

**Norco College
Committee of the Whole
December 7, 2017
CSS 217 – 12:50pm**

AGENDA

Action Items

1. [Approval of September 21, 2017 Meeting Minutes](#)
2. [BSI/SE/SSSP Integrated Plan](#) (Gustavo Ocegüera)
3. [Completion Initiative/Guided Pathways Self-Assessment Tool](#) (Melissa Bader/Monica Green)

Information Items

1. Accreditation Update (Kristine Anderson/Greg Aycock)
2. [Annual Progress Report on Educational Master Plan Goals, Objectives, and “Dashboard Indicators”](#) (Greg Aycock)
3. BFPC and SSPC Combined Staff and Equipment Lists (Co-Chairs)
4. Program Review Update (Kevin Fleming/Alexis Gray)

Good of the order

Next meeting: March 8, 2018

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

**Norco College
Riverside Community College District
2017-2019 BSI/SE/SSSP Integrated Plan
Executive Summary**

INTRODUCTION

Norco College is located in the city of Norco, approximately 40 miles east of Los Angeles and is one of three colleges within the historic Riverside Community College District (RCCD). Norco College serves over 13,000 students annually. In 2016-17, 76% of the total population was minority students and 58% were Hispanic. Over 59% of students receive need-based financial assistance; 40% are between the ages of 20-24; 75% attend part-time, and 54% are female.

The mission of Norco College is to “Serve our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovate approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates, and degrees.”

STUDENT EQUITY PHILOSOPHY

At Norco College, the faculty, staff, administration, and students are working collectively to ensure access and improve success for historically underserved students by approaching our pedagogical and organizational practices through an “equity-minded” lens. According to contributing members of the University of Southern California’s Center for Urban Education, “Equity-mindedness refers to the outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity.”¹ By adopting an “equity-minded mode of thinking” as our method of examining student outcomes data and institutional practices, we are confident that the goals and activities under the integrated plan will help us address the inequitable outcomes we see of specific student groups.

STUDENT EQUITY GROUPS

In 2014, the governor and the legislature created new requirements specifying student populations that must be addressed in equity plans. Colleges must address students in the following ethnic and racial categories, as defined by the 2010 Census:

¹ “Contextual Problem Defining: Learning to Think and Act from the Standpoint of Equity” by Pena, E.V., Bensimon, E.M. & Colyar, J. 2006

American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino

Native Hawaiian or other Pacific Islander
White
Some other race
More than one race

Plans must also address students with the following characteristics:

Males
Females
Current or former foster youth
LGBTQ

Students with disabilities
Low-income students
Veterans
Homeless students

Colleges must also conduct a disproportionate impact analysis of the student populations using the following student success indicators: access; course completion; ESL completion; basic skills English completion; basic skills math completion; degree completion; certificate completion, and transfer.

DISPROPORTIONATE IMPACT ANALYSIS FINDINGS

Research conducted by the Norco College Office of Institutional Effectiveness using the “80% Rule” identified many student groups who continue to demonstrate disproportionate impact (DI) across all student indicators. Data also revealed that females are outperforming their male counterparts across the majority of the success indicators. Within the male population, males of color, specifically African American, Hispanic, Filipino, and Pacific Islanders demonstrate the highest disproportionate impact. These groups represent over 50% of the male student population. Additionally, veterans and foster youth are not formally reflected as disproportionately impacted in the research due to their small sample size, but their extremely low numbers in the educational pipeline is a cause for concern at the college.

Reliable data on LGBTQ and homeless student groups is not available at this time to analyze disproportionate impact. While the California Community College Chancellor’s Office (CCCCO) collects information on sexual orientation and gender identity in student applications, data will not be available until after January 2018. Therefore, the college is assessing if any data is collected locally to help identify these populations and to assess what type of academic and other assistance is needed to support these communities.

The table below provides a summary of the student groups identified as disproportionately impacted in one or more equity student success indicators according to the “80% Rule.”

EQUITY STUDENT SUCCESS INDICATORS	MALES	FEMALES
Access	Veteran Disability status White	Disability status White
Course Completion	Pacific Islander More than one race Foster youth	
ESL Completion	Low Income Hispanic	Hispanic
Basic Skills English Completion	African American Hispanic White Filipino Asian American Some other race	Hispanic African American White
Basic Skills Math Completion	African American Hispanic White	African American Hispanic White Disability status
Degree Completion	Asian American Filipino African American Some other Race Hispanic White Low income	Asian American Disability status Some other race
Certificate Completion	Asian American Filipino Hispanic White African American	African American Asian American Some other race Disability status
Transfer	Hispanic Disability status African American Filipino White	Hispanic Some other race White Disability status
<p><i>*Veteran and foster youth are not disproportionately impacted in most of the student indicators, but cohort numbers are extremely low.</i></p> <p><i>* LGBTQ and homeless students are not represented in this table.</i></p>		

GOALS AND ACTIVITIES

In the past three years, the college community has engaged in conversations about how to increase completion rate for all students, particularly for DI student populations.

Faculty, staff, and administrators have attended student success conferences and student equity institutes, and have participated in many on campus professional development opportunities focused on student success and equity. The college also organized planning retreats to discuss and bring attention to historically low completion rates. These efforts and trainings led to the development of the Completion Initiative (CI). Grounded in the national work of Complete College America and The Aspen Institute, as well as the Research and Planning Group’s work in Student Support (Re) Defined, the Completion Initiative was designed to address institutional barriers to degree completion, and restructure the means by which services are delivered to students. The Completion initiative is comprised of the following five strategies: guided pathways, faculty advisement, linking college to careers, organizing programs by schools, and developing models of student care. The components of the CI has brought about a high level of collaboration between matriculation, instruction, student services, student support, and student equity-related categorical programs. CI has also served as the overarching, comprehensive, and integrated student success initiative for the college. All other student success efforts are being aligned to support CI strategies.

The Norco College 2017-2019 BSI/SE/SSSP Integrated Plan is designed to support existing efforts focused on student success. The plan’s goals and activities align with the goals of the Completion Initiative, the Basic Skills and Student Outcomes Transformation Program (BSSOTP), the Pathways to Transfer Title V grant, and the Workforce Development Program. To ensure equity goals are not overlooked in the integrated plan, the college is committed to ensuring that many of the proposed activities are promoted and marketed primarily, but not exclusively to DI student groups.

The table below demonstrates how the activities detailed in the integrated plan will serve DI student populations under each of the equity student success indicators.

STUDENT SUCCESS INDICATOR	GOAL	
ACCESS	Improve the number of veterans, foster youth, and students with disabilities who complete the onboarding process (application to census) to ensure distribution of the student population is reflective of the communities the college serves.	
	<table border="1"> <thead> <tr> <th data-bbox="508 1518 1424 1556">ACTIVITIES</th> </tr> </thead> <tbody> <tr> <td data-bbox="508 1556 1424 1873"> <ul style="list-style-type: none"> • Conduct targeted outreach activities in local high schools and service agencies to increase the number of DI students that complete the onboarding process • Offer financial aid workshops and provide one-on-one assistance to students from DI student populations to ensure they complete the financial aid application process • Promote and market one-stop-shop application to registration events to DI student populations • Identify opportunities to inform high school counselors about outreach </td> </tr> </tbody> </table>	ACTIVITIES
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	<p>efforts and transitional programs focused on DI student populations.</p> <ul style="list-style-type: none"> Promote dual-enrollment opportunities, Summer Advantage, and summer bridge programs to DI student populations
COURSE COMPLETION	GOAL
	Improve course completion rates of foster youth, pacific islanders, and students of more than one race
	ACTIVITIES
	<ul style="list-style-type: none"> Offer tutoring to DI students in and out of the classroom Provide books, instructional supplies, embedded tutoring and supplemental instruction to DI students enrolled in learning communities (Umoja, Puente, First Year Experience) Provide strategies to build DI students' affective, non-cognitive skills
ESL	GOAL
	Improve ESL completion rates of low income, Hispanic students
	ACTIVITIES
	<ul style="list-style-type: none"> Provide direct support (books and instructional supplies) to low-income, DI students enrolled in ESL courses Provide embedded tutoring and SI in ESL courses with the lowest success rates Develop a peer mentoring program for ESL students
BASIC SKILLS MATH	GOAL
	Improve African American, Hispanic, and foster youth students who successfully complete basic skills math and transfer level math
	ACTIVITIES
	<ul style="list-style-type: none"> Develop summer bridge programs to help first year DI students get a head start on completing basic skills math and to help them acclimate to a college environment Develop a first year experience program to support DI students enrolled in basic skills courses Increase the number of DI students enrolled in accelerated basic skills courses and support students with embedded tutoring and/or supplemental instruction. Prioritize enrollment of DI students in math learning communities Designate math sections for DI students and provide tutoring and SI
BASIC SKILLS ENGLISH	GOAL
	Improve African American, Hispanic, and foster youth students who successfully complete basic skills English and transfer level English
	ACTIVITIES

	<ul style="list-style-type: none"> • Develop summer bridge programs to help first year DI students get a head start on completing basic skills English courses and also acclimate to a college environment • Develop a first year experience program to support DI students enrolled in basic skills courses • Support DI students enrolled in ENG 70 accelerated English with embedded tutoring and/or supplemental instruction • Provide intrusive counseling services in basic skills English courses
<p style="text-align: center;">DEGREE AND CERTIFICATE COMPLETION, AND TRANSFER</p>	GOAL
	<p>Improve success rates in certificate attainment, degree attainment, and transfer of African American, Hispanic, Filipino, foster youth, veterans, and students with disabilities</p>
<p style="text-align: center;">ACTIVITIES THAT CROSS OVER MORE THAN ONE STUDENT SUCCESS INDICATOR</p>	GOAL
	<p>Offer trainings and professional development opportunities for faculty, staff, and administrators that promote awareness and understanding of college diversity</p>
	ACTIVITIES
	<ul style="list-style-type: none"> • Offer faculty trainings and workshops on diversity and equity based pedagogical and curricular development strategies that can be implemented in the classroom to meet the academic needs of DI student groups • Sponsor cultural and educational events on campus to promote diversity and equity • Utilize consultants to assess institutional climate and to assist in developing, implementing, and evaluating equity-minded practices • Expand professional development opportunities for students, faculty, staff, and administrators to learn more about the needs of the LGBTQ community • Provide financial support for ASNC’s food pantry to help feed homeless students • Provide meal vouchers for homeless students • Collaborate with community organizations to identify short-term

RESOURCES BUDGETED FOR 2017-2018 STUDENT EQUITY ACTIVITIES

The 2017-18 fiscal year student equity funding allocation is \$754,299. This represents a small increase of \$3,861 above the 2016-2017 allocation. Current year funding will support personnel employed by the office of grants and student equity initiatives. Student equity funds are also being used to support a portion of personnel in other departments that are involved in implementing equity programs and activities. The plan to spend the 2017-18 allocation is listed below according to California Community College Chancellor's office major budget categories.

