skills math and English to college level coursework.</p>	<p>The FYE now focuses on student engagement (First Year Engagement) and will include all new students, connecting them to a Student Success Ambassador who will assist with navigating their first year of college.</p> <p>Math Boot Camps was eliminated from the Math Departments efforts in 2017. Focus was redirected towards work to support AB 705 efforts.</p> <p>AB 705: English implemented AB 705 in Fall 2018. Math will implement in Fall 2019. ESL will implement in Fall 2020. Preliminary data show that the percentage of new students placed directly into transfer-level coursework increased:</p> <ul style="list-style-type: none"> o English: from 31.1% to 58.8% o Math: from 20.4% to 41.9% <p>First-term transfer-level math and English completion rates increased from 3.5% in Fall 2017 to 10.5% in Fall 2018, a 200% increase in the number of students completing. Disproportionate impact in placement was lessened, but not eliminated. Disproportionate impact in course success stayed largely the same.</p> <p>Work is underway to expand math support services, including support for students in co-requisite courses.</p>
E) Enhance the Student Experience	<p>Improve scheduling, degrees, Transfer and career (pathways, course scheduling)</p> <p>Expand touchpoints (i.e. "you completed 12 units this semester - good job!")</p>	<p>Four Meta Majors have been identified. Work towards Program Mapping, link 2 year plans, career/interest assessment, and extracurricular activities took place in Spring 2019.</p> <p>See progress from B) regarding developing Star Fish for early alert and case management.</p>

For further information, contact us:

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