2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **January 31, 2018**

- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.

- Integrated fiscal reports will be required on an annual basis.

- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.

- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, Instructional and Student Services administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed

with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS
*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle**.*

1. Assess your college's previous program efforts:
   a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
Integrate SSSP core services into the Incarcerated Student Program (ISP).	SSSP funding has allowed matriculation services to be integrated into the Incarcerated Student Program. An orientation video and handbook/catalog were created and cover the topics mandated by Title 5. With SSSP funding, ISP staff have also been able to make more visits to the prisons to provide face-to-face orientations. From August 2016-October 2017, 11 face to face orientations were provided. A tutoring program has been developed and is being piloted at two sites with high enrollment. In addition, faculty have been able to provide pre-midterm and pre-final reviews with their students in-person. Over 400 tutoring sessions were provided between October 2016- October 2017. In addition, the ISP Coordinator is working with the facilities to develop a student tutoring program. Multiple Measures have been integrated into the placement process in an effort to reduce remedial coursework. With relatively small cohorts, more time is needed to determine if there is a correlation between success rates among ISP and the increased number of matriculation services. According the college's MIS data, in one year (2016), there was over a 30% increase in the number of students in ISP who received assessment, an education plan and an orientation.
Review orientation materials for the Incarcerated Student Program to ensure information is current, incorporates all of the mandated information from the state and federal level, and information is presented in an interactive and engaging format for students.	Through SSSP funding, staff were hired to incorporate matriculation services into the ISP. As mentioned above, accomplishments include delivering approximately 11 in person orientations at facilities with the largest number of students, updating the catalog to incorporate all orientation information, sending a catalog to each new student, and finally, developing an orientation video that includes interviews with staff involved with the ISP. The video can be shown in facilities where student cohorts are smaller and travel is too far to justify.
Through collaboration with student equity, develop a First Year Experience program.	Using the Success Factors Framework from the RP Group, a First Year Experience Program has been developed and is currently facilitated primarily through co-curricular experiences including: • Summer Bridge • Orientation and Week of Welcome • Common Theme Weeks in typical first year English and math courses with activities to support the topics • Student Ambassador Program which includes peer outreach to

	targeted student populations and student-led panels to share student success tips in the first year English classes at the start of each semester • Student Engagement activities such as a Faculty, Staff, and Student Mixer • Student Resource Fair at the start of spring semester to promote support services The college is exploring ways to institutionalize the FYE program by integrating with Guided Pathways and also by providing more structure for the program. Revisions have been made to an existing Student Success course and the course has been submitted for area E on the CSU breadth. If the course qualified as a general education course, the college anticipates higher enrollment and participation. Outcome goals for participating in FYE include: students being more directed and focused on their college and career pathways; students understand the resources, support services and successful student strategies to get them to their goal; and increased retention rates by students feeling more connected, engaged and nurtured.
Incorporate the "Not Anymore" module to cover the Violence Against Women Act into the online orientation. Provide a link on the website for general student use as well.	The college has not had the IT infrastructure to support the module until recently, when a Software Specialist position was added. Affirmative consent and VAWA are covered in all new student orientation. Resources regarding preventing sexual assault are also available on the college's website. A link to the affirmative consent law, an informational video and directions to report an incident can be found on the college's website as well (http://www.frc.edu/studentservices/Preventing-Sexual-Assault.cfm). The college also offers a series of "follow-up" orientations throughout the year and this topic is always repeated. Information seems to be adequately covered and accessible through orientations, the website, and follow-up orientation.
Extend the "open math workshop" prep sessions to offer a more comprehensive Summer Bridge Program.	The "Open Math Workshops" were incorporated into a two-week, part time Summer Bridge program. The Program now consists of math workshops daily, and English and student success workshops every other day. All student groups identified in the equity plan as experiencing disproportionate impact are invited to participate. First year students and students enrolled in remedial level English and/or math are strongly encouraged to participate as well. During the first summer the program was offered (2016) 47 students signed up and 37 participated. During the second summer (2017) 71 students signed up and 56 participated. Students who participate in 100% of the program (every workshop, every day) were eligible for incentives including textbook, calculator and laptop loan and school supplies. The Academic Support Specialist follows up with bridge participants throughout their first semester to help keep them on track and offer support. Evaluations completed by the Summer Bridge Program participants have provided evidence that the program has helped students feel more prepared for college. The evaluations also help prioritize areas to improve the next year. Unfortunately right at the end of summer bridge this year, the Academic Support Specialist accepted another position so tracking and data analysis is a bit behind. The position should be refilled with plenty of time to prepare for the 2018 Summer Bridge Program. Future goals include analyzing