Personnel (\$478,078)

- Dean of Grants and Student Equity Initiatives (75%)
- Grants Administrative Specialist (100%)
- Administrative Assistant II (50%)
- Student Success Coach for Men of Color, Foster Youth, and First Year Experience Programs (100 %)
- Student Success Coach for Umoja, Puente, Women's Circle, and LBGTQ Programs (100%)
- Student Success Coach-CTE (5%)
- Umoja Counselor/Coordinator (50%)
- Outreach and Recruitment Specialist for Foster Youth (Part-time, 19.5 hrs.)
- Institutional Research Specialist (50%)
- Peer Mentors-Hourly (Umoja, Men of Color, First Year Experience Program, Puente, Next Phase)

Benefits (\$228,510)

Supplies & Materials (\$34,711)

- Office Supplies
- Books and instructional materials for Umoja, Puente, FYE, Next Phase, CalWORKs, and foster youth)
- Instructional materials
- Outreach materials

Other Operating Expenses and Services (\$18,000)

- Food for planning meetings, flex day, and trainings
- On-site Professional Development
- Conferences for faculty and staff

Prior year carry forward funds will support the activities below.

- Supplement book voucher for disproportionately impacted EOPS students with the highest financial need
- Cultural and educational trips for Umoja, First Year Experience Program, Men of Color, Women's Circle Program, others
- Professional development (Flex days trainings, teaching men of color in community colleges and microaggressions certificates, LGBTQ conferences, faculty retreats, equity institutes, Umoja Summer Learning Institute, RP's Student Success Conferences and Leading from the Middle Institute)
- Student travel (Umoja regional and statewide conferences, A2MEND, Hispanic Association of Colleges and Universities (HACU) events, tours of local four-year colleges and universities, tour of Historically Black Colleges and Universities (HBCU), cultural and educational trips, and retreats)
- Meeting expenses (SSSP/Equity/BSI planning meetings, counselor conferences, and onboarding activities)
- Summer 2018 activities (Summer Advantage and summer bridge)
- Co-sponsor events and activities (Legacy Committee and Read-to-Succeed Program)
- Consultants (RP Group, Center for Urban Education, UCLA's Grit Program Training for Peer Mentors and Student Success Coaches, motivational speakers)
- Special Events (student success conferences for men of color and first-time college students)

ACCOUNTING OF STUDENT EQUITY 2014-2017 FUNDING

FISCAL YEAR 2014-15

Allocation: \$324,935

Total Expenditures: \$324,935

Personnel (\$179,302)

- Dean, Grants & Student Equity (25%)
- Student Support Services Counselor (.24 FTE)
- Student Support Services Counselor-RISE (.29 FTE)
- Umoja Faculty Coordinator (.20 FTE Reassign)
- Umoja Counselor (.20 FTE Reassign)
- Research Specialist (50%)
- Part-time, hourly Student Success Coaches (Umoja and Men of Color Program)
- Veterans Services Specialist (45%)
- Tutors (hourly)

Benefits (\$39,936)

Supplies and Materials (\$11,064)

- Office Supplies
- Books for Learning Communities (Puente & Umoja)
- Outreach materials for recruiting veterans, foster youth, and student with disabilities

Other Operating Expenses and Services (\$94,633)

- Consultants (RP Group Flex Days Professional Development on Student Support Redefined, UCLA Grit Program Presentation)
- Conferences & Travel (Equity Institute, RPs Student Success Conference, other)
- HBCU College Tour for 30 students

FISCAL YEAR 2015-16

Allocation: \$688,955

Total Expenditures: \$688,718

Personnel (\$340,789)

- Dean, Grants & Student Equity (75%)
- Student Support Services Counselor (Hourly)
- Student Support Services Counselor-RISE (Hourly)
- Umoja Counselor (.50 FTE Reassign)
- Faculty Special Projects
- Research Specialist (50%)
- Administrative Assistant (50%)
- Outreach Specialist (Part-time, 19.5 hrs.)
- Part-time, hourly Student Success Coaches (Umoja and Men of Color Program)
- Veterans Services Specialist (15%)
- Tutors (hourly)
- Men of Color Peer Mentors (hourly)

Benefits (\$88,315)**Supplies and Materials (\$105,575)**

- Office Supplies
- Outreach materials for recruiting veterans, foster youth, and student with disabilities
- Books for Learning Communities (Puente, Umoja, Foster Youth, EOPS)
- Copying and Printing
- Food for equity sponsored activities and planning meetings
- Uniform shirts for Men of Color Peer Mentors

- Instructional materials for participants in learning communities
- Supplies for cultural activities

Other Operating Expenses and Services (\$149,652)

- Consultants and Professional Services (UCLA Grit Program Training for Peer Mentors and Education Advisory Board)
- Mileage reimbursements
- Food for equity sponsored and co-sponsored activities, and planning meetings
- Student Travel (Umoja statewide and regional conferences, Transfer events, college tours)
- Conferences & Travel for faculty, staff, and administrators (Equity Institute, RPs Student Success Conference, and new faculty professional development retreat)

Other Outgo (\$4,387)

- Educational supplies for Umoja learning community

FISCAL YEAR 2016-17

Allocation: \$750,438

Total Expenditures: \$712,285 (through 6/30/17)

Personnel (\$394,285)

- Dean, Grants & Student Equity (75%)
- Student Support Services Counselor (hourly)
- Student Support Services Counselor-RISE (hourly)
- Umoja Counselor (.50 FTE Reassign)
- Faculty Special Projects
- Research Specialist (50%)
- Administrative Assistant (50%)
- Outreach Specialist (Part-time, 19.5 hrs.)
- Part-time, hourly Student Success Coaches (Umoja and Men of Color Program)
- Men of Color Peer Mentors (hourly)

Benefits (\$114,315)

Supplies and Materials (\$105,475)

- Books (Umoja, Puente, Foster Youth, EOPS)
- Instructional supplies (Umoja)
- Copying and printing of brochures
- Miscellaneous supplies
- Food (planning meetings and flex days)

Other Operating Expenses and Services (\$98,062)

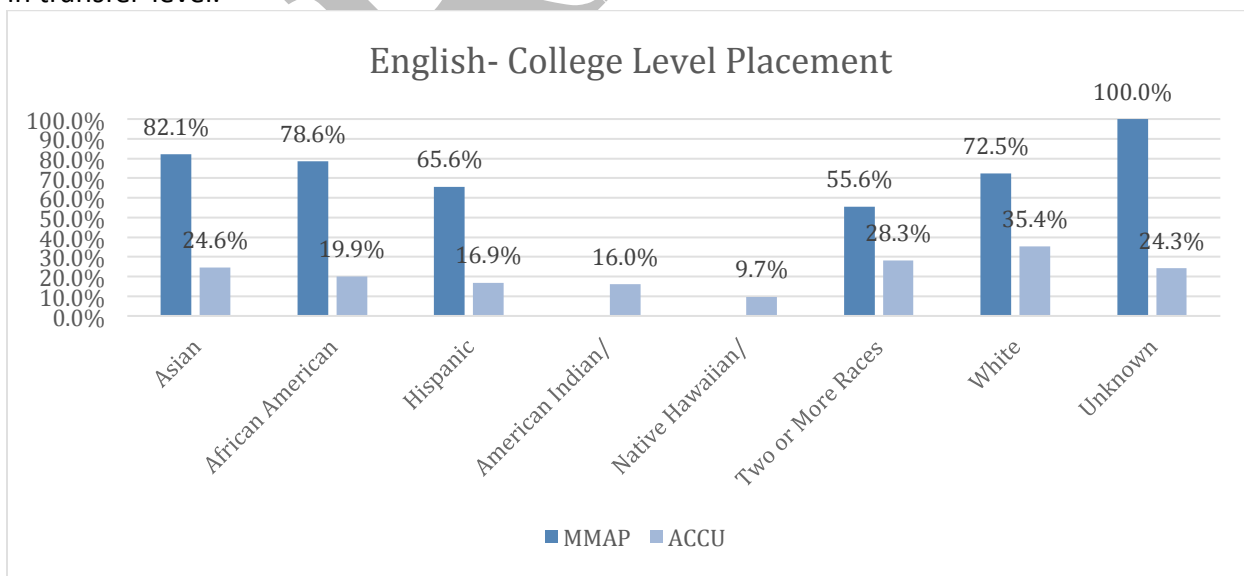
- Consultant (Peer Mentor Training)
- Speakers and performers (Read to Succeed, cultural events)
- Retreats (New faculty retreat, Peer Mentors retreat)
- Student Travel (Umoja statewide and regional conferences, A2MEND, Mileage)
- Phone services
- Student transportation (buses and van rentals)

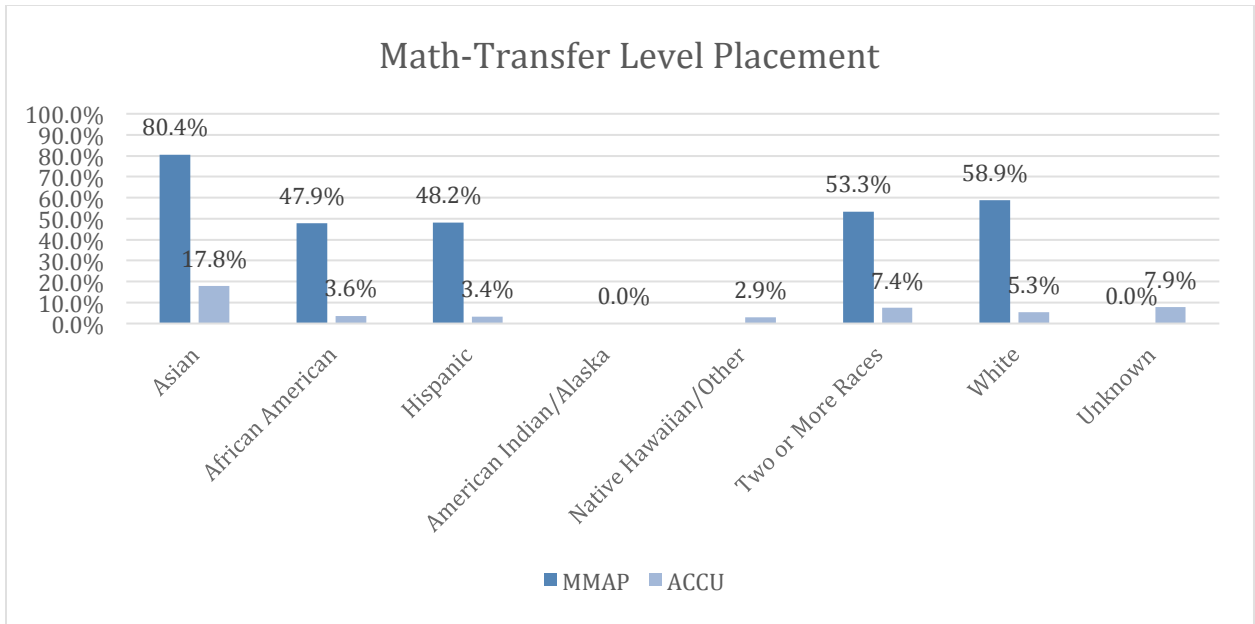
Other Outgo (\$148)

- Educational supplies

ASSESSMENT OF PROGRESS MADE TO DATE

One of the greatest areas of progress has been in placement of disproportionately impacted student groups into transfer level courses in English and math. As mentioned before, this was done in large part due to the impact of MMAP on the assessment process. In addition, it was found that students who were placed by MMAP did equally well as students in the same classes who were placed by other means. In disaggregating by ethnicity, we see that transfer-level placement outcomes for all groups were profoundly improved through the MMAP process. In many cases, the percentage of students in disproportionately impacted groups placed into transfer level was increased by three to four times the percentage placed by Accuplacer. For math, the transfer level increase was sometimes by a factor of 10 times the percentage of Accuplacer placement in transfer-level.

