PURPOSE AND INTEGRATION WITH BROADER PLANNING

The comprehensive program review captures the longer-term strategic plan for a program. The CPR informs the campus of the program's goals and describes the means for achieving those goals. The CPR includes a reflection on annual program goals and student learning outcomes. CPR information may also be used to inform college planning including: the strategic plan, education plan, facilities plan, student equity plan, etc. *See AP/BP 3260*

STUDENT SERVICES PROGRAM LINK TO COLLEGE MISSION

Statement of Mission: Feather River College provides high quality, comprehensive student education as well as opportunities for learning, 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. *Describe how the program serves/supports the College mission, vision, and values.*

The Student Equity & Achievement (SEA) Program supports the mission of the College by providing a number of services that support students as they work towards achieving their academic goals. Matriculation services (orientation, assessment, advising and follow up) help students become acquainted with the college, enroll in the correct math & English and support classes, develop an education plan which maps out the course they need in order to successfully complete their goal, and keep them on track with progress reports, interventions and learning contracts. The SEA Program collaborates with other departments to host transfer workshops, trips and events. It also works to identify disproportionally impacted groups and identify services/structures/activities to help close equity gaps. These programs and services include the book voucher and loan program, Summer Bridge and Student Life programs for on-campus students both in-person and online. Matriculations services are via correspondence with some in-person orientations for students in the Incarcerated Student Program (ISP).

SERVICES AND STUDENT POPULATIONS SERVED

Provide a description of all the services provided under your program along with the staff who provide these services. An organizational chart may be included. Describe how services are provided both on campus and online. Describe the student and/or population served by the program, including any disproportionately impacted populations and data regarding student access to the service and success rates among populations (if applicable). Assure that the catalog, website and any other marketing descriptions are accurate.

The Student Equity & Achievement Program provides a variety of services to both the general population and to disproportionally impacted (DI) student groups. Additionally, it financially supports a number of programs by paying a percentage of staff costs, supplementing supply budgets and providing incentives and meals not allowed by other grants. Services can be broken down into three general categories: (1). Advising, Matriculation and Transfer; (2). Student Success Programs and (3). Student Life Programs. Advising, matriculation and transfer services are open to all students

as are Student Life Programs. Some Student Success Programs, such as book vouchers, are limited to DI students, while others, such as workshops and interventions are for all students. These services are provided in-person and online.

Staff includes a Director, an Academic/Athletic Advisor and an Academic Advisor/Recruiter who provide advising, matriculation and transfer services. These positions are full time 12-month assignments. The Student Success Specialist is a 11-month 80% position which oversees Summer Bridge, Book Vouchers and Intervention services and programs. The Student Life and Engagement Specialist is a 10-month 80% position which oversees the Student Ambassador program and Student Life events in coordination with ASFRC and other Student Services departments. Work in these areas is supported by a Program Staff Specialist. This position is a 12-month position which is split 55% SEA, 40% EOPS and 5% CARE.

The Incarcerated Student Program offers matriculation services. Orientation is accomplished through the FRC ISP Handbook and when possible, in-person orientations conducted by ISP staff. The ISP Program Coordinator prepares student education plans which are mailed to students. Follow up services such as appeals and progress reports are via mailed correspondence. All ISP students are loaned textbooks. Although ISP has a budget for textbooks, it is often supplemented with finds from the SEA Program. This is comparable to the text voucher program in the on-campus/online Student Success Program. Student Services were assessed in 2019 with the ISP Year End Student Survey.

DESCRIBE EFFORTS TO REDUCE EQUITY GAPS AMONGST STUDENT POPULATIONS

You may refer to the Student Equity Plan to identify populations that the college has determined there are equity gaps or disproportionate impact. An example to reduce equity gaps might be implementing a change within the service for a specific population based on data. I.E. targeting a specific group for tutoring, changing intervention strategies, etc.

The SEA Program Director is the lead for the Student Equity Plan. A Student Equity Work Group was organized and a series of meetings have been scheduled to develop a draft 2022-25 Student Equity Plan. This draft will be shared with campus and community groups for feedback and refinement. The plan is due November 30, 2022.