	data to compare successful course completion rates among participants vs. nonparticipants from similar populations. More data is needed to make any conclusions outside of the anecdotal evidence from the participants.
Develop an assessment reminder/preparation to send to students who schedule an appointment for an assessment test.	Assessment/placement is likely the matriculation component that has changed the most over the last couple of years. Less emphasis is being placed on using an assessment test, and more on utilizing multiple measures, particularly high school transcripts (AB 705). However, an assessment reminder/preparation letter was developed and is emailed to students who schedule assessment appointments (generally non-direct matriculates). The local high schools have continued to want their students to complete the assessment test so a letter is distributed at the high school sites prior to the test date. In the letter, students are reminded of their appointment, the assessment process, available preparation resources, and the importance of taking the test seriously on their first attempt. The letter also answers some frequently asked questions. With AB 705, fewer students will likely be taking the test and more emphasis will be put on submitting high school transcripts and discussing course placement with an advisor. This information will continue to be communicated in the "steps to enrollment" which are listed on the college's website, and in the college's catalog, and in the welcome letter that each student receives after applying to the college.
Purchase assessment software such as a self-inventory instrument to get to know students better. Use the instrument as another multiple measure for course placement.	The college has licenses to the Kiersey Temperament Sorter and offers the self-assessment to students individually and through workshops. In spring of 2017, the college began using the MMAP model from the RP Group and is relying more on students high school academic achievement as well as a conversation to gauge the students comfort level with English and math and their grit/determination. The ISP students fill out a questionnaire with the same questions used by the placement staff. With more emphasis on using high school transcripts, it was decided that an additional self-inventory instrument was not necessary.
Explore additional instruments to use as multiple measure as well as additional ways to assess the ISP students.	In Fall 2016, the Advising Task Force Committee which is made up of Advising and Counseling staff who oversee assessment and placement during the registration process, collaborated with the Council on Instruction committee and met with representatives from the RP group to learn about the MMAP model and the direct benefits to students, especially those from disadvantaged populations. The model was officially adopted by the college in spring 2017 for fall 2017 course placement. As a result, the college increased college level English course offerings and enrollment declined in the basic skills courses for both English and math. The ISP staff also created a questionnaire for ISP students to complete in conjunction with the Accuplacer Assessment Test. The questionnaire asks for self-reported information regarding courses taken (when, grade earned, comfort level) that can be used in conjunction with the assessment scores. The implications have been less obvious with this population, yet focusing on improved basic skills completion within ISP specifically, continues to be a goal for the college. With AB 705, additional changes will be made to the placement

	processes. However, the placement staff feels good about the progress made so far. Advising staff are participating in the CCCAA Northern Chapter Conference and will present updates during spring flex days to inform the campus.
Implement SARS Scheduling Software to improve capturing matriculation services for MIS reporting.	SARS was implemented April 2017 and used for fall 2017 and spring 2018 course registration. E-SARS, the electronic scheduling service, is available to students from the FRC app and the website. FRC is in the process of implementing a texting program to send confirmation and reminder text messages to students. All advising services, including matriculation services, are entered into SARS making it simple for the Advising and Counselling staff to see the matriculation services that have been completed and pull reports to reach out to students who are missing core services. Data from the system is used for MIS reporting. Again, with the shortage of IT staff, the college is finally catching up to our California Community College peers.
Hire permanent staff resources	Through SSSP and Equity funds, the college has been able to hire additional staff to help improve student success. In 2015, a Director of Student Success Programs was hired to oversee both programs. Shortly after, an Academic Support Specialist and a Student Life and Engagement Specialist were hired to work closely with the director to implement activities from the SSSP and equity plans such as the Summer Bridge Program, Week of Welcome, the book and laptop lending library, provide academic support, develop a student ambassador program and organize more student engagement activities and events. Staff have been added to oversee SSSP services for the ISP and IT staff to provide technical support for implementing student success initiatives. Unfortunately there has been some turnover in staff leaving the Director position vacant for about 9 months followed by the Academic Support Specialist. Being a small school, staff already wear multiple hats so an interim was hired for the Director and an associate faculty member is helping with academic support on a part time temporary basis in an effort to keep moving forward. The college anticipates being fully staffed again by June 2018.
Expand career exploration resources by purchasing career decision making software. This will help undecided majors make informed decisions and get on a path to completion.	Software has not been purchased to aid in career exploration, but a "Career Exploration Resources" page was established under the Academic Advising page on the college's website. In addition, the Academic Support Specialist partnered with the TRiO program to offer workshops, and funding was used to purchase the Career Choices and Changes textbook. The textbook is used in a Successful Student course to help students identify their career interests and build an education plan to put them on track toward meeting their goals. The college is currently working on the Guided Pathways Self-Assessment and foresees using the framework to help students make more informed decisions upon entering the college and immediately get on a path to completion.
Implement Curricunet as a degree planning and audit tool.	Curricunet as a company has not been able to deliver on its promise to develop an education planning tool with an electronic education plan. Without a programmer, the degree audit tool available in Banner is not accurate or reliable so the college has had to contract out with unfortunately little success. During the last couple of years the Advising and Counseling group participated in demonstrations of Hobson's Starfish product but has been held up due to IT support. With the new Software Support Specialist position, Starfish may now