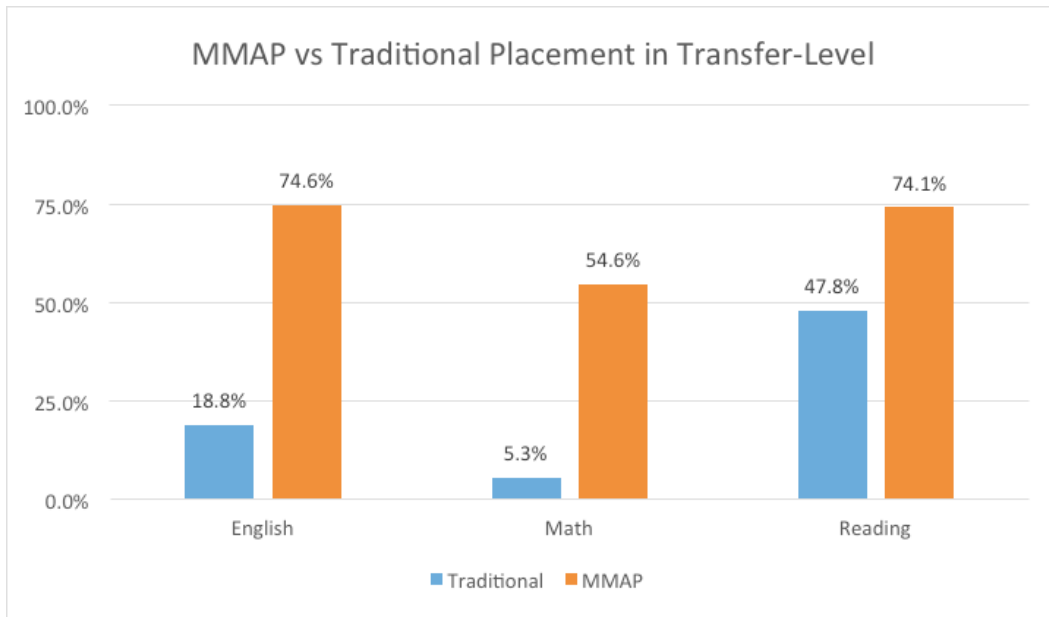




BSI GOALS

The long-term goals listed in the 2015-16 Basic Skills Report are reflected in the 2017-2019 BSI/SE/SSSP Integrated Plan, which focuses on the successful completion and transition to transfer-level English and math. These goals are in line with the larger goals of BSI, which have been captured in the phrase “Get more students through the pipeline, and get them through quicker.” The Norco College BSI efforts have focused on improving the placement process by becoming a pilot college for the Multiple Measures Assessment Project (MMAP). MMAP is a collaborative effort led by the RP Group and Cal-PASS Plus to develop, pilot, and assess implementation of a statewide placement model using multiple measures, including high school achievement in math and English courses, as well as overall performance in high school captured by cumulative grade point average.

At present, MMAP has shown phenomenal impact in shortening the time it takes for students to successfully transition to transfer-level English and math. In the chart below, transfer-level placement is compared between MMAP and traditional placement. As can be seen by comparing the blue and orange bars, the ratio of students that place at transfer-level in English, math and reading have increased dramatically, sometimes as much as ten times the percentage of traditional methods. Also, in the analysis of student subgroups previously illustrated, all groups experienced this dramatic elevation into transfer-level courses. Finally, in following students into the courses taken immediately after placement, no significant difference was found in student success rates when comparing MMAP students to those placed by traditional means. This is great news since it indicates that MMAP is not placing students higher than their ability to perform successfully at transfer level.



BASIC SKILLS ACCELERATION EFFORTS

Math faculty are also focused on shortening the basic skills sequence. They are in the process of refining the curriculum for Math 35SL and Math 52SL. Both courses were presented to the curriculum Technology Committee and were given approval to move forward to the Norco College Curriculum Committee. Presently, the Math faculty team has been advised to rewrite the co-requisite and prerequisites for Math 35SL and Math 52SL. The modifications include the following: the Math department will be creating a 6-unit math52SL course and a 4-unit math 35SL course. Making the changes will eliminate the co-requisite and provide a clearer path for students that qualify for the courses

The English faculty has worked diligently on the single-semester English course (ENG-70) to replace a two semester developmental series and has moved through the college's curriculum processes. The course is now part of our 2017-2018 Catalog and is being offered for enrollment in Fall 2017. An Express Pathway of paired short-term Basic Skills classes was piloted with counseling support. In addition, faculty professional development pertaining to the pedagogy of acceleration in English is in process. The English faculty is also in the process of creating a Guidance Information Sheet for ENG 70 courses. A shared file for ENG 80 faculty is being created to share and discuss assignments, instructional ideas and explore the possibility of shared Final Portfolio Grading for ENG 80. An ENG 80 Handbook and Training for Norco College faculty and other ongoing exploration of Acceleration Training Methods (Fall 2017) are also in the planning stages from the English team.

SSSP GOALS

Norco College faculty, staff, and administrators have maintained their commitment to the SSSP goals defined in the 2015-16 planning cycle through coordination of services, collaborative efforts, and personnel support. The SSSP goals and activities provide greater access and support throughout the matriculation process to improve delivery efficiency and quality to facilitate student success. SSSP is prioritizing core services to improve the onboarding experience for all matriculating students, with special attention to disproportionately impacted students. This commitment to student equity is manifest in targeted outreach and marketing to increase the participation of disproportionately impacted students in programs such as Summer Advantage and one-stop-shop events. The overarching goal is to improve access for all students, while also being mindful of student groups who experience additional barriers in onboarding.

The college has been able to improve the matriculation experience for students by rearranging the order of matriculation from Assessment-Orientation-Counseling to Orientation-Assessment-Counseling. Requiring students to complete orientation prior to assessment provides students the opportunity to understand the importance of placement and to encourage pre-assessment preparation. In order to ensure students have access to orientation, the college has transitioned to an online orientation and the creation of a pre-assessment video. Additionally, the college implemented the Multiple Measures Assessment Project (MMAP) to improve the accuracy of assessment and placement through an initial pilot in 2016-17 and moved to campus-wide adoption for the 2017-18 year. The college continues to address the needs of Counseling by providing all new students with an abbreviated student education plan as a required element of matriculation with the hiring of an additional Educational Advisor and increasing the number of full-time and adjunct Counseling faculty. The Educational Advisors also facilitate the follow-up services and support for students.

Notable accomplishments in the coordination of services and collaborative efforts include expansion of dual enrollment opportunities at two local area high schools, with on-site assessment and counseling, as well as assistance and support for dual enrollment students from application to registration. Additionally, Norco College continues to provide increased access to assessment through off-site placement testing throughout the local district high schools and at the California Rehabilitation Center. On-campus collaboration has been implemented through the Norco College Summer Advantage program, which provides an enhanced orientation and academic preparation experience for incoming students, as well as one-stop-shop days aimed at taking students from application to registration in one day.

As the college moves to campus wide implementation of guided pathways via the Norco College Completion Initiative, SSSP activities will work to support the restructuring of the institution to provide structured pathways and support for students, while simultaneously increasing capacity for targeted support of disproportionately impacted

students. This includes the creation of student success teams organized by pathways to support students beginning in matriculation through the completion of their educational goal. These teams will include a designated Counselor, Faculty Advisor, Educational Advisors, and Peer Mentors. The 2017-18 adoption of an online platform for SEPs will assist success teams in tracking and monitoring student progress, and provide opportunities for intervention and support through core SSSP services.

CONTACT PERSON

For further information regarding this executive summary, contact:

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Phone: 951.739-7885

DRAFT



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, 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.



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

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.



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

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
SSSP: Improve coordination among SSSP personnel at the College and within the District.	(In progress) SSSP faculty, staff, and administrators meet regularly to discuss best practices and push forth agenda items, including the implementation of a fully online SEP platform to be used by the three colleges.
SSSP: Increase partnership with local K-12 high schools.	(Achieved) SSSP has increased investment of counseling and staff resources towards the John F. Kennedy Middle College High School Partnership. -SSSP is also providing assessment and counseling support for a new dual enrollment CCAP that launched at Eleanor Roosevelt High School in fall 2017.
SSSP: Improve quality of and access to new student orientation.	(Achieved) College-based online orientation was improved and is running with regular updates. Supplemental face-to-face orientation for Basic Skills and ESL students are offered regularly.
SSSP: Increase preparation and access to assessment (placement exam).	(Achieved) Former matriculation order (Assessment, Orientation, and Counseling) was switched to Orientation, Assessment, and Counseling (OAC). Pre-assessment information is being provided in orientation and a college-based pre-assessment video was created by Assessment Center staff and is posted on the webpage. -Placement exams are also being administered at local high schools to increase access.
SSSP: Increase completion and persistence rates for all new students through an integrative foundational experience.	(Achieved) Provided resources to support Summer Advantage, a program for incoming college students that provided enhanced orientation, academic preparation, and interaction with faculty, staff, and administrators. This program helped increase participants’ persistence rates and academic performance.



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

<p>SSSP: Improve accuracy of English and math placement for all students.</p>	<p>(Achieved) SSSP personnel helped pilot the Multiple Measures Assessment Project (MMAP). The pilot project improved overall placement for all students including placement for disproportionately impacted student groups. MMAP is now being used for all students and has resulted in improved accuracy of English and math for all students.</p>
<p>SSSP: Increase students' completion of educational goals.</p>	<p>(In progress) Hired additional counselors to increase access to counseling services to develop comprehensive Student Education Plans. Deployed counselors to other areas of the campus, added evening counseling, and pilot of drop-in counseling to reduce inefficiencies with appointments.</p>
<p>SSSP: Address the needs of at-risk student groups.</p>	<p>(In progress) Hired an Educational Advisor to provide follow-up services for at-risk students. The advisor provides one-on-one and group intervention workshops and makes counseling referrals as needed.</p>
<p>Equity: Improve access for veterans, students with disabilities, and foster youth.</p>	<p>(In progress) An outreach specialist and student ambassadors were hired to provide dedicated outreach services to attract more foster youth, veterans, and students with disabilities. These staff members also improved the onboarding experience for these student groups by providing dedicated, one-on-one assistance to complete the enrollment process. Outreach staff was also involved in planning and implementing foster youth college days to expose foster youth in high school to educational opportunities and services available at Norco College. (Ongoing) Provided funding for veterans center personnel to attend conferences and trainings focused on how to attract and serve college veterans.</p>
<p>Equity: Improve course completion rates of African American and Hispanic males, and foster youth.</p>	<p>(In progress) Student Equity has played an integral role in converting Norco's T3P Program into an Umoja Program. The program's components include highly structured learning communities in English, math, and guidance courses during the first two years in college. Student Equity has provided the necessary funding for a full time counselor, student success coach, embedded tutors, supplemental instruction, peer mentoring, and books for learning communities. The program is now serving over 100 African American</p>



