

## Contacts

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## Approvers

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Awaiting Submittal

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Awaiting Submittal

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Awaiting Submittal

**Academic Senate President****Paula Haug**

Academic Senate President

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Awaiting Submittal

**Chief Business Officer****Augustine Chavez**[chaveza@flc.losrios.edu](mailto:chaveza@flc.losrios.edu)

Awaiting Submittal

**Details****Assurances**

\* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

## Progress & Success

### Process & Schedule

Evaluation of the effectiveness of our activities and progress towards closing equity gaps is done on an annual basis and is integrated into the annual review process (i.e. annual program reviews completed by instructional and non-instructional programs.) Program reviews are due in November (instruction) and December (non-instruction). Evaluation and prioritization of resources occurs early spring through constituency and participatory governance groups. This information is used to drive budget planning for the following year, and feedback is provided back to the programs for continuous improvement.

### Success Criteria

Using the broad framework of guided pathways, and the overarching aspirations set via the Vision for Success, Folsom Lake College will ensure that equity is built into everything we do from the core mandated services to fully launching the college's Equity Center that will provide support and resources for all programs. Folsom Lake College's student equity plan specifies that as a part of our work, we will bridge instruction and student services to build equity in guided pathways. Additionally, to encourage coordination and transparency, the SEP (and SEA funds) was developed by a subcommittee of Matriculation and Student Success, with guidance and recommendations from the Equity and Diversity Subcommittee of Diversity and Equity Committee. At the district level, the point persons from all four colleges meet monthly to share best practices, status updates, and opportunities for cross-college collaboration. Ongoing, accountability and recommendations will continue to flow through these process to ensure that our SEP is a living document that can be revised as needed, and is used to fund activities that will close the equity gap for our disproportionately impacted students.

### Executive Summary

Not Entered

## Metrics

### Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	8762	9638	+10%
Retained from Fall to Spring at the Same College	5307	5567	+4.9%
Completed Both Transfer-Level Math and English Within the District in the First Year	169	200	+18.34%
Attained the Vision Goal Completion Definition	662	751	+13.44%
Transferred to a Four-Year Institution	1052	1083	+2.95%