UPDATED POLICIES RELATED TO YOUR PROGRAM

Please list any policies such as AP's or BP's (for internal) or State or Federal Regulations (for external) that have been updated since the last CPR, describe any changes or impacts to your services.

1. AP 5050 Student Success and Support Program

2. AP 5110 Advising/Counseling

3. 5120 Transfer Plan

4. AP 5300 Student Equity

5. AB 705 & AB 1805

6. Merge of Basic Skills, SSSP and Student Equity into Student Equity & Achievement Program.

ASSESSMENT OF STUDENT SERVICES STUDENT LEARNING OUTCOMES

Note which Student Services Student Learning Outcomes you chose to assess, and what strategies you used to assess them. Examples may include student satisfaction data, records of student use of services, data describing a change in service after a program change has been made, anecdotal or focus group feedback from students, evaluations from programs, etc.

1. **Students will learn about programs and services and make an informed decision to apply and utilize these programs and services. (CWSLOs 1, 2, 3, 4, 5)**

This SLO was assessed from in-person New Student Orientation (NSO) evaluations (Table 1). For many students, orientation is their introduction to the programs and services available to them at FRC. The orientation format changed during COVID in Fall 2020 and 2021. Instead of having one big orientation, smaller orientations were held based on athletic teams and general students. Fall 2020 was most affected by COVID and has the fewest respondents over the 6-year period (2017-2022). Only students with in-person activity or lab classes were asked to attend an in-person orientation that year. All others were directed to the online version.

The typical orientation starts with a Network Fair with FRC departments and local organizations hosting information tables. This is a good way for new students to connect with their campus and community and an effective use of time while students are being checked in. Feedback is generally good, but students reported feeling rushed trying to get to all the tables in one hour. Emphasis on the quality of connections rather than the quantity of connections made at the fair will be stressed in future events.

Students are then broken up into six groups for the informational sessions. Groups have been based on last name, English 101 class or self-selected. The year we tried to group by English class felt forced and did not achieve the community sense as hoped for. Self-selection groups tend to end up being teams, so students are with people they already know. Other survey data and feedback from students indicates that students would like to mix with others outside their team. The Fall 2022 orientation went back to student groups based on last name in order to facilitate mixing.

The information sessions are presented by FRC staff. All students are given a binder with reference materials. Each staff member can use PowerPoint presentations and refer to the binder during their 15-minute time. Feedback from students is generally along the lines of too much information, lectures are boring, and it is too long. Feedback on specific information relates to required components of orientation. Responses show that the overwhelming majority of students are getting the required information. The table highlights the questions with highest "no" responses for each year. The only trend seen relates to pre-requisite and co-requisite classes. Although this a required topic, there are very few classes with co-requites and with the implementation of AB 705, few classes with pre-requisites. Understandably, this topic is not emphasized, but it is addressed in the Advising PowerPoint Presentation.

NSO in Spring is a much smaller affair. There is only one group for informational sessions and no Network Fair before. The atmosphere is generally more relaxed. There seems to be more interaction between students and with staff with the smaller group. The feedback from students is fairly similar to the fall event.

Year End Survey Data was reviewed to evaluate the use and satisfaction of this service by FRC students (Table 2). The data include results from 3 academic years and a 10-year average. Overall students are satisfied with either the in-person or online NSO experience. The 10-year average shows that 22% are not familiar or did not use this service. Orientation is a mandatory service students must complete in order to be eligible for priority registration. New students are directed to the online orientation in the welcome email sent by Admission and Records when an application is submitted. New students are also contacted (e.g., post cards, email) and invited to attend NSO on campus. Before priority registration, students missing the orientation component are contacted and encouraged to complete the online orientation.

Based on the data from the NSO evaluation and the YES Survey, new student orientation is an effective way for students to learn about programs and services. This evaluation does not address students using this information to make informed decisions to apply and utilize these program and services. Students also learn about programs and services at Day in the Mountains, the Online Orientation, Summer Bridge and from coaches and instructors. The online orientation will undergo a reorganization and update with embedded videos in order to increase engagement and retention of information. In-person orientation will continue to be evaluated. No change to the structure is anticipated. Information is reviewed and updated yearly.