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	<p>students.</p> <p>(Ongoing) Student Equity has also provided embedded tutoring and supplemental instruction in courses with a high concentration of Hispanic males and foster youth. These services have also been provided outside of courses to improve completion rates.</p> <p>(In progress) To further improve course completion rates of men of color, Student Equity offered faculty opportunities to complete a certificate on teaching community college men of color and microaggressions through the Center for Organizational Responsibility and Advancement (CORA).</p>
<p>Equity: Improve basic skills completion rates of men of color, Hispanic and African American females, and foster youth.</p>	<p>(In progress) Provided tutoring, supplemental instruction, instructional supplies, and books for select accelerated basic skills courses, and learning communities that serve high concentrations of Hispanic and African American students. Student Equity personnel and outreach personnel helped to recruit students from DI groups for the Summer Advantage Program.</p> <p>(In progress) Co-sponsored the implementation of Multiple Measures Assessment Project (MMAP) to help improve placement in English and math and shorten the time it takes students to complete basic skills. Under MMAP, placement of disproportionately impacted (DI) student groups has improved. Basic skills completion rates of men of color, Hispanic and African American females have risen.</p>
<p>Equity: Improve degree and certificate completion, and transfer rates of disproportionately impacted students</p>	<p>(In progress) Student Equity provided the necessary funding to send a Norco College team to the RP Group's Leading From the Middle Academy. The team's assignment was to develop a plan of action for the development of guided pathways. The team was successful in laying the groundwork for what later became one of the components of the Completion Initiative. The college was also selected to participate in California's Guided Pathways Project. The support and guidance being provided to the college will allow us to achieve this goal in the next two years.</p> <p>(Ongoing) Student Equity supplemented counseling services for student equity-related categorical</p>



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	<p>programs and campus-based programs that promote degree and certificate completion, and transfer (Umoja, Puente, SSS/TRIO, and EOPS). Participants of these programs also received supplemental support to purchase books and instructional supplies. Student Equity also funded tours to four-year colleges and universities and co-sponsored on-campus transfer fairs and activities.</p>
<p>Equity: Conduct qualitative study of men of color</p>	<p>(Completed) A qualitative study was conducted to determine what type of challenges men of color students are faced with and how we can better support them to close equity gaps. The findings in this study led to the development of a peer-mentoring program focused on men of color. The findings also prompted the college to offer professional development in how to teach community college men of color.</p>
<p>Equity: Provide opportunities for students to attend conferences and events that promote transfer</p>	<p>(Ongoing) Provided financial support for Umoja students to attend annual and regional conferences. Provided financial support to send students and staff to the A2mend annual conference and the Latina Leadership Network Conference. Sponsored a tour for 30 students to visit HBCUs.</p>
<p>Equity: Offer trainings and professional development opportunities that promote awareness and understanding of college diversity and equity.</p>	<p>(Achieved) Sponsored a 3-day training on RP Group's Student Support Redefined. Co-sponsored retreats for new faculty to gain a better understanding of equity gaps and equity-mindedness. Provided financial support to send teams of faculty, staff, and administrators to equity institutes offered by the Center for Urban Education (CUE). Provided financial support for faculty and staff to attend RP Group's annual student success conferences.</p> <p>(Ongoing) Collaborated with Norco's Legacy Committee and Read-to-Succeed Program to co-sponsor cultural and educational events focused on promoting awareness and understanding of college diversity. Events have included presentations by authors, community speakers, and cultural performers.</p>
<p>Equity: Develop Peer-to-Peer mentoring programs</p>	<p>(Completed) Multiple peer-mentoring programs were established to support disproportionately impacted</p>



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for African American and Hispanic males.	students, especially men of color. As of fall 2017, seven peer mentoring programs are operational and have been modeled after the men of color peer mentoring program.
BSI: MMAP <i>b</i>	(Completed) After multiple MMAP pilots were launched and assessed, the project is now fully operational and was used to assess all incoming fall 2017 students for the first time.
BSI: Acceleration in basic skills English	(Completed) Acceleration was achieved by consolidating two basic skills courses (English 60A & 60B) into one basic skills course (English 70).
BSI: Acceleration in basic skills mathematics	(In progress) Faculty are also developing curriculum to combine math 52 and math 35 into one, 6-unit course.

d

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

These programs have been successful in focusing the college community's attention on low student completion rates and equity gaps. The college has also been successful in achieving collaboration between matriculation, instruction, and student services. Collaborative efforts to date have allowed the college to achieve some goals. However, to close equity gaps and improve overall completion rates, a higher-level collaboration is necessary. Multiple student success initiatives and grants with overlapping goals have hampered timely implementation of activities. Lack of campus wide integrated planning and coordination of multiple initiatives with overlapping goals also hampered our effectiveness in achieving set goals.

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
Improve completion rates in basic skills English and math	Provided Accuplacer test preparation material and workshops Provided funding support and personnel to plan and participate in the Summer Advantage Program	Recruited DI students for the Summer Advantage Program. Offered extended, in person orientations for DI students who participated in Summer Advantage	Provided funding for faculty and staff to support Summer Advantage efforts Tracked students' course taking patterns and persistence after participating in SA and



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

		Recruited DI students for existing, basic skills learning communities (Puate, Umoja)	provided data to all stakeholders
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2. Describe one Discuss a 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.

One of the most successful activities Norco College has implemented that has significantly increased basic skills math and English completion is the Summer Advantage Program. Summer Advantage is an intervention for graduating seniors in the Corona-Norco Unified School District who assessed one or more levels below college level math and English. Students in the program participate in intensive summer workshops involving brush-up sessions and are tested on materials they should already have covered in their high school course work. After a thorough evaluation of their work by faculty, students who demonstrated knowledge of critical concepts in English and math are allowed to advance up to three levels in each subject, reducing time in basic skills courses by as much as 3 semesters. In addition, program completers are required to attend a one-day orientation where they learn about Norco College requirements for certificates, degrees, transfer, categorical programs, and campus services. Parents are also invited to the one-day orientation. To help direct students towards a goal, Summer Advantage participants complete a 2-semester education plan with a counselor at the orientation. As an incentive for completing the program and orientation, students are given access to early registration for fall term. Student Equity and Basic Skills personnel also help place program completers in categorical or special funded programs to ensure they receive continued support during their first year in college.

Summer Advantage has a proven record in reducing the number of basic skills courses students are required to complete before reaching college level English and math. For example, 77.2% of 2016 Summer Advantage completers moved up 1 or 2 levels in basic skills English and 40.6% moved up 1 or 2 levels in basic skills math. The program has also played a significant role in increasing the percentage of students who enroll in English and math in the first semester. A total of 48.9% of 2016 program participants completed the English basic skills sequence in one academic year as compared to 18.9% of non-participants. In math, 23.4% completed the sequence in one year as compared to 8.3% of non-participants. Summer Advantage completers also achieved significantly higher fall-to-fall retention rates (72.3%) as compared to non-participants (56.6%).

Summer Advantage has served a significant cross section of disproportionately impacted students. The 2016 program served a total of 418 participants, 199 females (49.5%) and 207



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males (47.6%) and 12 (2.9%) unreported. More than half of the male participants (139) were Hispanic, African American, or foster youth.

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.



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

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
1.) Increase the percentage of students who complete the onboarding process (application to census)	<p><i>Organize conferences for high school counselors to keep them informed about the onboarding process and initiatives</i></p> <hr/> <p><i>Provide application and assessment services in local high schools</i></p> <hr/> <p><i>Offer "one-stop shop" application to registration onboarding events</i></p> <hr/> <p><i>Promote dual enrollment opportunities</i></p> <hr/> <p><i>Offer financial aid/ FAFSA workshops for DI students and their parents</i></p> <hr/> <p><i>Increase in-person orientations for first-time college students and DI populations</i></p>	<p><i>Schedule onboarding workshops in local high schools and on campus for DI student groups</i></p> <hr/> <p><i>Provide individualized assistance with the onboarding process for DI students</i></p> <hr/> <p><i>Conduct targeted outreach activities to attract more veterans and foster youth</i></p> <hr/> <p><i>Provide support for Next Phase education program (incarcerated inmates)</i></p> <hr/> <p><i>Promote dual-enrollment opportunities for DI students</i></p>	<p><i>Coordinate implementation of Multiple Measures Assessment Project (MMAP)</i></p> <hr/> <p><i>Provide Accuplacer test-preparation workshops</i></p>	<p>X Access Retention Transfer ESL/Basic Skills Course Completion Degree & Certificate Completion Other: _____</p>



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<p>2.) Increase the percentage of DI students who successfully complete their first year of college and persist to second year</p>	<p><i>Plan and implement Summer Advantage Program</i></p> <hr/> <p><i>Conduct targeted outreach activities increase the percentage of DI students who participate in Summer Advantage</i></p> <hr/> <p><i>Provide follow up services for DI students experiencing academic difficulties</i></p>	<p><i>Plan and implement summer bridge programs for 1st and 2nd year DI students</i></p> <hr/> <p><i>Provide financial support for learning communities for DI students (Umoja, Puente)</i></p> <hr/> <p><i>Identify training opportunities and strategies to help students build non-cognitive skills</i></p> <hr/> <p><i>Develop first year experience program for SA participants and DI students</i></p>		<p style="text-align: center;"><i>Access</i></p> <p><input checked="" type="checkbox"/> <i>Retention</i></p> <p><i>Transfer</i></p> <p><input checked="" type="checkbox"/> <i>ESL/Basic Skills</i></p> <p><input checked="" type="checkbox"/> <i>Course Completion</i></p> <p><input checked="" type="checkbox"/> <i>Degree & Certificate Completion</i></p> <p><i>Other: _____</i></p> <hr/>
<p>3.) Increase the percentage of students who successfully complete basic skills math and transfer level math</p>	<p><i>Provide follow up services for DI students experiencing academic difficulty in math</i></p>	<p><i>Coordinate enrollments of DI students in designated math sections</i></p> <hr/> <p><i>Coordinate embedded tutoring and/or SI for designated math sections</i></p>	<p><i>Shorten the basic skills math course taking pattern</i></p> <hr/> <p><i>Organize learning communities by Schools and math placement with linked guidance courses</i></p> <hr/> <p><i>Implement instructional strategies for helping students overcome math anxiety</i></p> <hr/> <p><i>Designate math sections for DI students instruction</i></p>	<p style="text-align: center;"><i>Access</i></p> <p><input checked="" type="checkbox"/> <i>Retention</i></p> <p><i>Transfer</i></p> <p><input checked="" type="checkbox"/> <i>ESL/Basic Skills</i></p> <p><i>Course Completion</i></p> <p><i>Degree & Certificate Completion</i></p> <p><i>Other: _____</i></p> <hr/>



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

<p>4.) Increase the percentage of students who successfully complete basic skills English and transfer level English</p>	<p><i>Provide follow up services for at-risk students experiencing academic difficulties</i></p>	<p><i>Develop Student Success Teams for English learning communities (faculty, counselors, student success coaches, and peer mentors)</i></p> <hr/> <p><i>Support FYE participants with books and instructional materials</i></p>	<p><i>Increase offerings of ENG 70 accelerated course</i></p> <hr/> <p><i>Provide SI and/or embedded tutoring for accelerated courses.</i></p> <hr/> <p><i>Organize learning communities by Schools and math placement, with linked guidance courses</i></p> <hr/> <p><i>Provide intrusive counseling services in basic skills English sections</i></p>	<p>Access</p> <p><input checked="" type="checkbox"/> Retention Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Course Completion Degree & Certificate Completion</p> <p>Other: _____</p> <hr/>
<p>5.) Improve success rates in certificate attainment, degree attainment, and transfer, particularly of DI students</p>	<p><i>Form Student Success Teams for Schools (Faculty advisors, counselors, educational advisors, and peer mentors)</i></p> <hr/> <p><i>Implement proactive academic and career advisement activities</i></p> <hr/> <p><i>Promote "30 Units Per Year" campaign</i></p> <hr/> <p><i>Implement Guided Pathways activities</i></p>	<p><i>Assign Student Success Coaches to Success Teams</i></p> <hr/> <p><i>Promote "30 Units Per Year" campaign within learning communities for DI students (Umoja, Puente, First Year Experience)</i></p> <hr/> <p><i>Provide training for faculty, staff, and administrators on equity-minded instructional and non-instructional practices</i></p>		<p>Access</p> <p>Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p>ESL/Basic Skills Course Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p>Other: _____</p> <hr/>



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

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).