	be more realistic to implement so the college is participating in webinars again to solicit buy in and feedback from all campus constituents.
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.	Several activities outlined in the equity plan have been implemented to help improve access to these specific populations as well as activities to help all students feel valued, connected, supported and directed toward an academic goal. In partnership with local agencies, an Independent Living Program which targets FY and Veterans has been created. Participants helped develop a list of topics and workshops and a free meal are offered each month. Attendance has been steady and evaluations have shown satisfaction with the program. Outreach materials have been developed and distributed to promote resources available for students with disabilities, Veterans, Foster Youth, and people who may qualify for the CalWORKS program. Throughout the year staff and Student Ambassadors participate in events in the community and local high schools such as Financial Aid Nights to promote the college. In spring of 2018, the Director of SSP will coordinate targeted outreach efforts in each community throughout the county to share information about the college and the services available for students from the specific populations (low income, veterans, foster youth, and students with a disability). All new students are encouraged to participate in the First Year Experience activities.
Increase course completion for the target populations 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.	Several activities that were outlined in the plan have been developed to make progress toward this goal. A Counselor was designated to provide counseling and follow- up services, including early alert/intervention to target populations. There has been a small decline in the number of students on academic probation and dismissal over the last couple of years. The Student Life and Engagement Specialist has played an important role in collaborating with faculty and organizing co-curricular experiences for the FYE Program. The Student Ambassador Program has created student leaders who share their voice and assist the Student Life Specialist in organizing meaningful activities and provide outreach to students. The college purchased a mobile app in an effort to provide students with access to resources and information all in one place. The app has been used to organize groups for orientation and the wall feature is used widely among students, staff and faculty to post information about events. Through the app, students can also schedule an appointment with their advisor, log in to Canvas, and access their course schedule. The Academic Support Specialist has been integral to the success of the Summer Bridge Program. The Support Specialist also coordinates

	Life Skills workshops for the Foster Youth population and Academic Success workshops for students on probation. The specialist has assisted students in the computer lab with access issues and opens the lab on Sunday's to provide students with access to course reserves and computers. The book voucher program/lending library has helped students get the materials they need in the classroom. Several instructors participated in a course adaption project with the goal of making their course more culturally relevant, accessible for target populations (such as adopting a free open access textbook for low-income). A goal was set to evaluate success rates in 2021, not enough time has passed to determine if activities described above have improved course completion rates.
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 are 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.	Through Adult Education Grant partnerships, there has been an increased demand for ESL courses in the Eastern part of the county where the Spanish speaking population is more abundant than in Quincy, where the college campus is located. The college is responding to the demand and anticipates offering ESL courses in the eastern part of the county by fall of 2019. The Summer Bridge Program is an activity that has been implemented to prepare basic skills students prior to the start of the semester. In addition, the college has adopted the RP Groups MMAP model to implement multiple measures. This fall, the basic skills classes on campus had lower enrollment than previous semesters because students are starting in higher level classes. With equity funding, a book voucher and loan program has been established. Students receive vouchers and loans if they meet specific criteria such as being enrolled in basic skills courses. The ISP basic skills English and math courses adopted new textbooks. The students began using the new English books in fall of 2016 and the new math books in fall of 2017. With AB 705, the number of students in basic skills classes will continue to decline. However, the college recognizes that students who start in college level courses may need more support and discussion about supplemental instruction and embedded tutoring are occurring among shared governance committees with English and math faculty. Anecdotal evidence suggests the activities and strategies described above have been helpful, but with small numbers in each cohort more time is necessary to determine the effectiveness.
Develop and improve existing strategies to accurately capture student's goals. Determine what barriers are impeding students in the target population from completing a	With the implementation of SARS, the advisors have a more structured intake process and doing a better job of accurately capturing student's goals and majors. During priority registration windows, the advisors review the list of students who do not have a goal declared and reach out to them. This has been a good

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.	opportunity to catch students who are not fully matriculated and encourage them to complete any missing services. The Admissions office has also improved capturing and coding students appropriately who are enrolled through an Instructional Service Agreement. Again, the book voucher/loan program has been helpful in getting books in the hands of students who are part of the target populations. The counseling and advising staff continuously review academic history for all students to determine what courses are needed in order to complete a degree or certificate. Students are involved in the process. Follow-up orientations are planned throughout the year that feature reputable and relatable speakers with messages focused around equity topics and issues as well as student success topics including transfer, college and career exploration and setting and accomplishing goals. Participants sign in and complete evaluations which are used to plan future events.
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.	SARS has provided a better checks and balances system for capturing accurate student education goals and majors. Prior to priority registration, Advisors and Counselors reach out to students who do not have a goal declared to direct them on a path. The college provides opportunities for students to visit 4-year colleges and prioritizes campus visits based on student interest and past transfer trends. Field trips are generally taken to California State University, Chico; California State University, Sacramento, University of Nevada, Reno and University of California, Davis. On-Site Admissions from California State University, Chico and Humboldt State University occur each fall as well. All students are encouraged to participate. Student from target population's benefit from direct outreach from advisors who encourage participation and provide incentives for attending. The College, Career, and Transfer Fair has been sustained as an annual event averages participation from about 20 college representatives and 60 career representatives. In addition to visiting college and career reps, students participate in a transfer workshop and listen to a motivational speaker. Approximately 275 FRC students participate in one or more parts of the fair. Outside of the College, Career and Transfer Fair, workshops on "Completing your Transfer Application" and "Writing your Personal Statement" are offered each fall. Individual assistance is offered throughout the year through 1:1 academic advising. In 2016-17 the Counseling and Advising staff had approximately 448 appointments with students to discuss transfer and/or assist students with filling out transfer applications.
Address the decline of student success in the one-level below	The college's institutional researcher conducted extensive data analysis on the decline of student success in the English 010 course.