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
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Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Female	Transferred to a Four-Year Institution	43	58	+34.88% ▮▮◀
Black or African American	Female	Enrolled in the Same Community College	253	286	+13.04% ▮▮◀
Black or African American	Female	Transferred to a Four-Year Institution	14	26	+85.71% ▮▮◀
Disabled	Male	Transferred to a Four-Year Institution	30	38	+26.67% ▮▮◀
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	2	5	+150% ▮▮◀
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	2	4	+100% ▮▮◀
Black or African American	Male	Transferred to a Four-Year Institution	10	17	+70% ▮▮◀
Filipino	Male	Transferred to a Four-Year Institution	6	8	+33.33% ▮▮◀
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	Not Available	3	+200% ▮▮◀
Foster Youth	Female	Transferred to a Four-Year Institution	1	3	+200% ▮▮◀
Veteran	Male	Transferred to a Four-Year Institution	25	36	+44% ▮▮◀
Not Disabled	Male	Enrolled in the Same Community College	3662	3662	0% ◀▮▮
Some other race	Male	Enrolled in the Same Community College	32	32	0% ◀▮▮
Not Foster Youth	Male	Enrolled in the Same Community College	3839	3839	0% ◀▮▮
Not LGBT	Male	Enrolled in the Same Community College	3763	3763	0% ◀▮▮
Not Veteran	Male	Enrolled in the Same Community College	3683	3683	0% ◀▮▮
Not Disabled	Female	Retained from Fall to Spring at the Same College	2520	2520	0% ◀▮▮
Economically Disadvantaged	Female	Retained from Fall to Spring at the Same College	1840	2032	+10.43% ▮▮◀
Hispanic or Latino	Female	Retained from Fall to Spring at the Same College	533	576	+8.07% ▮▮◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Female	Retained from Fall to Spring at the Same College	80	119	+48.75% ▢▢◀
Some other race	Female	Retained from Fall to Spring at the Same College	34	34	0% ◀ ▢▢
Black or African American	Male	Retained from Fall to Spring at the Same College	86	100	+16.28% ▢▢◀
First Generation	Female	Retained from Fall to Spring at the Same College	778	906	+16.45% ▢▢◀
First Generation	Male	Retained from Fall to Spring at the Same College	483	533	+10.35% ▢▢◀
Not Foster Youth	Female	Retained from Fall to Spring at the Same College	2810	2810	0% ◀ ▢▢
Foster Youth	Female	Retained from Fall to Spring at the Same College	6	12	+100% ▢▢◀
Not LGBT	Female	Retained from Fall to Spring at the Same College	2735	2735	0% ◀ ▢▢
LGBT	Female	Retained from Fall to Spring at the Same College	81	94	+16.05% ▢▢◀
Not Veteran	Female	Retained from Fall to Spring at the Same College	2763	2763	0% ◀ ▢▢
Veteran	Female	Retained from Fall to Spring at the Same College	53	64	+20.75% ▢▢◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	5	+400% ▢▢◀
Economically Disadvantaged	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	37	55	+48.65% ▢▢◀
Economically Disadvantaged	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	26	49	+88.46% ▢▢◀
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	9	18	+100% ▢▢◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	3	+200% ▶▶◀
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	6	16	+166.67% ▶▶◀
First Generation	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	5	17	+240% ▶▶◀
First Generation	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	6	13	+116.67% ▶▶◀
LGBT	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	4	+300% ▶▶◀
Veteran	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	2	+100% ▶▶◀
Black or African American	Female	Attained the Vision Goal Completion Definition	6	19	+216.67% ▶▶◀
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	1	2	+100% ▶▶◀
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	37	53	+43.24% ▶▶◀
Asian	Male	Attained the Vision Goal Completion Definition	18	28	+55.56% ▶▶◀
Black or African American	Male	Attained the Vision Goal Completion Definition	4	14	+250% ▶▶◀
Foster Youth	Female	Attained the Vision Goal Completion Definition	Not Available	2	+100% ▶▶◀
LGBT	Female	Attained the Vision Goal Completion Definition	6	12	+100% ▶▶◀
LGBT	Male	Attained the Vision Goal Completion Definition	1	7	+600% ▶▶◀

### Additional Categories

No population groups selected.

## Activities

### Core Mandated Services

#### Brief Description of Activity

As a part of our core mandated services, we will continue to provide orientation, placement, career assessment, counseling, and individualized case management through existing and improved services for current and future students. The college will engage in a "redesigning of the front door" (the "front door" is what students first see and experience when they enroll at Folsom Lake College) to improve the connection and onboarding of new students through technology platforms (Starfish and High Point) that will provide electronic case management, early alert, and degree planning for students.

#### Related Metrics

- 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

### Targeted Outreach for Disproportionately Impacted Student Groups

#### Brief Description of Activity

We will hold focus groups for Disproportionately Impacted students to identify the challenges that our current students face in their enrollment and matriculation process to remove barriers to enrollment and success. We will provide freshman seminars, early college crediting programs (such as HCD courses, dual enrollment, advance education, and high school articulation in the high schools.) We will continue to provide culturally relevant and competent recruitment strategies to support the enrollment of disproportionately impacted students including but not limited to Spanish speaking workshops and collaboration with our Career Education department.

#### Related Metrics

- 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
- First Generation : Female : Retained from Fall to Spring at the Same College
- First Generation : 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

### Reading and Writing Center

### Brief Description of Activity

The Reading and Writing Center will provide support for current and future students in English courses as well as other subject matter courses that require college level writing skills. Support is provided via peer tutoring. The Reading and Writing Center will develop services to recruit and support Disproportionately Impacted populations (particularly first generation and immigrant student populations), for example, culturally relevant tutoring, and equity-minded hiring of tutors and staff. The Reading and Writing Center will curate a repository of culturally relevant teaching and support practices in reading and writing.