The college will accomplish integration of matriculation, instruction, and student support because all stakeholders were involved in developing and vetting the goals and activities contained in our integrated plan. We implemented an inclusive process to develop our goals and activities to ensure that a high level of coordination across divisions and services will occur during the implementation phase. Furthermore, the goals and activities were developed to support and enhance Norco's "Completion Initiative (CI)" and other initiatives. CI serves as an overarching umbrella for the college's local, regional, and statewide success and equity initiatives. A review of 2010-2014 cohort data of all first-time students revealed that only 9.8 % of these students had completed a degree or certificate in four years. African Americans, African American males, Hispanics, part-time students, and older students were the lowest performing across all metrics. The 2015 Student Equity plan study further supported these findings. These data prompted the college community to launch CI. It is comprised of five interconnected components. The five components are: meta majors (Schools), guided pathways, faculty advisement, linking college work to careers, and developing models of student care. CI represents major shifts in the institution's approach to supporting all students towards their goals of degree completion, and it is also designed to address inequities. The components are also designed to integrate matriculation, instruction, and student support services. Additionally, because CI is Norco's overarching student success initiative, the college's existing programs and grants such as Summer Advantage, Title V grants, the Basic Skills Transformation Grant, and Student Equity have aligned their activities to support CI components without losing focus on the needs of DI student groups.

The college has ensured coordination between student equity-related categorical programs and campus-based programs by including personnel from these programs in the development of the integrated plan. In Spring 2017, the SSSP/SE/BSI work groups were brought together to develop goals. Directors, coordinators, and staff members of EOPS, Umoja, Puente, FYE, Phoenix Scholars (foster youth), Veterans Center, Disability Resource Center, Learning Resource Center, CalWORKs, financial aid, TRIO, and directors of federal grants, serve on one or more of the work groups. These workgroups held joint, bi-monthly meetings to discuss the integrated plan's requirements and to develop goals that are aligned with existing initiatives. In June 2017, these workgroups organized a retreat and invited additional faculty, staff, and administrators to help develop activities for each goal. Attendees were divided up into five groups by area of expertise and were asked to develop integrated activities for their assigned goal. Afterward, each group shared their proposed activities followed by questions and answers. The planning process implemented to develop Norco's integrated plan and activities was inclusive and it took into account extensive feedback and recommendations from faculty, staff, administrators from all divisions, including equity-related categorical programs.



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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).

Not applicable. Norco College does not currently offer noncredit courses.

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

The college will develop a comprehensive professional development plan for all employees. The plan's components may include on-going training on RP Group's Student Support (RE) defined, six success factors framework and Completion by Design. These trainings are aimed at helping colleges on how to deliver support both inside and outside the classroom for all students, with a focus on equity. The plan may also include partnering with USC's Center for Urban Education (CUE) to implement the Equity Scorecard process, which helps uncover practices that contribute to equity gaps. CUE's services include on-going trainings and evaluation on equity-minded instructional and non-instructional practices.

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)

The student success goals will be evaluated annually to analyze milestones and outcomes. All outcomes will be disaggregated by ethnicity, age, and gender. The first goal involves the onboarding process and measures numbers and percentages of students who move from application to census. The second goal is a calculation of the percentage of students who enroll in three consecutive semesters (fall-spring-fall). The third and fourth goals focus on new students that complete transfer-level English or math within one and two years from entering. The fifth goal calculates six-year rates for degree-, certificate-, and transfer-completion.

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).

District wide collaboration exists on several fronts. All colleges are now using the Multiple Measures Assessment Program (MMAP) for placement in English and math. Students may use their MMAP placement at all three colleges. The mathematics and English disciplines are continuing to collaborate on acceleration efforts to shorten the time it takes students to complete basic skills math and English. District wide coordination efforts are also underway to improve recruitment of foster youth and to develop a seamless matriculation process focused on improving their transition from high school to college.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018



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

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.

(Budget Plan is under development)

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 is under development. A link will be placed here)

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?

- Webinars on effective, integrated planning implementation and assessment
- Due to the likelihood of similarities between colleges' IP activities, the Chancellor's Office should consider facilitating conference calls for practitioners to share their successes and to discuss the challenges they are likely to encounter during the implementation phase of the IP activities. To attract participants, conference calls should be focused on specific types of activities and marketed to certain audiences (i.e., coordinators, faculty, staff, or administrators).
- Workshops on data visualization would allow stakeholders to more easily understand student success and completion data. The RP Group is a leader in this area. The data visualizations illustrated in their publications allow audiences to easily interpret disproportionate impact, and student success outcomes.

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	Dr. Gustavo Ocegüera
Title	Dean, Grants and Student Equity Initiatives
Email Address:	Gustavo.Ocegüera@norccollege.edu
Phone	951-453-6257



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

Alternate Point of Contact:

Name: Dr. Tenisha James
 Title: Interim Dean, Student Services
 Email Address: Tenisha.James@norcocollege.edu
 Phone: 951-370-7130

Part III – Approval and Signature Page

College: Norco College

District: Riverside Community College District

Board of Trustees Approval Date: December 12, 2017 (pending)

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.

<u>Dr. Bryan Reece</u>	_____	<u>Bryan.Reece@norcocollege.edu</u>
Chancellor/President	Date	Email Address

<u>Mr. James Reeves</u>	_____	<u>James.Reeves@norcocollege.edu</u>
Chief Business Officer	Date	Email Address

<u>Dr. Samuel Lee</u>	_____	<u>Samuel.Lee@norcocollege.edu</u>
Chief Instructional Officer	Date	Email Address

<u>Dr. Monica Green</u>	_____	<u>Monica.Green@norcocollege.edu</u>
Chief Student Services Officer	Date	Email Address

<u>Ms. Peggy Campo</u>	_____	<u>Peggy.Campo@norcocollege.edu</u>
President, Academic Senate	Date	Email Address

BSI/SE/SSSP 2017-2019 Integrated Plan Goals and Activities

GOAL 1: Increase the percentage of students who complete the onboarding process (application to census)

Activities

- a. Fall & Spring partnership conferences for high school counselors
- b. Multiple Measures Assessment Program (MMAP)
- c. “One-Stop Shop” application to registration onboarding events
- d. Onboarding workshops in local high schools focused on disproportionately impacted (DI) student groups
- e. Promote dual-enrollment opportunities
- f. Financial aid/FAFSA workshops for students and parents of DI student groups
- g. Next Phase prison education program
- h. Outreach and recruitment of veterans
- i. Outreach and recruitment of foster youth
- j. Increase in-person orientations for first-time college students and DI populations

GOAL 2: Increase the percentage of disproportionately impacted students who complete their first year of college and persist to second year

Activities

- a. Summer Advantage Program
- b. Summer bridge programs
- c. First year experience program
- d. Second year experience program
- e. Identify strategies to build students’ affective, non-cognitive skills

GOAL 3: Increase the percentage of students who successfully complete basic skills math and transfer level math

Activities

- a. Organize cohort/learning communities by schools and DI groups, with linked guidance courses
- b. Shorten the time it takes students to successfully transition to college level math
- c. Implement instructional strategies for helping students overcome math anxiety
- d. Designate math sections for DI students and support with embedded tutoring/SI

GOAL 4: Increase the percentage of students who successfully complete basic skills English and transfer level English

Activities

- a. Increase offerings of ENG 70 accelerated course
- b. Provide embedded tutoring/SI for accelerated courses
- c. Organize cohort/learning communities by schools and DI groups, with linked reading and guidance courses
- d. Provide intrusive counseling services in basic skills sections

GOAL 5: Improve success rates in certificate attainment, degree attainment, and transfer, particularly of disproportionately impacted students

- a. Form student success teams for each School (Faculty advisors, dedicated counselors, student success coaches, and peer mentors)
- b. Support proactive academic and career advisement activities
- c. Launch “30 units Per Year” campaign for traditional, first-time college students
- d. Support Guided Pathways activities
- e. Provide training for faculty, staff and administrators on equity-minded instructional and non-instructional practices

**Integrated Budget Template: BSI, Student Equity, and SSSP
for fiscal reporting period July 1, 2017 - June 30, 2018**

Riverside CCD
Norco College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 6,143	\$ 152,330	\$ 478,326				
2000	Classified and Other Nonacademic Salaries	\$ 145,949	\$ 325,748	\$ 556,937				
3000	Employee Benefits	\$ 50,000	\$ 228,510	\$ 404,493				
4000	Supplies & Materials	\$ 15,000	\$ 34,711	\$ 40,632				
5000	Other Operating Expenses and Services	\$ 35,000	\$ 13,000	\$ 35,099				
6000	Capital Outlay	\$ 25,000	\$ -	\$ -				
7000	Other Outgo	\$ -	\$ -					
	Program Totals	\$ 277,092	\$ 754,299	\$ 1,515,487	\$ -	\$ -	\$ -	
					Mismatch		Match	
		BSI, SE, & SSSP Budget Total						\$ 2,546,878

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry				X
	2. Shared Metrics				X
	3. Integrated Planning			X	
Design	4. Inclusive Decision-Making Structures			X	
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities			X	
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports			X	
	10. Integrated Technology Infrastructure			X	
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities			X	
Overall Self-Assessment				X	

Self-Assessment Items

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>● Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

In 2015, the college made a startling discovery. A review of their 2010-2014 cohort data of all first-time students, a total of 2,474 students, revealed that only 9.8 % of these students had completed a degree or certificate in the course of four years. African Americans, African American males, Hispanics, part-time students, and older students were the lowest performing across all metrics. In response, a Completion Initiative Summit was held in which attendees carefully reviewed two documents: 1) The 2015 Aspen Prize for Community College Excellence; and 2) The Game Changers, a document produced by Complete College America. Simultaneously, the College was preparing its Equity Plan, framing its discussions around Completion by Design's "Loss and Momentum Framework," and the work done by the Research and Planning Group for California Community Colleges (The RP Group) which focuses on six success factors that contribute to student achievement.

Based on this research and its own completion data, Norco College designed a holistic Completion Initiative (CI) comprised of five interconnected components, each of which addresses institutional barriers to completion: meta majors, guided pathways, faculty advisement, linking college work to careers, and developing models of student care. The academic senate and key shared governance committees have strongly endorsed the CI and are now engaged in all aspects of its implementation.