Table 1. New Student Orientation Evaluation Results

New Student Orientation Evaluations (fall)					No Network Fair due to COVID & Fire		
		2017	2018	2019	2020	2021	2022
Total respondants		195	166	165	103	164	174
Learned about student support services available.	yes	195	165	165	103	163	174
	no	0	1	0	0	1	0
Learned about student policies.	yes	194	163	161	103	163	174
	no	0	3	4	0	1	0
Learned about financial aid and the BOG (CCPG) fee waiver	yes	188	162	165	102	162	172
	no	5	4	1	1	2	2
Learned about registration and college fees	yes	192	164	162	102	163	173
	no	2	2	3	1	1	1
Learned how to avoid academic probation.	yes	191	165	161	103	164	173
	no	3	4	5	0	0	1
Learned how to earn and keep priority registration	yes	192	160	163	103	163	172
	no	2	6	3	0	1	2
Learned how to understand prerequisites and co-requisites	yes	191	163	159	102	159	173
	no	3	3	7	1	5	1
Learned about campus facilities and classrooms.	yes	191	162	165	103	161	172
	no	2	4	1	0	3	2
Learned about the academic calendar and important timelines	yes	193	162	165	103	162	174
	no	1	4	1	0	2	0
Learned about how to develop a Student Education Plan	yes	193	162	163	102	164	172
	no	2	4	3	0	0	2
Learned about pathways to complete degrees, certificates, and transfer goals	yes	189	162	161	103	162	172
	no	5	4	5	0	2	2
Learned how to access student portal (MyFRC) and navigate the website	yes	194	165	166	103	163	174
	no	0	2	0	0	1	0
Learned about the FRC app and its use for emergency notifications	yes	191	164	166	103	160	174
	no	3	2	0	0	4	0
Learned more about how to get involved in Student Life	yes	190	163	164	102	164	174
	no	3	3	2	1	0	0

Table 2. Year End Student Survey NSO Data

Year	n	Very Satisfied	Satisfied	Not used/ Unfamiliar	No answer	Dissatisfied
2016-2017	188	71	66	28	22	1
		37.8%	35.1%	14.9%	11.7%	0.5%
2017-2018	218	95	70	21	31	1
		43.6%	32.1%	9.6%	14.2%	0.5%
2018-2019	192	85	60	27	15	5
		44.3%	31.3%	14.1%	7.8%	2.6%
2010-2019		30.0%	29.0%	22.0%	15.0%	4.0%

Summer Bridge participants learn about support programs and services during the 2-week program. Generally, staff from TRiO, EOPS, DSPS and Mental Health and Wellness lead a workshop. This gives participants an opportunity to meet the staff and learn about each program in a smaller and more personal setting than NSO. The focus of Summer Bridge has changed over the years with the implementation of AB 705. Originally, it was an intensive 2-week math and English review. At the completion of the program, students were given the opportunity to test out of pre-college and pre-transfer level classes.

Fall 2022 was the first semester where all students were placed into transfer level math and English classes. The incentive to bump up a level is no longer relevant. The focus has shifted to getting acquainted with the college and it staff and meeting new classmates. While there are academic workshops, it can be thought of as an extended orientation.

Staff met in spring of 2022 to discuss how to effectively evaluate Summer Bridge data. Staff will look at math & English completion within the first year; retention from fall to spring and fall to fall; and flag those that are a part of EOPS, TRiO or DSPS as a means to evaluate this student learning outcome.

The new Student Equity Plan is exploring the idea of a first half semester FYE/Orientation class. If this comes to fruition, Summer Bridge will have to change focus again. Perhaps it will shift back to math and English review for students who placed into math and English with support recommended. Placement data is now recorded in Banner so it will be easy to identify students who would benefit from the program. Finding faculty willing to teach the 2-week program has been a challenge. The second week of the program occurs during faculty flex when they have other commitments. The program has run from 10:00-12:00 for many years. Shifting hours to 12:00-2:00 may work well for both faculty and student-athlete participants. Whatever the future holds for Summer Bridge, it will continue to expose participants to programs and services offered by the college.