college level English course by analyzing the implementation of the common core English 010 course.	This information was disseminated to the English department. The English faculty addressed the problem by having ongoing meetings to resolve this issue. One problem highlighted during this analysis, was that the English department lacked enough staff to address the increase in English sections. Consequently, an additional English faculty member was hired to teach the extra sections and to help with establishing a common core curriculum.
Request that the English faculty discuss, establish, and implement a common core in the elementary writing and reading course, English 010.	Several English department meetings were conducted, and the faculty discussed the concept of a common core curriculum, but has yet to establish one for the English 010 course. A major problem that surfaced recently was how the implementation of multiple measures will affect new student assessment and placement into this course as well as in the remedial course.
Monitor the student success rate in English basic skill courses by continuing supplemental instruction in the Instructional Resource Center.	Providing supplemental instruction was very successful and remains one of the primary goals to support students in basic skills and college-level English courses. Additionally, the College has increased supplemental instruction in the incarcerated student program (ISP) to improve remedial progress rates for this population.
Have the college's institutional researcher assess the offerings/demands of on-campus and off-campus ESL courses to determine the need for noncredit courses.	Preliminary research was initiated, however, further evidence is necessary to explore the option of offering noncredit ESL courses on- and off-campus. The College acts as the Adult Education lead for the Adult Ed Block Grant and is using this initiative to explore the need and sustainability of increasing ESL instruction in the community.
Monitor the student success rate in the mathematics basic skills courses through supplemental instruction recitations.	Initial attempts to conduct supplemental recitations, but there was very little student interest because of the "extra" time required outside of the classroom. Discussions have revolved around embedding the recitation section as part of the course itself rather than as an option.

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Success is contributed to the funding provided through the three programs making it possible to hire staff and provide resources for students. Also, being a small campus, integration among the SSSP, Equity and BSI programs and gaining support is fairly simple. Some of the challenges have been with implementations that involve IT, due to the limited resources and expertise available within the department. Also challenging is the amount of time it takes to get processes in place. Finally, reviewing scorecard data is not indicative of the activities that have been put in place from the SSSP, Equity and recent BSI plans.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Example: *Increase completion and persistence through the English Developmental Sequence*	*Provide extended orientation and assessment prep courses/workshops*	*Provide extended orientation and assessment prep courses/workshops* *Redesign the Dev. Ed. Sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the Dev. Ed. Sequence*
Redesign the "open math workshops" to create a more comprehensive Summer Bridge Program.	English and math faculty facilitated workshops to help students refresh and/or improve their skills; consequently, students who were able to demonstrate competencies were given approval to enroll in a higher level course.	Students from disproportionately impacted populations were contacted and encouraged to participate in the program. Incentives such as textbooks, supplies and lunch were provided. All surveyed participants reported feeling more prepared.	Students who were enrolled in basic skills classes were part of the target population that was contacted and encouraged to participate in the program. Students who were able to demonstrate competencies were given approval to enroll in a higher level course, getting them through the basic skills sequence quicker.

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

In fall of 2016, FRC adopted the MMAP model from the RP group to implement the use of multiple measures when making course placement recommendations. This was done in an effort to ensure appropriate course placement, close achievement gaps among disproportionately impacted populations, and reduce exit points in the English and math sequence. The MMAP model recommends reviewing high school transcripts and assessment scores (Accuplacer) and making course placement recommendations using whichever is most advantageous and appropriate for the student. The advising and counseling group spent fall 2016 semester reviewing initial course placement

based on Accuplacer scores. When the placement data for English 10 (Level 2 Pre-collegiate) from the previous three fall semesters was reviewed using high school transcripts, it was found that 68.7% students were under-placed. Data from fall 2016 was reviewed for student placement in the math sequence. In Math 16, the level 3 pre-collegiate course, 57% of students were under-placed. The group began using the MMAP model in spring 2017 with students enrolling in college for the first time in fall 2017. Student success using MMAP will be reviewed after fall 2017 final grades are available.