- *Meta majors (renamed Schools)* – The College has developed four schools with the intent of helping students choose a major and degree based on their interests, knowledge, skills and abilities. The four schools are Arts & Humanities, Business & Management,
- Social & Behavioral Studies, and STEM (with subdivisions of Science & Health and Technology, Engineering & Math). Within each school a community of learners can be created amongst students with similar academic interests.
- *Guided Pathways* – Starting with its Associate Degrees for Transfer (ADT's), the college is also developing highly structured pathways that identify the courses students need, grouped within 15 unit increments. This is designed to minimize the choices students have to complete a degree/certificate by providing them with a roadmap and additional support structures in order to reduce the time it takes students to complete a degree or certificate.
- *Faculty Advising* – Conducted by instructional faculty, faculty advisement (FA) is designed to enhance the quality of a student's college experience through mentorship and increased communication with instructional faculty. Aligned within the schools, faculty advisors help students explore educational and career goals as well as identifying program pathways for a student's given degree. Counselors led the faculty advisement trainings and each school has two counselors assigned.
- *Linking College to Career* – One of the ways in which meta majors/schools and guided pathways interconnect with a faculty advisement model is through an exploration of careers that are related to various degrees. The College is increasing

opportunities for career exploration, personality assessment, industry partnerships, and earn-and-learn/internships in order to support students' completion of certificates and degrees. Career resources are linked on the Schools website for students, faculty, and staff to reference.

- *Models of Student Care* – Lastly, in response to both the research findings, and the voice of its own students, the college is developing more intentional methods of supporting student success and completion, with opportunities for students to mentor and support other students. As of fall 2017, student mentors were hired to support each School and serve as a team member along with counselors and faculty advisors.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The college adopted a tri-chair structure for all of our standing committees within our integrated strategic plan. This allows for cross perspectives from the development of an agenda to running the meetings that lead to more enriching conversation and decision-making whereby all constituents contribute to the discussion and inquiry related to student equity, success, and completion.

Following the Completion Initiative Summit in summer 2015, the college has engaged in brown bag sessions, strategic discussion, and action related to college completion. This fall marked the soft launch of the College's Schools that include counselors assigned to Schools, trained faculty advisors, hiring of student mentors by School, linking college disciplines to careers, and the development of guided pathways within the Schools starting with the Associate Degrees for Transfer (ADTs).

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Our greatest challenge to date is the involvement of our front line staff at this stage of our Completion Initiative due to their workload. In order for institution to completely change our structure of how we help students choose and enter their path along with staying on path, we need to involve our classified staff more in the solving the issues. This fall, the student services team members will engage in inter-departmental discussion on how to improve our student onboarding process.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>● College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College has established a data-guided culture over the past decade that has been reflected in several areas. First of all, the following strategic planning goals are comprised of a comprehensive set of metrics that reflect the multidimensional character of an effective institution: Increase Student Achievement and Success, Improve the Quality of Student Life, Increase Student Access, Create Effective Community Partnerships, Strengthen Student Learning, Demonstrate Effective Planning Processes, and Strengthen Our Commitment to Our Employees. Within these seven goals there are 44 measurable objectives that are analyzed, reviewed, and reported every year. Whenever a new initiative or program is introduced to the college, the constituencies involved routinely look to the strategic planning goals to look for shared assessment metrics. In addition to the strategic planning goals, Norco College has established seven evaluation mechanisms to assess the planning process. These evaluation mechanisms are conducted either through surveys or qualitative processes that provide feedback on how the planning process is functioning. In addition, every other year an assessment of the evaluation mechanisms is conducted to find out if any improvements can be made to the evaluation process.

Another area exhibiting shared metrics is in program review. Within the instructional programs, every discipline is required to analyze multiple years of success, retention, and efficiency to explain longitudinal trends in their own discipline-specific data. In addition, program review requires that each discipline look at the pipeline of students related to their programs by looking at the numbers of students declaring various majors, and the numbers of students graduating in the same programs. Student services also conducts a robust analysis of data as part of their program review. Every student service is required to comment on program demographics (including ethnicity, age, gender, and student status), fall-to-fall persistence, success, comprehensive SEP rate, unit load, and semester GPA. These are some examples of how Norco College utilizes shared metrics as part of the regular business at the college.

2. Describe one or two accomplishments the college has achieved to date on this key element.

As mentioned above, one accomplishment is the “data-friendly” culture which exists at Norco College. The above statement gives examples of how this culture expresses itself, but it’s also exhibited in the flow of resources to this office. When the Office of Institutional Effectiveness (OIE) was first established it was comprised of one employee, the Dean of Institutional Effectiveness. It became readily apparent that to meet the data needs of the college, the staff would need to grow. At present, the OIE is comprised of three full-time IR specialists, an administrative assistant, and potentially 1-2 more staff who will come on board to support assessment/data efforts at the college. This has allowed the OIE to support the growth of the institution toward developing a culture where data is welcomed and invited in the dialogue of the college processes. Another accomplishment is related to the disaggregation of data. Prior to the funding of equity initiatives in the California Community Colleges, Norco College was already disaggregating data from multiple sources. For over a decade, any new

common final exam that was used for completion of a course or advancement to the next level was disaggregated and analyzed for disproportionate impact. In addition since 2012, the strategic planning goals included disaggregation of completion metrics for course-, certificate-, degree-, and transfer-completion rates. Equity metrics were also disaggregated; however, Norco College further subdivided every student equity group by gender, and this provided data which has given a strong focus to our current equity plan. By subdividing by gender it was found that men of color (defined as Hispanic and African-American males) were consistently underperforming in all achievement metrics. These data led to the creation of equity initiatives such as mentoring programs, summer bridge programs, first year experience programs, and enhanced academic support.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge to creating shared metrics is the multiplicity of initiatives which require that we report out on “their” metrics. Some examples of this are the IEPI Indicators, CCC Guided Pathways, Scorecard, and several grant specific outcomes that must be collected on an annual basis. Fortunately, initiatives are starting to integrate, such as BSI/Equity/SSSP, but these are the minority. As a college, we will be writing a new strategic plan to begin in 2018-19. In current discussions, we have promoted the idea of having a set of indicators (hopefully no more than 10-15) which will capture the work of all initiatives, programs, and possibly newly acquired grants. This integrated approach to shared metrics will keep the focus of the institution moving in the same direction and more effectively fostering student achievement and success.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT) 	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>● Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Integrated planning with pathways framework as guiding principles is in progress.</p> <p>Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach agreement or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives.</p>

<ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			<p>beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College's efforts in adopting a guided pathways model and moving forward in our completion initiative comes up in virtually every meeting as it is in the forefront of our planning processes in how to transform our institution. The college aligns all strategic goals/objectives with a council, committee, or workgroup. The culture of the college promotes consensus building to support decision making in leveraging existing programs and initiatives in resource allocation and program enhancements. Examples of this include retreats designed to build consensus on program directions such as our summer 2015 Completion Initiative Summit and spring 2017 Integrated Planning Retreat.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Since 2012, the College has offered incoming high school graduates the opportunity to participate in the Summer Advantage program. This last year, we redesigned this award winning summer program to incorporate the adoption of the Pathways Schools. Students were introduced to their Schools and the concept of guided pathways. We look for every opportunity to integrate what we are doing with existing programs and initiatives.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One potential barrier in integrated planning at the College is the change with integrating budgets to ensure there is no duplication and there is an alignment of key objectives. As we advance in our efforts to integrate programs and initiatives, we are challenged with not giving too much to one committee to manage. This leads us to questions whether we need an "Initiatives Council" will various members representing other shared governance bodies to best align the college-wide efforts going on in existing councils, committees, and workgroups.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

As we look forward, when our Completion Initiative efforts are fully integrated into how we do business, how will we ensure we sustain the efforts and momentum in ensuring the integrity of the CI process through our strategic planning process? What will the maintenance of our Completion Initiative look like in the integrated strategic plan? Norco College is in the process of revising the Strategic Plan this year which provides an opportunity for integration of the goals of the Completion Initiative into the strategic planning processes.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p>	<p>○ Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>● Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College hosts an open college-wide Completion Initiative workgroup meeting monthly where various college constituents provide input on the infrastructure of the College's Schools. There is a clear distinction between what is in the workgroup's purview and what decisions must be made by the academic senate. Council and committee members representing bargain units are assigned by those bargaining units.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have institutionalize our completion initiative efforts through our decision-making structures. Meeting agenda and minutes go out to all entire college listserv. The structural accomplishments are found on the College's website under the Schools webpage.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Although the Completion Initiative workgroup is open to all, there are not enough front line staff members and students present so we need to more intentionally integrate our front line staff and students.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>● Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College is in the early adoption phase. We have a strong middle college high school partnership. In mid-2015, we received the Fund for Student Success grant allowing us to hire a support team consisting of a part-time counselor, educational advisor, and admissions support staff. As a result, the number student education plans completed have risen exponentially along with college graduation rates. In fall 2017, we implemented a College and Career Access Pathways (CCAP) agreement with four pathways. We are in development of two additional CCAP agreements with two different school districts expected to start in spring 2018. We have a strategic initiative to develop 15 such partnerships in the next five years.

We have developed guided pathways for ADTs as of fall 2017. We are working on other degree programs and School trailheads to make course selection easier for students based upon their School. There are pockets of partnerships with four-year institutions but greater efforts need to be made to strengthen this area across our institution.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Some of our accomplishments include hosting a counselor-to-counselor summit with our local K-12 school district in October 2017. Our commitment to establish CCAP agreements with three or more local school districts. To support these efforts and the development of college-to-career pathways, the College received a California Career Pathways Trust (CCPT) grant. Our CCPT grant of over \$12m spans over four college districts and eight high school districts in the Inland Empire.

Another accomplishment has been the data partnership with our local K-12 school district that set the foundation to adopt MMAP. In November 2017, one of our faculty leaders is scheduled to present the findings of MMAP efforts to date as well as a study recently conducted by the English discipline to confirm placement results using MMAP.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge we need to address is that making sure our CCAP agreements align with the trailheads being developed for the Schools.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</p>	<p>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>● Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.</p>

Please respond to the following items (500 word maximum per item) – RESPONSE FROM CAGP SCALE OF ADOPTION

1. Please briefly explain why you selected this rating.

We are currently in the process of scaling guided major and career exploration opportunities. The Norco College Completion Initiative has facilitated the creation of meta-majors through the reorganization of all programs students into four schools - Arts & Humanities, Social & Behavioral Sciences, Business & Management, and STEM - and organization of guided pathways beginning with the Associate Degrees for Transfer (ADTs) that articulate term to term course suggestions grouped in 15-unit increments. Additionally, the college has expanded dual enrollment offerings through increased course offerings, clear pathways that lead to associate degrees, and intrusive counseling at multiple high school sites. These efforts create clear and guided pathways for students pursuing ADT's and dual enrollment students. The college has begun to address career exploration by providing increased opportunities for personality and career workshops and assessments, engaging with industry partners, and through online career resources on each of the school's websites.

The college's CTE division has already experienced success under this model and is providing a template for other departments and school's to follow.