2. **Students will demonstrate an awareness of their financial responsibilities for all college expenses by accessing resources to cover costs. (CWSLOs 2, 3, 4, 5, 7)**

The SEA Program funds a book voucher/loan program for students. Students must complete the FAFSA and have an unmet need to qualify for a voucher. Student without an unmet need may receive a book loan if they've completed Summer Bridge or if there are special circumstances. This service will be expanded to include undocumented students in spring 2023. This SLO was evaluated by looking at the number of applications over the last 5 years (Table 3).

Fall 2022 has the highest number of applications indicating that the program is well known and accessed by students. The program is promoted on the FRC app, FRC website, email and by

instructors. Staff see an uptick in applications after emails go out. Posting it on the website as a featured story has made it easier for students and staff to find the application link.

Whether or not book vouchers increase student success is unknown. There are many factors that contribute to student success and this is just one. Students are coded with an activity in Banner. Quantitative data analysis of success rates, retention to the next term and flagged for intervention will be conducted in the future. Qualitative data from students' responses on the application show that having a book voucher helps relieve the stress of paying for college and can help them get their books at the start of the semester.

Staffing at the bookstore and the availability of books continues to be a problem. The students who are awarded vouchers are vulnerable and it becomes and equity issue if they cannot get class materials at the bookstore. In a meeting with staff at Lassen, they mentioned buying codes and calculators for all their students enrolled in math classes. The SEA Program will look into the feasibility of doing the same or the cost of a site license for MyMathLab and Cengage to ensure students have resources readily available.

Table 3: Book Voucher Applications 2016-2022

	Equity voucher applications	Vouchers awarded	Acceptance rate
Fall 2016	182	85	47%
Spring 2017	213	75	35%
Fall 2017	244	68	28%
Spring 2018	155	64	41%
Fall 2018	157	87	55%
Spring 2019	181	75	41%
Fall 2019	192	133	69%
Spring 2020	150	91	61%
Fall 2020	171	83	49%
Spring 2021	103	75	73%
Fall 2021	216	104	48%
Spring 2022	178	80	45%
Fall 2022	304	196	65%

3. **Students will utilize resources to acquire skills and knowledge to persist in attaining academic and personal goals. (CWSLOs 1, 2, 3, 4, 5, 6, 7)**

This SLO was assessed with data from Advising/Counseling and Student Interventions. Data from Academic Advising/Counselling comes from Evaluation Survey in 2020-2021, Year End Student Surveys and SARS. The evaluation survey assesses students understanding of placement, education plans and transfer/job opportunities after meeting with their advisor (acquiring knowledge). The YESS data communicates how satisfied students are with this service and the SARS data track the number of appointments and reasons for meeting with their advisor/counselor (unitizing resources).

Due to COVID, fall advising services were remote while a move back to in-person appointments occurred in spring semester. The survey was updated to include questions about how they made their appointment, if it was in-person or remote and if they were referred to additional

services/programs. A Mach form link was sent after remote appointments while a paper survey was given to students after their in-person appointments.

The data (Table 4) from the survey indicates that students are utilizing both in-person and remote services. When given the choice in Spring 2021, most students chose in-person appointments (64%). Over the course of the 2020-21 academic year, the FRC website was the most utilized method (40%) for scheduling the appointment while 25% said other methods, such as coaches, were used. Other methods in order of use were stopped by the Office (19.5%), called (13%) or used the FRC App (2%).

The majority of students felt that they gained a better understanding of their math and English need (79.7%) and transfer or employment options (65.6%). Ninety percent of students said their advisor/counselor helped them updated and understand their education plan and 95% said they felt their advisor/counselor provides them with the guidance they need to achieve their goals. This data shows that academic advising and counseling services are helping students gain knowledge needed to persist and reach academic goals. Furthermore, 47.3% of students said they were directed to additional support services (37.8% marked not applicable) which relates to SLO 1.

The YESS data (Table 5) shows that students are satisfied or very satisfied with Academic Advising /Counseling services. A very small percentage of students responded that they were unfamiliar or did not use this service. This indicates the utilization of this service by many students.