FUTURE PLANS
Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
   - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
   - Closing achievement gaps for disproportionately impacted groups.
   - Improving success rates in degree attainment, certificate attainment, and transfer.
   - Improved identification of and support for students at-risk for academic or progress probation.
   - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
   - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
Example: Increase completion and persistence through the English Developmental Sequence	*Provide extended orientation and assessment prep courses/ workshops*	*Provide extended orientation and assessment prep courses /workshops* *Redesign the Dev. Ed. Sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the Dev. Ed. Sequence*	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*
Increase Basic Skills completion rates In the Incarcerated Student Program and with the on campus population.	Increase Summer Bridge enrollment and participation by conducting outreach at local high schools, with students enrolled in Basic Skills classes, students on academic probations and students in disproportionally impacted populations.	Provide supplemental instruction to the ISP population though instructional videos and on site tutoring where feasible. Emphasis will be placed on basic skills and outreach to the African American ISP population. There is a disproportionate impact affecting African American students in on campus Basic Skills classes. Increase Basic Skills course success by using focus groups to identify barriers and develop & implement strategies to overcome barriers.	Pilot embedded tutoring in developmental math courses. Pilot a supplemental instruction co-requisite zero unit class for the second nine weeks of the semester for students as risk of failing English 101. Determination of "at risk student" may be made by the instructor at the time of a progress report, or by an advisor at the time of assessment and placement using multiple measures.	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ **ESL/Basic Skills Completion** ☐ **Degree & Certificate Completion** ☐ *Other:_____*

Evaluate the course success rates using the MMAP Multiple Measures model	Increase the number of students who are fully matriculated to 75% by 2020 by improving student experience and outcomes at orientation events. Additionally, advisors will provide outreach to students missing core services and encourage them to complete components. Develop a self-guided placement tool to be used in conjunction with multiple measures placement matrix. Partner with local high schools to provide workshops on the use of multiple measures, EAP & self-guided placement. Continue to offer placement testing on an as needed basis. For incarcerated students, where high school transcripts may be unavailable, develop self-guided placement tool in conjunction with assessment test.	Determine if students from targeted groups are benefiting from using multiple measures. Target outreach for services and resources that improve student success. These services include book voucher/loan program, computer lending program, follow up phone calls &/or emails throughout the semester. Contact to be made by Academic Support Specialist or Student Ambassadors. The purpose of the contacts will be to provide encouragement, ensure students are connected, engaged and directed.	Math faculty will revamp the basic skills math courses to streamline the progression of students into a college-level math class. The faculty will also develop a preparatory statistics course for non-STEM majors. Math faculty and advisors will collaborate to identify STEM and non-STEM pathways to guide students into the appropriate course sequencing of math courses with the intent of having students complete their math requirements within a one year time frame.	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*

Increase course and degree completion among all student groups and delivery methods (i.e. on campus, online and ISP) in a timely manner.	Develop a structured onboarding and promote academic advising throughout the students' educational experience by implementing the Guided Pathways framework. Implement Starfish or other student centered educational planning software. Develop an online assessment tool to ensure students are adequately prepared for online courses.	Increase Foster Youth, Native American and Veteran course completion success by initiating focus groups with the target populations to identify barriers to success and develop and implement strategies to overcome barriers. Increase disabled student educational goal completion by completing career exploration aligned with the Guided Pathways framework.	Allocate students to a College 100 class based on their meta-major in order to focus on similar education and career pathways. Alternatively, this could be substituted by an extended orientation over a period of weeks at the start of a semester. Encourage student participation in Growth and Fixed Mindset Workshops in collaboration with TRIO, Foster youth Independent Living Program, and other campus services, clubs, and organizations. Continue to host a College and Career Fair which provides students with opportunities to discuss future pathways or goals with career and college representatives.	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*
Institutionalize a First Year Experience Program to help students persist and develop strategies to be successful as a student and develop an education plan to meet their career or transfer goals	The Student Life and Engagement Specialist will partner with 1st year English classes to offer co-curricular activities. Review ideas that were discussed at Student Services Retreat of August 2017 and develop a FYE class or	Partner with Foster Youth Independent Living Program to provide monthly Life Skills workshops which are target to foster youth, but are open to all students. Develop a series of on campus community suppers	Increase participation in the College 100 (Becoming a Successful Student) course. Strategies to increase enrollment in this class will be dependent on whether or not the class is accepted as CSU Area E General Education. Advisors will continue	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*

	incorporate FYE into the College 100 class.	to develop a sense of community and belonging. Guest speakers will provide opportunities for career exploration, services available in the community and other topics related to student success.	to promote enrollment in this class as part of a student's First Year Experience. Encourage internship participation via the campus' connections with various industry and government agencies. During the internships, students will develop career based portfolios to showcase their professional workplace experience.	
Organize professional development campus-wide activities to inform faculty and staff of College initiatives such as writing across the curriculum and meta-majors mapping.	Include the distribution and usage of the Easy Writer handbook in the Summer Bridge program. Advisors will continue professional development activities as more guidance on the Multiple Measures becomes available from the Chancellors' Office.	Purchase and distribute Easy Writer handbooks at student orientation events and make them available at the Instructional Resource Center.	Re-institute Writing Across the Curriculum (WAC). Provide workshops for faculty to understand and use meta-majors mapping to streamline and eliminate curriculum redundancy. Organize workshops for faculty on effectively utilizing the newly devised student learning outcome assessment tool to better align course/program assessment with campus-wide outcomes. Arrange trainings for staff to use new scheduling and advising (Starfish) software. Arrange multiple workshops on effective	☐ *Access* ☐ ***Retention*** ☐ ***Transfer*** ☐ ***ESL/Basic Skills Completion*** ☐ ***Degree & Certificate Completion*** ☐ *Other:_____*

| | | | development of distance education courses.