### Related Metrics

- 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
- First Generation : Female : Retained from Fall to Spring at the Same College
- First Generation : 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
- First Generation : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- First Generation : 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

## Math and Science Center

### Brief Description of Activity

The Math and Science Center will provide support for current and future students in math and science courses as well as other subject matter courses that require college level math skills. Support is provided via peer tutoring. The Math and Science Center will develop services to recruit and support Disproportionately Impacted populations (particularly first generation and immigrant student populations), for example, culturally relevant tutoring, and equity-minded hiring of tutors and staff. The Math and Science Center will curate a repository of culturally relevant teaching and support practices related to math and science.

### Related Metrics

- 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
- Black or African American : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution



- 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
- First Generation : Female : Retained from Fall to Spring at the Same College
- First Generation : 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
- First Generation : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- First Generation : 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

## Learning Skills Center

### Brief Description of Activity

The Learning Skills Center will provide support for current and future students in any subject matter courses. Support will be expanded to include coordination with the Math and Science Center and the Reading and Writing Center related to AB 705 to address the equity gaps in completion for disproportionately impacted students. Support is provided via peer tutoring, embedded tutoring, and supplemental instruction. Tutor.com will be provided to enhance access to tutoring services for online students, as well as students with access barriers. The Learning Skills Center will develop and implement a technology loan program for students who do not have access to a device and/or internet.

### Related Metrics

- 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
- First Generation : Female : Retained from Fall to Spring at the Same College
- First Generation : 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
- First Generation : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- First Generation : 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

## Profession Development - Enhancing Equity on Campus and in the Classroom

### Brief Description of Activity

Leveraging information we learned from equity-focused professional development, the Professional Development Committees will work with the campus to enhance culturally relevant pedagogy, improve diversity in the faculty and staff hiring process, retain faculty and staff through affinity groups, develop and provide resources for equity practices in the classroom. This would include faculty mentorship (from an equity stance), a robust repository of resources and information regarding improving outcomes for disproportionately impacted students, support for classroom innovation, and culturally responsive trainings. The professional development coordinator will create and host events to support professional development for enhancing equity. The college will support the "equity in the classroom" project by providing faculty with resources to engage in analysis and dialogue about equity gaps in their classrooms.

### Related Metrics

- 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
- First Generation : Female : Retained from Fall to Spring at the Same College
- First Generation : 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

## Equity Center

### Brief Description of Activity

The college will provide support and staffing for the full implementation of Folsom Lake College's Equity Center. The Equity Center will increase awareness of equity mindedness related to FLC's disproportionately impacted students. Additionally, the Center will provide Disproportionately Impacted students with peer support, trainings, academic and life skills, support educational pipelines for affinity groups, and connection to other resources (food resources, housing, safety, etc.) The Equity Center will work with faculty, staff, and administration to create a more welcoming campus environment (visible signs of diversity and equity, events, art, food.)

### Related Metrics

- 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
- First Generation : Female : Retained from Fall to Spring at the Same College
- First Generation : 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

## Equity in Guided Pathways

### Brief Description of Activity

The college will bridge the work between instruction and student services in regards to guided pathways to ensure that access to pathways is equitable - for instance, ensure that both full time and part time pathways exist, and that evening and online opportunities are available. The Equity Center will work with the Office of Institutional Research to hold and Use focus groups to identify specific strategies that will increase access for disproportionately impacted students, and use student stories to build pathways that will work for specific groups identified in the data as having a significant gap. The Guided Pathways team will develop clear and prevalent communication regarding guided pathways, and align communication strategies among faculty, counselors, and other points of contacts to ensure that students are receiving a consistent and clear message regarding their progress on their path. The Guided Pathways team will explore ways to intentionally support disproportionately impacted students through comprehensive support strategies/efforts.

### Related Metrics

- 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



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