SARS data (Table 6) was used to gain a better understanding of the reasons students utilize Academic Advising/Counseling services. SARS is the scheduling and tracking program used by the Advising and TRiO offices. Just about all meeting include academic advising so this is a good measure of how many appointments occur each year. The impacts of COVID are clearly seen in 2020-2021 with a notable decline in the number of academic advising appointments.

Student utilize advising/counseling services to help them register for classes and create or update education plans. Other services include transfer evaluation (bringing credit from other colleges), help with transfer planning and applications and graduation petitions. Although with the implementation of AB 705, all students can enroll in transfer level math and English, there is still an over-ride required for registration. This ensures that all students must communicate with an advisor for assessment and placement. Tracking placement now includes separate assessment and placement for English and math. Therefore, it is expected to see an increase in these services over the next year which should then level out. Also of note, 2018-2019 was the last year that the Accuplacer test was used for assessment. Follow up services include probation and student intervention appointments.

Table 4: Responses to Advising/Counseling Evaulation Survey 202-21

Questions	Responses	FA 2020	SP 2021	20-21 totals	
I am a part of (check all that apply):	EOPS	4	14	18	24.3%
	TRIO	4	21	25	33.8%
	General	12	19	31	41.9%
How did you make your advising appointment?	in person	1	14	15	19.5%
	Called	4	6	10	13.0%
	FRC Website	16	15	31	40.3%
	FRC App	0	2	2	2.6%
	other	1	18	19	24.7%
Please rate your experience in making an advising appointment:	Easy	21	49	70	95.9%
	OK	1	2	3	4.1%
	Frustrating	0	0	0	0.0%
Your advising appointment was:	In person	2	33	35	47.3%
	Over the Phone	9	11	20	27.0%
	On Zoom	11	8	19	25.7%
After meeting with my advisor/counselor, I have a better understanding of my English and math needs in relation to my academic goal (associate degree, transfer, etc.).	Yes	16	43	59	79.7%
	kind of	1	2	3	4.1%
	no	1	1	2	2.7%
	not applicable	4	6	10	13.5%
After meeting with my advisor/counselor, I have a better understanding of transfer and/or employment options in my field/area of study.	Yes	14	28	42	65.6%
After meeting with my advisor/counselor, I have a better understanding of transfer requirements. (2016)	kind of	3	3	6	9.4%
	No	1	1	2	3.1%
	not applicable	4	10	14	21.9%
I feel that my advisor/counselor understands my academic goals and provides me with the guidance necessary to achieve them.	Yes	20	51	71	95.9%
	Kind of	1	1	2	2.7%
	No	0	0	0	0.0%
	not applicable	1	0	1	1.4%
My advisor/counselor helped me develop/update an education plan and I understand its usefulness in keeping me on track towards my goals	Yes	20	47	67	90.5%
	Kind of	1	3	4	5.4%
	No	1	0	1	1.4%
	not applicable	0	2	2	2.7%
I was directed to support services such as tutoring, mental health counseling, food pantry or workshops.	Yes	7	28	35	47.3%
	No	5	6	11	14.9%
	not applicable	10	18	28	37.8%

Table 5: Year End Student Survey Data Academic Advising/Counseling

Year	n	Very Satisfied	Satisfied	Not used/ Unfamiliar	No answer	Dissatisfied
2016-2017	188	87	67	1	22	11
		46.3%	35.6%	0.5%	11.7%	5.9%
2017-2018	218	115	65	4	29	5
		52.8%	29.8%	1.8%	13.3%	2.3%
2018-2019	192	110	60	4	13	5
		57.3%	31.3%	2.1%	6.8%	2.6%
2010-2019		38.0%	32.0%	6.0%	17.0%	7.0%

Table 6: Academic Advising Appointments

Year	Academic Advising	Registration	Transfer Eval	Transfer	Grad Pet	Education Plan	Assessment	Follow up Services
2018-2019	2539	1446	34	156	126	1043	352	177
2019-2020	3094	1486	44	254	124	1417	458	424
2020-2021	1988	839	20	156	58	931	290	137
2021-2022	2796	1425	17	143	94	1528	589	222