Provide workshops on the application of a Growth vs. Fixed Mindset. | |
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| | | | | |

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Integration of matriculation, instruction and student support will be accomplished through the structure of Feather River College's shared governance. Academic and classified administrators assume roles as specified in board policy and administrative procedure and as assigned by the College superintendent/president. These define the shared-governance processes and provide direction on each committee's purpose through which the Academic and Classified Senates select their own representatives to serve on the various committees. The administrative staff advises the superintendent/president regarding policy formation and implementation. The administration does this formally through meetings of President's Staff. Policy is discussed and reviewed through the shared-governance system as described in AP 2510. The superintendent/president's Cabinet provides necessary review and action on all policies and procedures. The Office of the Superintendent/President processes, through the Cabinet, all policy recommendations that do not involve a joint agreement with the Academic Senate. If approved at that level, policy recommendations are forwarded to the Board of Trustees for its consideration.

The faculty is organized through its Academic Senate on the basis of California statute, state regulations, board policy and its own constitution and by-laws. The Academic Senate operates as a "senate of the whole," that includes all full-time faculty and two representatives of the associate (part-time) faculty. The chief instructional officer has a close and functional relationship to the faculty and is an ex-officio member of all standing committees of the Academic Senate. The CSSO also attends meetings to bring information back to student services staff.

All policies related to academic and professional matters originate as proposals in the standing subcommittees of the Academic Senate. If these policies pertain to curriculum, degree and certificate requirements, or grading policies, and are approved by the Academic Senate, they become recommendations to the Board of Trustees. All other educational policies proceed through the shared-governance process from the Academic and Classified Senates to Cabinet, and are subsequently recommended to the board.

The planning and budgeting process involves representation from across the campus. Central to this are the roles of the Strategic Planning Committee and the Budget Committee. Both committees are defined by AP 2510 and include administrative, faculty, and classified representation. The Strategic Planning Committee is charged with developing the Strategic Plan, as well as reviewing all budget requests through the annual program review (APR) process and prioritizing requests based on their alignment with campus needs and values. This prioritized list is forwarded to the Budget Committee for input on what spending levels are realistic for the coming year. The Budget Committee makes a recommendation to the superintendent/president who prepares a tentative budget for approval by the Board of Trustees.

Coordination across categorical programs will continue through the Student Services Council. The Council meets monthly and includes representatives from TRiO, CalWORKS, EOPS, DSPS, SSSP/Student Equity and other departments. The council meets to discuss and resolve issues, disseminate pertinent information and coordinate student service efforts. The CIO attends these meeting and other key staff are invited for input on plans including the Institutional Researcher, ISP and community members.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

   Feather River College has a small number of non-credit offerings. Only 1% of FRC's courses are noncredit (COLL, TUTR, LSKL and formerly ESL), and they are not graded.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

   The Professional Development Committee, in collaboration with SSSP and Student Equity, is developing an application for faculty/staff to apply for funding to offset the costs of professional development activities that support student learning and success. Knowledge may be shared during Faculty Flex Days, in which all of campus may participate. The Committee, Student Success Director and BSI Faculty will remind the campus of professional development opportunities available, including those through the Professional Learning Network. The Integrated Planning workgroup will also focus on activities in the areas of meta-majors and "writing across the curriculum" to improve student learning and success.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

FRC monitors course completion success rates. This is done at least annually, in various disaggregations (e.g. delivery mode, programs, and student demographics). Due to the small group sizes, data from several years is often pooled for meaningful statistical analyses. Other metrics used to evaluate success, such as graduation rates and transfer rates, will be calculated using data from cohorts with a larger time frame, following the Scorecard system's methods. Additionally, the progress of students on probation, as well as the matriculation status of the student body, will be monitored on a by-term basis.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

   Feather River College is a single-college district.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

EXECUTIVE SUMMARY

The Feather River College mission statement reads

> *Feather River College provides high-quality, comprehensive student education and opportunities for learning and workforce preparation and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural, and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.*

Student Equity supports the mission statement by developing a supportive environment that enables all students to succeed. Plans focus on increasing access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer for all students as measured by success indicators linked to the Student Success Scorecard, and other research methods. Institutional data identified the groups listed below as having experienced a disproportionate impact in various areas of student success. Equity gaps

exist in more than measure for the following groups: low income, disabled and Native American students.

Success Measure	Disproportionally Impacted Populations
Access	White non-Hispanic women, low income, disabled and veteran students
Course completion	Foster youth, African American & disabled students
ELS & Basic skills course completion	Hispanic, Native American & low income
Degree & certificate completion	Native American, Pacific Islanders & low income students
Transfer	Native American, CalWORKS participants, disabled & low income students.