Future scaling will involve creating structures and processes to assist students in exploring majors and careers, and guiding them into the appropriate pathway. The college intends to address this gap through the launch of EduNav, an online student education planning tool that provides personalized term to term course planning and links majors to careers. The EduNav software also provides counseling and advising teams with real time data in order to monitor and track student progress on their pathway and provide appropriate interventions. These success teams responsible for keeping students on path will include a faculty advisor, dedicated counselor, educational advisor and peer mentors. In addition to the adoption of EduNav and creation of success teams, continued collaboration is required to create guided pathways for transfer and standard majors.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The biggest accomplishments to-date include the reorganization of all programs of studies into schools and the guided pathways for ADTs. Both required a high level of faculty engagement and collaboration campus-wide. From idea to inception, the college strategically facilitated the necessary dialogue and discussion over a two-year period, including investing in a Leading From the Middle team of key representatives to lead the meta-majors project. This process ensured that all constituents were provided opportunity to contribute to the development of the schools and ADT guided pathways.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The biggest challenge Norco College currently faces is its inability to monitor student progress on a pathway. Currently, our antiquated systems for creating and updating comprehensive education plans (SEP) do not lend themselves to tracking and monitoring student progression, nor does it provide term by term course planning sequences for students. As a result, when students are off-path the college is not able to re-direct them appropriately, and students are often ill-informed regarding course sequences. The college intends to address this barrier through the adoption of EduNav, the online SEP tool, in Winter/Spring 2018 with a soft launch and full-scale adoption in Fall 2018.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental sequence • Curricular 	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p>● College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

innovations including creation of math pathways to align with students' field of study.				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

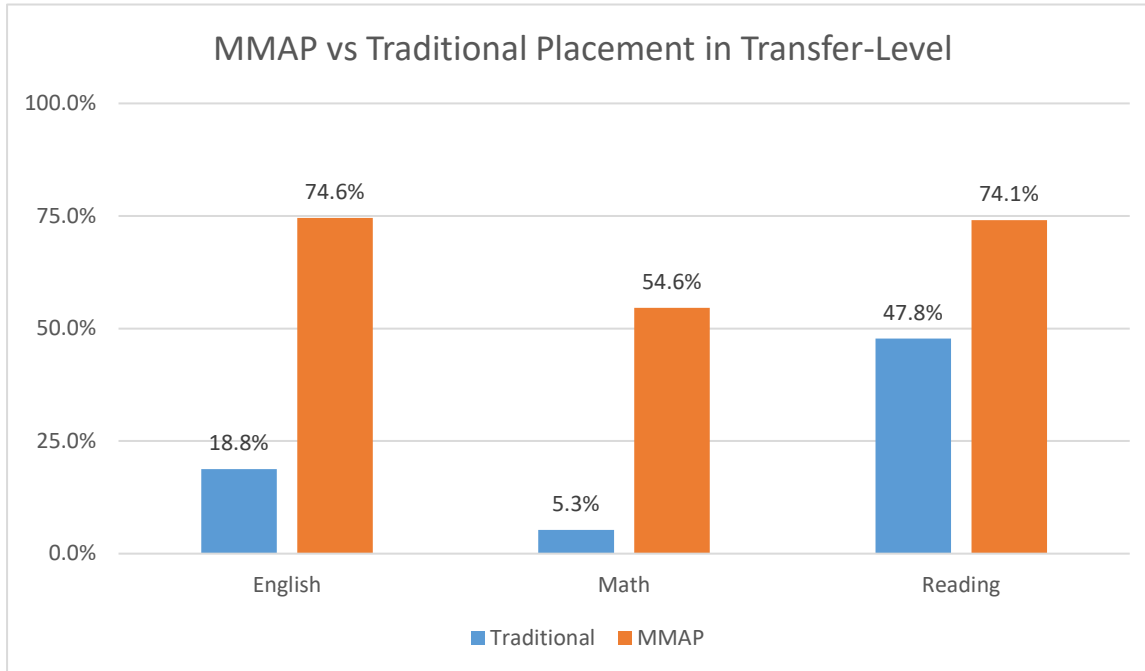
Over the past 5 years, the process of directing students to appropriate English and math courses has increased in scale. In 2013, the Summer Advantage program was completed by 268 students and was limited to recent graduates in the local K-12 district. By 2015, Summer Advantage completers numbered at 483 recent graduates. Summer Advantage was based on the assumption that students would get “best placement” if they were allowed to show what they know through intensive workshops involving brush-up sessions and testing on material they should already have covered in their high school course work. After thorough evaluation by faculty of their knowledge of critical concepts in English and math, students either received their best placement by staying at the level of initial placement or by being advanced to a higher level. Through this process, students had the potential of advancing up to three levels in English or math; potentially reducing time in basic skills courses by as much as 3 semesters. In addition to the English or math workshops, students were also required to complete a full-day orientation during Norco Orientation Week (NOW). Beginning in 2016, Norco decided to become one of the pilot colleges for the Multiple Measures Assessment Project (MMAP). MMAP is a collaborative effort led by the RP Group and Cal-PASS Plus to develop, pilot, and assess implementation of a statewide placement model using multiple measures. MMAP’s goal is to find an assessment process that is more effective for student success by utilizing performance in high school English and math courses, as well as overall GPA to place students at appropriate levels. At the beginning of the MMAP process, outcomes were assessed for pilot groups and compared against traditional methods of placement. During spring 2017, MMAP was fully implemented for all incoming students. Although this appears to be full-scale adoption, due to the newness of this method one-year outcomes have not been gathered and so Scaling in Progress is our current phase of adoption.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Regarding Summer Advantage outcomes, students have been able to save approximately 1-2 semesters of coursework in basic skills. Additionally, they have been equally successful in the courses they are placed as other students in the same classes with them. One year outcomes for Summer Advantage students have been very encouraging. For English, 1-year transfer completion is approximately 3-4 times higher for Summer Advantage as compared to those who don’t go through the program. For math, 1-year transfer completion is more than double the rate of those who don’t go through the program.

MMAP is relatively new but there have been encouraging outcomes for placement and course success to date. At present, MMAP has shown phenomenal impact in shortening the time it takes for students to successfully transition to transfer-level English and math. In the chart below, transfer-level placement is compared between MMAP and traditional placement. As can be seen by comparing the blue and orange bars, the ratio of students that place at transfer-level in English, math and

reading have increased dramatically, sometimes as much as ten times the percentage of traditional methods. Also, in an analysis of student subgroups, all groups experienced this dramatic elevation into transfer-level courses. Finally, in following students into the courses taken immediately after placement, no significant difference was found in student success rates when comparing MMAP students to those placed by traditional means. This is great news since it indicates that MMAP is not placing students higher than their ability to perform successfully at transfer level.



3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

For Summer Advantage, the primary challenge was increasing the scale from approximately 500 to addressing all incoming students, approximately 1,700 new students. This challenge is what led us to adopting MMAP as a method to increase scale of effective placement for success. MMAP has had a few challenges as it was implemented. Initially, a challenge was figuring out how to provide English, math, and reading placement to students immediately after completing the assessment process. This required Norco College to automate the process through the use of self-reported multiple measures. One final MMAP challenge is addressing the needs of special populations, such as disabled students and second language learners. This is being addressed through the intervention of disabled students staff and the input of the MMAP Implementation Team.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>8. CLEAR PROGRAM REQUIREMENTS</p> <p><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>● Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

access to relevant transfer and career outcomes).				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

With the creation, development and implementation of the Completion Initiative at Norco College, the past three years have produced a concerted effort to institute resource information pieces that provide students with a more comprehensive approach to course planning. Initially designed using a Semester-By-Semester approach in counseling, now there are increased efforts to provide prescribed Pathways to students predicated on the intended education goal (i.e. graduation, transfer, or vocational skill training.) Thus far, Pathways directed towards completion of an Associates Degree in Transfer (ADT) have been developed for student use. The process of clarifying the path continues with the implementation of new software programs (EduNav), continued focus on additional Pathway development, reflective of certificates, Areas of Emphasis (AOE) and other vocational programs.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Introduction to mapped pathways and meta-majors (Schools) was initiated to first year college students enrolled in a bridge program (Summer Advantage) for 2017. All students (approximately 600) enrolled were assisted in a learning outcome where they acquired resources and knowledge needed to research and develop an education plan with counselor support. Additionally, a Faculty Advisement model was introduced during the 2016-2017 school year and faculty volunteers totaling more than thirty (30) met with their counseling colleagues to receive training on best practices for advisement of students in questions related to career, major and chosen industry. These faculty members now operate via the Schools as points of contact for students seeking advisement on what careers and/or schools might best suit their declared program of study.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Although the model appears to be sound as described above, two potential challenges to its progress and potential success are available funding and dedicated access by students to faculty and support staff. The plan is for counselors to be dedicated to each of the Schools, with an appropriate number assigned based on the number of students in the School. This would suggest that at least eight full-time counselors would be needed. Currently there are only five, general funded counselors on faculty. While others have been added via categorical funding, the majority of all counselors have been reassigned to other programs and initiatives (i.e. Puente, Umoja, EOPS, Dual Enrollment, etc.) and therefore are not available to be dedicated to one particular Meta-Major. Additional funding is needed in order to hire the counseling faculty needed to properly serve the Schools.

In addition, Pathways suggests operating using a case management approach for each student enrolled to insure an efficient and successful navigation from college to career. Estimates suggest that this would mean each student receiving a contact

from college personnel at least twice a semester, with more for those on Early Alert, Academic Probation, or part of an identified high-risk group. Although Faculty Advisors are beneficial to student progress, their primary responsibility of instruction precludes them from meeting multiple times with multiple students. Counselors equally are limited with the current counselor to student ratio being 1:1200. Additional support staff such as Education Advisors or Student Success Coaches are required where each person is provided a caseload of approximately 200 students for whom they become the primary contact and act as supporter and advisor to the student during his or her time at the college.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face,</p>	<p>● Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

		and ways to improve coordination and support services.		
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

For nearly three years, the College has been engaged in discussions and practices to support the Completion Initiative. Since the advent of Summer Advantage, open to all for first time students from our feeder school district, instruction and student services has worked proactively to integrate student support services. This interactive collaboration set the groundwork for the Completion Initiative beginning in spring 2015. Over the next two years, the College engaged in brown bags and workgroup meetings to develop the five components of the Completion Initiative. In fall 2017, Norco College first launched the Schools (meta-majors) where all programs of study are mapped to one of four Schools – Arts & Humanities, Business & Management, Social & Behavioral Studies, or STEM (Science & Health or Technology, Engineering, & Mathematics). Within each of the four Schools, the College assigned two counselors, a cadre of trained faculty advisors, student mentors, and soon we will employ paraprofessionals (Educational Advisors) to accompany each School. The College webpages for the Schools, while still under development, contain valuable information regarding the Schools. In addition to the individuals associated with the Schools, the College developed infographics associated with each discipline linking college to careers and has begun efforts to develop guided pathways. Completed to date include all ADT's and certificate pathways. This winter, we anticipate the development of trailheads for each school, providing students within each School with suggested courses to start with regardless of what pathway they are in within each School. From there, the College faculty will develop the pathways associated with the AOE and transfer degrees.

This fall, the College actively engaged in developing the platform needed to launch EduNav, an interactive educational planning tool. EduNav's guided pathways solution is completely dynamic. EduNav detects changes in elements of the plan, such as class sections filling up, a student registering to a different course, or a new hold on a student's authorization to take a class, and automatically recalculates and updates the entire plan, replacing courses where necessary to keep the student on the most optimal path to completion under the new circumstances.

By the end of fall, all of our degrees and certificates in our degree audit system will be live and ready for students in EduNav. Over this next year, special populations of students will be selected to engage in this interactive educational planning tool. By the 2018-2019 academic year, all first time students will have access to the EduNav system. With EduNav system operational, this will provide an electronic tool for the School teams to use to monitor to provide timely support. Currently, we are able to identify students by School for faculty and staff to follow up with and provide targeted outreach and support.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The Completion Initiative was adopted as an institutional goal by our Academic Senate and Institutional Strategic Planning Council. Components of the Completion Initiative are discussed and worked on in multiple councils and committees throughout the College. On a monthly basis, the Completion Initiative workgroup meetings to collaborate on progress made and next steps. All members of our community are engaged in some way with the Completion Initiative agenda and moving in the same strategic direction to change the college-going experience for all students coming into our institution.