Student Intervention data (Table 7) was also used to assess this SLO. Instructors submit an intervention through an online Mach form. The Director or Student Success Specialist then contacts the student via email, text and phone call and notifies coaches, DSPS, EOPS and TRiO when appropriate. The interventions have been a good way to identify issues students face and make changes in order to better serve students. Progress reports are required for student athletes. The paper from was converted to an online process by the Athletic Advisor during COVID. A timeline for instructors of when and how to submit an intervention or a progress report was also developed. This timeline is sent to faculty within the first few weeks of each semester with the link to the intervention form.

Recent data analysis for the Student Equity Plan show that students-athletes are academically more successful than their non-athlete counterparts. Student-athletes have required study hall classes and coaches who can check in on their academic progress. There is also the motivation to do well in school in order to maintain eligibility. Progress reports are an effective way to connect student-athletes to resources which help them become academically successful. Replicating the support student-athletes have for non-athlete students has been discussed. Submitted campus wide progress reports through either Banner (MyFRC) or Canvas was looked into, but no immediate plans have been made to implement this intervention strategy. It should be noted that progress reports are required for all student-athletes, including those that in no danger of failing.

Student interventions are for students who are in danger of failing classes and includes all students enrolled in in-person or online classes. The data shows that the use of the intervention form has increased over the years, with a high of 349 in 2019-2020. This is not surprising as COVID hit in spring of 2020. Students and staff were caught off guard as classes and services quickly had to change to online. Many students found themselves without access to computers or wi-fi or found themselves in living situations not conducive to online learning. Despite our best efforts to provide support, a majority of the students who receive an academic intervention do not pass the class. Many students withdraw while others try to pass the class, but their efforts prove unsuccessful.

Data from student interventions was reviewed in fall of 2019. At that time, there was no trends seen of students with interventions. The students who received an intervention were representative of the campus as a whole. An additional review with 3 years of data is underway. Data from the book voucher and Summer Bridge is also awaiting analysis. The results will identify the populations accessing these program and success rates such as math and English competition with in the first year and retention.

Table 7: Academic Interventions

	Academic Year				
	2017-18	2018-19	2019-20	2020-21	2021-22
Number of interventions	55	185	349	320	295
Number of successes (C or better)	20	74	80	84	96
Percent	36.40%	40.00%	22.90%	26.30%	32.50%

4. **Students will develop a sense of belonging and connection to the campus and community by participating in activities. (CWSLOs 1, 4, 5, 6, 7)**

The SEA Program supports this SLO through Student Life activities. The intent of this program is to help students feel connected to the campus community and increase retention. This program is evaluated through surveys and data collection. This SLO was assessed using data from the 2019 Year End Student Survey. The survey contained two questions about student engagement: (1). What Motivates you to participate in college events? (2). Do you feel more connected to the FRC community as a result of participating? One hundred and seventy-seven students responded to the question and 124 students (70%) felt more connected to the community as a result of participating. Motivation to participate was driven by encouragement by coaches, faculty and friends as well as intrinsic motivation.

Moving forward, Student Life attendance will be tracked for all students new to FRC each fall in order to determine if there is a number of events attended that increase retention. This data could be disaggregated to compare student-athletes to general students. The impact of specific events on retention was evaluated by tracking new student attendance at key events and fall to spring and fall to fall retention. This tracking will continue in the future to give us longitudinal data.

5. **Students will grow their independence by learning to be resourceful and improve skills in self-advocacy, organization and leadership skills. (CWSLOs 3, 4, 5, 6, 7)**

This SLO was not assessed in this CPR.

PROGRAM SUCCESSES AND ACCOMPLISHMENTS

Using results of assessments, APR reflection, or other data or evidence, describe successes and accomplishments that have occurred within the program since the last CPR.

Success Story from SEA Annual Report 2018-19

The First Year Experience (FYE) Program at Feather River College is a collaborative effort between Student Services and Instruction that provides guidance to new students as they transition from high school to college. The Instruction component of the FYE program is embedded in English 101 and supported by co-curricular workshops and activities organized by Student Services. The six student success factors identified by the RP Group are the driving force behind the activities and the Book in Common provides a yearly theme, which weaves throughout these activities. With this year's book, A Fire Story, the theme of "know what matters" emerged and provided an anchor point for the FYE program.

Through on-boarding programs such as Summer Bridge, New Student Orientation, and Week of Welcome, students are connected to campus resources and staff and familiarized with the community. Student Life and the student ambassador program keep students engaged in co-curricular activities such as the Chili Cook-off, Spirit Week and a Student and Staff mixer. Advising Staff and the Student Success Specialist direct students as they work toward their educational goal by creating educational plans and providing the support needed to be successful in and out of the classroom. The support includes book vouchers/loans to DI students, college and career exploration as well as academic and life skills workshops.

The shared readings in English courses, including the Book in Common, keep students focused and engaged. The culminating assignment in English 101 is for students to present their research on the theme in a symposium. The symposium is a campus wide event and disciplines in addition to English 101 participate as well. On the day of the symposium, students break into topic-based panels and share their ideas and research with their peers. Faculty moderate each session and students have the option of participating in panel or poster session

Outcomes

The goal of the FYE Program is to provide a positive and successful first year at FRC so that students persist and ultimately achieve their academic goal. Institutionalizing the FYE program has had its challenges. The collaborative model between Instruction and Student Services seems the best fit for our needs and our students. We will continue efforts to brand and market the program. The symposium has been an effective way to tie the theme, Book in Common and FYE together. This is its 3rd semester as part of the English 101 class.

Success Story from SEA Annual Report 2019-2020

The need for support of Black or African American students through a Black Student Union (BSU) was identified in a focus group held during the development of the current Student Equity Plan. The student-driven club was formed the following year. In 2019-20, it held regular monthly meetings and played a key role in activities outlined in the Plan such as Student Life and Engagement, Professional Development and University Trips.

The club became an integral part of campus and provided support to Black or African American students at FRC. Club student leaders enlisted the guidance of a faculty advisor to help direct and promote the club. Communication for the club was accomplished through the use of a Canvas course area and the FRC app. The club utilized the Student Lounge for meetings open to all

interested students and staff. SEA funds were used to support the club by providing a budget for promotional materials, food at recruitment meetings and paying officers to perform club duties. Student Life and Engagement activities are strategy used to increase retention based on the six success factors identified by the RP group, and the BSU provided this student support.

During the flex day on October 15, 2019, club members met with Frank Harris III, professor of postsecondary education and Co-Director of the Community College Equity Assessment Lab (CCEAL) at San Diego State University. Dr. Harris was the keynote speaker for the day and wanted to meet with Black or African American students before giving his presentation. He met with ten students for breakfast in the Student Lounge and talked with them about their experiences at FRC. Dr. Harris was then able to incorporate their feedback into his presentation later that day. Faculty and staff were able to discuss ways to help support Black or African American students they serve in their departments or teach in their classes. By gaining a better understanding of our Black or African American students, faculty and staff are better able to help them become successful students.

The club's trip to the Black College Expo in Oakland was one of the highlights of last year. The trip was funded through EOPS, SEA and a Foundation grant submitted by the BSU. Fifteen students and four chaperones attended the Expo. Students were able to talk with College Admissions Officers and attend various workshops. Several students were offered on-the-spot admission.

Outcomes

Support of student life & engagement activities and clubs like the BSU was identified as a strategy to increase student retention. Data shows that retention for Black or African American students meets minimum equity, but has not yet reached full equity. Frank Harris III held 2 flex session. Twenty-eight faculty & staff attended "Effects of Racial Macroaggressions on Belonging & Success for Student of Color" and responded that the training was "insightful" and provided meaningful examples used effectively to educate them on this subject. Twenty-seven faculty & staff attended "The Underserved Student in Community Colleges: Trends, Challenges & Opportunities" and reported "feeling motivated" and that they received great information and wanted more time. Two students accepted offers and transferred to four-year institutions after attending the Black College Expo. Transfer data shows again that FRC meets minimum equity for Black or African American students, but does not yet meet full equity.

Success Story from SEA Annual Report 2020-2021

Many of our students choose FRC because our athletic programs along with our unique curriculum in agriculture, outdoor recreation leadership and environmental studies. These all require in-person practices, lab and activity classes. Therefore, prior to COVID, FRC offered classes and services primarily face to face with limited online access. Our students in outlying communities faced hardships with schedules and travel, particularly during the winter months.

The advent of COVID forced the move to online classes and services. All lecture classes were online, while lab and activity classes had limited enrollment to allow for social distancing during face-to-face instruction. Instructors who were accustomed to teaching in-person had to convert their class lectures, discussion and assignments to Canvas. In the fall semester, some of these online classes had required synchronous Zoom meetings. To allow for more flexibility, all spring classes were asynchronous. Advisors found that students could take combinations of classes that previously would have conflicted, allowing for more choice and better schedules. Our non-traditional students who juggle work and family and those in outlying communities were able to take classes like biology and speech that were hard to work into to their education plans when offered only in-person.

Student support services also had to move online which allowed for increased access. Zoom along with the scheduling website Calendly.com allowed students to schedule remote appointments with Academic Advising and Financial Aid staff. Our Instructional Resource Center (tutoring center) staff were able to connect peer tutors to students via Zoom along with having open Zoom hours. Other support services utilized Zoom for individual and group meetings and workshops. Our Student Success Specialist created YouTube How-to videos for Canvas and Zoom posted on our website. Our Library created an extensive webpage: Resource for Remote Learning.

Outcomes

We have been able to take the lessons we have learned during COVID and make changes to our schedule that includes more online and hybrid classes as we transition back to face-to-face instruction and services. We know that asynchronous online classes allows our students much needed flexibility. We are also able to continue with online support services in tutoring, advising, mental health, EOPS, TRiO and DSPS. Additionally, the increased use of Canvas has allowed students to view and share their grades with support programs and study hall instructors in order to receive assistance for their classes. Although the COVID pandemic has presented us with numerus challenges, it did force us to make changes that we are able to sustain and that ultimately benefit our students.

PROGRAM CHALLENGES

What challenges, if any, has your program experienced since the last CPR?

Program challenges include data analysis due to small numbers, staffing and technology.

PROGRAM IMPROVEMENTS AND PLANS

Based on the results of the assessment, APR reflection, or other data or evidence, describe any changes have you made or that you plan to make to improve your program or service.

This department has made a number of changes based upon new legislation. The SEA Program now includes what used to be Basic Skills, Student Equity and SSSP. The newly merged programs have implemented AB 705 which changes assessment and placement procedures. The COVID pandemic forced the adoption of online services.

The program intends to improve educational planning services with an updated online orientation and implantation of Degree Works. Degree Works will allow students to have more ownership of and access to their education plans.

POSSIBLE BARRIERS TO IMPROVEMENT PLANS

What challenges, if any, do you foresee in making program improvements. Examples may include budget, staffing, etc.

The biggest barrier is technology. CCCApply has been in the works for over a decade. Implementation will allow the college to gather data on access, a student success metric and LGBT students both of which is required for the Student Equity Plan. Degree Works implementation has been placed on hold while other technology issues are addressed.

LONG RANGE VISION FOR THE NEXT FOUR YEARS

Based on a review of your APRs for the past four years, the new and emerging trends in your area, and the results of the student services student learning outcomes assessment, what changes do you foresee for the future? What facility and staffing needs to you anticipate will be needed? What changes do you plan to make to your program to improve student-learning outcomes?

- Utilize data for assessing Summer Bridge, Book Voucher and Student Life programs.
- Continued work on Student Equity Plan and ongoing data analysis
- Continued work on issues identified in the student intervention process such as the bookstore
- Reassess Summer Bridge focus, recruitment and schedule
- Explore Pearson MyMathLab and Cengage site licenses or purchasing math code for all students
- Continue to consider the use of Progress Reports campus-wide
- No need for additional facility or staffing expected in the next 4 years.

ANY ADDITIONAL INFORMATION TO SHARE WITH CAMPUS