GOALS & ACTIVITIES

1. Access: decrease the gap of white non-Hispanic women and white non-Hispanic low income students by 3% combined; decrease the gap for disabled and veteran students by 2% each by 2020.
2. Course completion: decrease the gap of foster youth by 3%; decrease the gap of African American and disabled students by 2% by 2020.
3. ELS & Basic skills completion: decrease the gap of Hispanic, Native American and low income students by 2% by 2020.
4. Degree & certificate completion: decrease the gap of Native American and Pacific Islanders by 2% and low income students by 1% by 2020.
5. Transfer: decrease the gap of Native American, CalWORKS participants and disabled students by 2% by 2020

A number of activities and programs designed to increase the student success of disproportionally impacted groups have been developed and continue to evolve. The 2017-18 allotment will be distributed among several areas including programs and events, student supplies, staffing and professional development.

Student equity programs and events include a number of activities to increase the cultural competencies of the Feather River College community. These include Veterans Day, Black History month, and Cinco de Mayo activities. Additionally, a cultural fair sponsored by the Diversity Committee is held each April. These events are geared toward the campus as a whole and will continue. Other programs work with specific populations. For example, the monthly Life Skills workshop is a collaboration with the Plumas County foster youth program. These workshops, while open to all students, target current and former foster youth. The workshops provide information, support and a meal to participants. A similar program for veterans will launch in February of 2018. Focus groups will work with specific populations to identify barriers to success and develop strategies to overcome these barriers. With these activities, Feather River College strives to increase the awareness and understanding of its diverse student body and thereby become a more effective educational institution. The 2017-18 budget includes $13,000 to support these events and activities.

The college will continue efforts to develop an institutionalized First Year Experience program. This will be a collaboration between Student Services and Instruction. The program may incorporate the College 100: College Success & Personal Development class. This course will connect with the Guided Pathways framework, giving students direction and knowledge of career and educational options early in their schooling and thereby increasing course and program completion rates.

Summer Bridge is another program supported by Student Equity. Originally, summer math workshops were developed to help student brush up on their math skills before entering a math class or taking the placement test. These workshops have expanded into a two-week Summer Bridge program which provide students an opportunity to strengthen skills in math and English, learn successful college student strategies and become acquainted with the college before the start of the semester. Approximately $10,000 is earmarked for the 2018 Summer Bridge program which will include instruction, supplies, lunch and incentives for participants. The college will increase participation in the 2018 Summer Bridge program by conducting targeted outreach to specific populations. Additionally, FRC intends to develop marketing materials for the Summer Bridge program.

The 2017-18 budget also includes funds to support the book voucher/loan program and the laptop lending library. This program provides direct student support by giving qualifying students resources and providing follow up contact with the Academic Support Specialist. Forty-one thousand dollars is budgeted, which will be used to purchase books to expand the existing textbook loan collection or given to students for use at the FRC bookstore. Recipients of a loan or voucher will also receive follow up contact throughout the semester from the Academic Support Specialist and /or Student Ambassadors to gauge needs and make referrals to tutoring, advising and other support services as necessary. Additional monies are reserved for maintaining the laptops and providing other student support such as meal cards for qualifying students, school supplies, and transportation to campus at the start of the semester and to off campus events.

In an effort it increase basic skills completion, pilot programs to expanded instructional support will be established to allow for multiple methods of assistance, writing across the curriculum will be instituted, a non-STEM math pathways will be developed and course placement will be evaluated. Pilot programs that embed tutoring in developmental math classes will be offered along with supplemental instruction English sections to students who require extra support to be successful. Pilot program success rates will be evaluated to determine their effectiveness and make adjustments as needed. Courses will incorporate the Easy Writer Handbook through a Writing across the Curriculum program to help emerging writers across multiple subject areas. A non-STEM math pathway will be developed to shorten the time spent in the math sequence. Using multiple measures for course placement should also reduce the time spent in remedial classes. The new placement methods will be evaluated to determine if target groups are benefiting from the practice.

All of the programming would not be possible without the staff to plan and deliver services to students. Student Equity funds support several positions, including but not limited to, Academic Support Specialist, Student Life & Engagement Specialist, Director of Student Success Programs and Assistant Dean. Approximately 58% of the 2017-18 allotted funds will be used for staffing. Additionally, funds support professional development. A number of professional development trainings have been planned for the upcoming year. Topics include accessibility, veterans, online education, Reading Apprenticeship and LGBTQ issues in student housing. Members from the faculty, classified and administrative staff will be able to attend these trainings supported by equity funds.

PROGRESS TOWARDS GOALS
Student Equity funds have been disbursed across multiple areas to provide well rounded services in order to achieve the goals outlined in the 2015 Student Equity Plan. The largest expenditure has been staffing, which accounts for approximately 50% of all student equity funds spent thus far. With the funds, Feather River College has been able to hire and support a number of positions essential to student success.   The Director of Student Success has been implementing the activities in the equity plan, collaborating with all involved parties and working directly with students from target populations. The Intuitional Researcher

has been compiling and analyzing data for this and other reports. A number of positions have been working towards improving access. The college anticipated having an online degree ready by the fall of 2016. An Assistant Dean was hired to oversee distance education and is making progress towards this goal. Two key positions stated in the equity plan have been staffed; the Student Life & Engagement Specialist has been encouraging student involvement, while the Academic Support Specialist has been providing assistance to students with technology issues and referrals to other campus services.

Equity funds also support positions which work towards increasing course completion, basic skills completion and degree & certificate completion goals. Advisors have started using multiple measures to give students the most advantageous placement, thereby reducing the time spent in basic skills courses. They have also initiated an intake process which more accurately capture student education goals and follow up services with undecided students.   In an effort to help basic skills and course completion rates, a tutoring program for the Incarcerated Student Program has begun. The peer to peer mentoring program conducted by the student ambassadors has assisted with course completion by following up with target populations to encourage participation in student life activities, reminding them of important dates and making referrals to other campus resources as needed. The funds also allow for additional hours at the library computer lab to give students supplemental access to resources needed complete course work. Along with funding a number of positions, approximately $19,000 of Student Equity funds were used for professional development of faculty and staff.

Numerous programs and events have been held to improve access, course completion, basic skills completion and degree & certificate completion. The Home Field Advantage priority registration event for local residents has been well received and will enter its fourth year. The event has expanded to include all the components of matriculation. The Student Life & Engagement Specialist along with the Student Ambassadors have been leading activities to increase the sense of campus community, belonging and cultural competency with the goal of retaining students. These activities are part of a First Year Experience program designed to help students feel directed, focused, nurtured engaged, connected and valued. Basic Skills completion has been addressed with the Summer Bridge program intended to give students a "leg up" as they enter college. Finally, students have been encouraged to complete their degree & certificate with the College and Career fair which gives students the opportunity to meet with college and career representatives and hear motivational speakers. Speakers have focused on equity issues, student success and accomplishing goals. Over thirty-three thousand dollars was spent on programs and events.

The laptop lending program and book loan / voucher program have been placing resources in the hands of students. Roughly 15% of equity funds have been used to purchase book for loans or for vouchers that allow student to purchase textbooks. An additional $10,500 has been used to purchase laptops. Students from target groups have been able to barrow the laptops for a semester. These resources while necessary for student success, are often too expensive for many students. Student success rates should increase with the increased availability of these resources.

Progress has been made toward meeting equity goals by implementing activities and practices that lead to improved student success rates and closing the gap in disproportionality impacted groups.

FOR FURTHER INFORMATION CONTACT:

Michelle Petroelje
Student Success Programs Interim Director
(530)283-0202 x316
mpetroelje@frc.edu

Jeanette Kokosinski
Instructional Resource Center Director
(530)283-0202 x254
jkokosinski@frc.edu

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

Feather River College would appreciate receiving information on workshops and webinars dealing with best practices on establishing writing across the curriculum, supplemental instruction and implementing embedded tutoring programs. We would be interested in learning the experiences, opportunities, and challenges other institutions faced when developing embedded tutoring within the classrooms, including how to effectively implement a tutor training program. We would value guidance on budgetary matters such as how to plan for sustainability, appropriate percentages to spend in categories and what expenditures have the greatest impact on student success. We would like to invite speakers from other institutions familiar with meta-majors to help our faculty streamline and institute this new framework. Furthermore, coupled with implementing the meta-majors framework, faculty and advisors would benefit from additional trainings on the use of multiple measures to effectively place students in appropriate classes so that they are successfully guided through their 2 year program.

Feather River College would greatly benefit from tools that would allow us to see and understand our data. Currently, data extraction is done through SQL queries, which requires specialized skills and granted permissions. We need generally available interactive data dashboards on the campus, thus a software supporting this task would be a great addition to FRC's infrastructure. Business intelligence solutions are expensive and any help with acquiring a data visualization tool, such as the Chancellor's Office's recent interest in negotiating a low price with Tableau, would be very welcome. Alternately, financial assistance to buy a software would be highly appreciated.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:
Name: Michelle Petroelje
Title: Interim Director of Student Success Programs
Email Address: mpetroelje@frc.edu
Phone: (530)283-0202 x316

Alternate Point of Contact:
Name: Jeanette Kokosinski
Title: Instructional Resource Center Director / Math Instructor
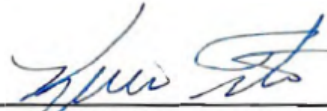Email Address: jkokosinkski@frc.edu
Phone: (530)283-0202 x254/217

Part III – Approval and Signature Page

College: Feather River College_____District: Feather River CCD_____
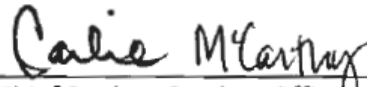
Board of Trustees Approval Date: January 18, 2018_____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____   1/10/18   KTRUJNA @ FRC.EDU
Chancellor/President   Date   Email Address

_____   1-9-18   jscoubes@frc.edu
Chief Business Officer   Date   Email Address

_____   1/7/2018   dlerche@frc.edu
Chief Instructional Officer   Date   Email Address

Carlie McCarthy   1/7/2018   cmccarthy@frc.edu
Chief Student Services Officer   Date   Email Address

Michael N. Bagley   1-9-18   mbagley@frc.edu
President, Academic Senate   Date   Email Address