Norco College is one of 20 colleges engaging in the California Guided Pathways project. We have a college team made up of our president, VPSS, VPAA, Dean of Institutional Effectiveness, faculty leaders in Art, English, and Guidance, and we recently added our Dean of Student Services and Dean of Grants and Student Equity Programs. The addition of these two deans ensures the work we are doing in the CAGP project are aligned with our Integrated Plan.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge that may hinder progress is the reallocation of resources and supports around the Schools. Many of our staff and counseling team members are funded with categorical or grant funds that tie them to particular populations of students, programs, and/or services.

Another potential challenge involves keeping the students on the path by ensuring we schedule courses to ensure students can take the courses they need when they need them to complete their programs in as short a time as possible. Our faculty have made substantial strides to support optimal course scheduling such as chairs following a prescribed Scheduling Time Grid for all course offerings at the college; chairs ensuring there are no course overlap; heavier course scheduling at peak times; and chairs providing 2-year rotations for all ADT and CTE degrees and certificates. We are engaging in discussions around year-around scheduling that we hope to implement in 2018-2019. This will allow students to plan their course schedules a year out and give chairs more information on future course demand. This coupled with EduNav are hoped to contribute positively to enrollment management.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> ● Link student demand to scheduling ● Ability for students to monitor schedule and progress (e.g., Degree Audit) ● System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.) 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>● The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

<ul style="list-style-type: none">• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)• Others				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College has contracted EduNav to begin 2017-2018. We are piloting this program now for students and will have full implementation of the program in the summer 2018. This software should allow students to and the institution to track progress and implement pathways.

Timeline for implementing next steps:
2017-2018 pilot
1 implementation

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have an Early alert program in place but it is underutilized by faculty.
Student support areas have access to students on early alert list. We plan to implement tracking using EduNav.
Plans embedded into our Completion Initiative – School teams consisting of faculty advisors, counselors, peer mentors with a soft launch in 17FAL

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

As part of a multi-college district, there are issues with implementing software and practices through the district offices. This new software needs to connect and respond to scheduling software which needs updating. This creates a limiting factor.

New software creates the need for training for students, faculty, counseling staff and educational advisors. That takes time.
We have high expectations.

Scheduling technology needs to be addressed. To implement year-round scheduling. Additional access to metrics and analytics will be necessary to respond to changing needs and pathways.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>● Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and staff to refer 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning

			<p>students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<ul style="list-style-type: none"> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College has regular professional development for faculty, staff and managers. The three trainings are usually handed separately and organized separately. The faculty have a committee and coordinators who organize faculty professional development. The staff have and unofficial groups who organizes training. Managers handle professional development on their own (e.g., conferences) with some training offered through HR. The planning for training is nor formally or systematically tied to strategic planning.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Norco College recently opened a new physical space for professional development. The College has also started on a dialogue to coordinate all professional development under one body and make sure training is connected to our strategic goals.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One barrier has to do with 10+1. Some faculty believe that faculty shared governance must be under the Senate exclusively. If this interpretation prevails, it will be difficult to bring all professional development together under one umbrella. HR at the District does not have a tradition of collaborating on PD with the college and does NOT shape their training to meet college strategic goals.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Norco College has applied to the Leading From the Middle Academy in order to address this goal specifically. There are plans to create an integrated two-year professional goal plan with the goals of the completion initiative in mind. Additional support for teaching and learning has also been emphasized to ensure pillar #4 of the Pathways is taking place.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>● Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Learning Outcomes at Norco College are addressed college-wide through systematic Program Review. Our Professional Development Committee, Assessment Committee and our Teaching & Learning Committee are collaborating to ensure even more consistency across the college.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We utilize a common vocabulary college-wide for Learning Outcomes, with multiple committees involved with ongoing assessment. Although we have an Assessment Committee, it is through collaboration of multiple groups that we achieve goals. For example, success rates in Distance Education course has been historically lower than Face-to-Face courses, so the Professional development Committee worked with Administration to offer faculty training in distance Education as part of FLEX training. Also, the creation of the Teaching & Learning Committee in fall 2016 was supported by our Academic Senate and Administration. The Teaching & Learning Committee is a standing committee of Senate and now fill a void that previously existed, linking student success to classroom pedagogy/andragogy. The Teaching & Learning Committee reports back to Senate and also works closely with the Professional Development Committee to ensure meaningful professional development geared towards student success is provided.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We are trying to move to a new Program Review system, utilizing TracDat, which will integrate Assessment and Program Review in an online platform. It is a challenge to negotiate our needs with the tech provider and also support faculty in a new way of inputting their reports.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

The Teaching & Learning Committee and Professional Development Committee have submitted applications to participate in a Leading From the Middle (LFM) Institute in 2018. Each committee has proposed projects which will link Guided Pathways to

professional development and teaching and learning. If we are accepted, this will be a tremendous boost to our current efforts and will help us move into full-scale adoption.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student’s learning.</p>	<p>○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>● Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The assessment loop consists of gathering data on outcomes (SLOs, SAOs, AUOs), determining if the results are satisfactory by meeting a benchmark (or goal) for achievement; and if they are not, making changes in the program (and reassessing) to see if they make a difference in student learning until reaching the benchmark. Closing the loop in instruction consists of meeting the benchmark set by discipline faculty for the course. During 2016-17 there were 42 programs of study in which students could receive state-approved certificates or associate degrees. In addition to these programs, the general education pattern for the associate degree is considered a separate program that must be included in the program count. In 2016-17 a six-year cycle of instructional program assessment was approved by the Norco Assessment Committee. In fall of that year, a large-scale program assessment project was initiated. At the close of 2016-17, Norco College had assessed 41 out of the 42 programs. Due to this effort, the ratio of loop-closing for instructional programs increased to 19/43 (44.2%). This percentage represents more than triple the rate of the previous year (13.3%). We selected sending in progress in part because we have not yet made outcomes data available to students – at least not in a readily accessible format (program review).

2. Describe one or two accomplishments the college has achieved to date on this key element.

In addition to assessing instructional programs, assessment also occurs in administrative units and student services which together have 32 programs. In both student services and administrative unit assessment, closing the loop is defined as meeting the specific targets set in program review within the academic year. In student services, 20 out of 20 programs closed the loop. In administrative units, 9 out of 12 closed the loop. In total, 48/75 programs (64%) closed the loop.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

While we have been using TracDat for some time to assess course SLOs, we are in the process of transitioning to TracDat for program review. Aligning the two modules has proven more complex than we had anticipated. This has led to some confusion about the process for course and program-level assessment procedures and alignment. It remains to be seen whether the Fall 2017 program review TracDat implementation will succeed. If not, we will temporarily return to our Word-based system until

another data-based system can be adopted. This will limit our efforts to evaluate learning in programs of study and slow down the nice momentum we have in integrating pathways in all areas of the institution.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>● Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Some programs and courses provide internships or work experience opportunities for student to apply what they are learning in the classroom. Career and Technical Education (CTE) recently formed and internship and work experience program. The goal of this program is to facilitate relationships between local employers and Norco College students in an effort to strengthen students' understanding of industry standards as well as gain hands on learning. CTE is also in the process of establishing apprenticeship programs. Apprenticeships allow students to complete their academic programs and learn the skills of their trade simultaneously. Faculties frequently make arrangements for students to participate in community projects and cooperatives with other institutions. Faculty also identify summer research opportunities for students and promote study abroad opportunities. Some disciplines also organize career exploration events for students to hear from industry experts and to engage in Q&A. The Completion Initiative's connecting college to career component is also focused on helping students with career exploration and expanding internship opportunities.

2. Describe one or two accomplishments the college has achieved to date on this key element.

For the past five years, STEM programs and courses have provided rich opportunities for students to apply classroom learning in the field. This has been made possible by a Federal Department of Education Title III STEM grant. Grant funds have been used to develop career exploration speaker series representing multiple disciplines. Program personnel regularly identify summer research opportunities for students and assist them with the application process. Grant personnel have also provided opportunities for students to engage in cooperative projects with four-year institutions. Most recently, a group of STEM students engaged in a cooperative project with Loma Linda University students to engineer and build a prosthetic hand using open source software and 3D printers. The students and faculty involved in this project are using this opportunity to recruit additional students from manufacturing, anatomy & physiology, and other programs.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The college is lacking a systematic approach to organizing and offering applied/contextualized-learning opportunities across all programs. Most programs and courses do not have requirements or set standards on applied/contextualized learning opportunities. A majority of the programs that offer applied learning opportunities are able to do so because they are associated with a grant. Grant supported programs typically employ personnel who are dedicated to identifying service

learning opportunities and internships for students in their programs. They programs are also provided significant funding to sponsor career exploration events, field trips, and cooperative projects.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

Norco College has made significant progress on their pathways initiatives. We have mapped our 19 ADTs to pathways. We have plans for pathways of our Areas of Emphasis. In addition, we have general (two-semester) beginning trailheads to lead students into their pathways partially constructed. We have worked hard to include all areas of the institution in this shift in process and mindset. Areas of resistance have been addressed, and the institution has a consistent will to make changes.

An examination of the six key elements of Guided Pathways demonstrates that we are well on our way with the mapped programs. We have plans and have implemented proactive academic and career advising in our summer and dual enrollment programs. We are confident that our Academic Advising Teams model can scale up that process to all new students and address a structured focused onboarding for our students. We are piloting a responsive student tracking system and will be at full implementation summer 2018. The implementation of MMAP and our acceleration courses have redesigned our basic skills coursework in English and Math. We are continuing with additional supports for students who have been accelerated with co-requisite low-unit coursework. The area that needs additional examination is in Instructional support and co-curricular activities. We have applied to Leading From the Middle for support in professional development. We have a dual focus of pathways and equity planning for these teams.

The Norco College website will need an overhaul/rebuild. It is evident that this type of institutional shift requires a full redevelopment.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

Additional professional development is appreciated. There are areas of full-scale implementation that will present new challenges. Support in restructuring student services to support guided pathways, including but not limited to processes for onboarding and personnel shifts.

Resistance. More training on helping work through the questions that are presented by the institution. It is difficult to build a consensus on a need for change.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

Examining the data on completion is the key to our motivation. We need to continue to get that data. We also need complementary college data to provide perspective and alternative points of view. The latest California Guided Pathways Project data on median credit loads was interesting, but needs to be broken out a bit further to determine why students are acquiring so many units.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

We need to work with the Academic Senate to provide cross-over support. The Chancellor's Office cannot do this alone. State Academic Senate needs to be with the Pathways movement and needs to be doing supporting activities for there to be full buy-in.

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college

Self-Assessment Signatories

_____ Signature, President of the Governing Board	_____ Printed Name	_____ Date signed
_____ Signature, Chief Executive Officer/President	_____ Printed Name	_____ Date signed
_____ Signature, Academic Senate President	_____ Printed Name	_____ Date signed
_____ Signature, Chief Instructional Officer	_____ Printed Name	_____ Date signed
_____ Signature, Chief Student Services Officer	_____ Printed Name	_____ Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu