

## MINUTES

### **Institutional Strategic Planning Council (ISPC)**

November 18, 2015

1:00-3:00 (ST 107)

#### Attendees:

- Attendees:

**Ruth Leal (Staff-Instructional Production Specialist\*ISPC Chair\*)**

**Melissa Bader (Faculty Rep to District EMTF \*ISPC Chair\*)**

Barbara Moore (Transfer Faculty)

Peggy Campo (Academic Senate President)

David Mills (Basic Skills Faculty)

Jason Parks (Chair of Chairs – APC)

Greg Aycock (Dean of Institutional Effectiveness)

Celia Brockenbrough (Library Faculty)

Siobhan Freitas (At-Large)

Suzie Schepler (ASNC-President)

Beth Gomez (VP Business Services)

Siobhan Freitas (At Large)

Ruth Smith (Recorder)

- Absentees:

**Diane Dieckmeyer (VP Academic Affairs\*ISPC Chair\*)**

Natalie Aceves (Staff-Educational Advisor)

Jim Thomas (CTE Faculty)

Mark DeAsis (Dean of Admissions and Records)

Monica Green (VP Student Services)

Ana Molina (Staff-Administrative Assistant II)

***Vacant*** (Staff)

***Vacant*** (Staff)

John Coverdale (CTE & Grants Advisory Rep)

- Guests: Gail Zwart, Gustavo Ocegüera, Kim Kamerin, Paul VanHulle, Kevin Fleming, Dean Hines, Kris Anderson

#### Approval of Minutes:

Approval of Minutes for November 4, 2015.

**Motion by Jason Parks, second by Greg Aycock to approve the minutes from the November 4, 2015 meeting. Motion approved with two abstentions.**

#### **I. Action Items:**

##### **A. Degree/Certificate Approvals:**

**a. Music Industry Studies Degree – Concept Approval (Kim Kamerin)**

- Discipline changing name of program from Commercial Music to Music Industry Studies to better represent our program and align with other colleges and universities.
- Currently have two certificate pathways - performance and audio tech. This new program will combine both into one certificate with a double emphasis.
- This certificate is more robust. It requires a few more credits and a couple classes have been upgraded. There will be certificates for Pro Tools included in the operator level after two semesters.
- Aligning our courses with new C-ID courses. Will be better for transfer.

**Motion by Peggy Campo, second by David Mills to approve the Music Industry Studies Degree concept. Motion approved.**

**b. Entrepreneurship: Finance (Gail Zwart)**

- This is what the state considers stackable curriculum. This is the second in the line of three.
- Have discontinued some certificates that have not been used a lot and will replace with this.

**Motion by Peggy Campo, second by Greg Aycock to accept the Entrepreneurship: Finance new certificate. Motion approved.**

**c. Associate in Science in Administration of Justice for Transfer (Kevin Fleming)**

- All classes will be taught here. As part of the crime scene investigation certificate.

**Motion by Jason Parks, second by David Mills to approve the Associate in Science in Administration of Justice for Transfer. Motion approved.**

**d. Conventional Machine Operator (Paul VanHulle)**

- Based on classes that are offered at San Bernardino Valley College. We are coordinating with them. Will be credit classes for both colleges.
- Student operated machines, not operated by computer. Businesses are asking for this type of training.

**Motion by Jason Parks, second by Peggy Campo to accept the Conventional Machine Operator POR. Motion approved.**

**e. Sound & Communication System Installer Apprenticeship (Paul VanHulle)**

- These courses are being taught offsite through the IBEW.
- These courses will not generate FTES. They will count in our completion numbers.

**Motion by Peggy Campo, second by David Mills to approve the Sound & Communication System Installer Apprenticeship POR. Motion approved.**

#### **B. Math and Science Department Reorganization (Jason Parks)**

- APC made the recommendation to split the Math and Science Department into the Math Department and the Science and Kinesiology Department.
- Was approved by the Academic Senate on Monday.
- There will be an increase to the district for an additional stipend.
- Suggestion that a policy be put in place clarifying how to make changes or revisions to department structure. Discussion on who oversees department changes and/or revisions.

**Motion by Siobhan Freitas, second by Peggy Campo to approve the split of the Math and Science Department into the Math Department and the Science and Kinesiology Department. Motion approved.**

**\*\*Recommendation from the ISPC requesting the Academic Senate to draft a policy that addresses the structure and composition of departments and outlines the procedure to follow in order to make changes to existing departments. This policy will be brought back to the ISPC\*\***

#### **C. Student Equity Plan 2<sup>nd</sup> Reading (Gustavo Ocegüera)**

- Presented to Academic Senate for 2<sup>nd</sup> reading on Monday. They approved the plan.
- This is a living document that can change depending on what results are obtained from the plan's activities, etc.
- Reviewed several areas of the plan including access, course completion, certificate and degree completion with streamlined pathways and transfer.
- Discussion on how future funding is covered for the Equity Plan and SSSP funds.
- Request that a future discussion be held to share how information/data was gathered for this plan.
- December 1 is the presentation and approve by the Board of Trustees. Plan due date is December 18.

**Motion by Jason Parks, second by David Mills to accept the Student Equity Plan. Motion approved.**

## **II. Information Items:**

### **A. Safety Committee (Lisa McAllister)**

- Discussed Goal 7 and Objective 5 that apply to this committee. (see attached)
- Reviewed the committee's action plans.
- Request for help with recruiting more faculty members on the committee.

#### **B. Budget Report (Beth Gomez)**

- Currently half way through the fiscal year.
- Outlook for next year (16-17) is good. There is no reason to expect cuts, there will be COLA, there will be a workforce CTE focus and there will be some institutional effectiveness funds.
- No big increases. Things will be stabilizing.
- Prop 30 sales tax is expiring and personal income tax portion is also expiring.

#### **C. DSPC Update (Melissa Bader)**

- DSPC met on November 6.
- Discussed the role and scope of the DSPC. They are struggling with their job description. Trying to figure out how a body at the District level should be operating strategically. Meeting with the District Academic Senate to formulate a flow chart to outline responsibilities.
- DBAC is being pushed for a timeline and to be more open about what is happening with them.
- Discussed having a plan for faculty hiring instead of a percentage.
- Covered the membership and adding more faculty to the group.
- Discussion regarding the reorganization of the police and risk management. Item will be addressed by the DSPC.

#### **D. District Enrollment Management (Melissa Bader)**

- Need to provide an alternative to the current split (54-23-23) by looking at other colleges.
- Talked about drop for non-payment when students only owe their \$37 student fee. Would like to see data on how many students this includes.

#### **E. ISS Taskforce Update (Ruth Leal)**

- Met regarding figures from CTE.
- This was the initial meeting. Will have minutes at the next meeting.

#### **F. Strategic Planning Retreat December 2, 2015 (Noon-4:00pm)**

### **III. Open Hearing**

- No comments.

**Adjourned** – 3:01 pm



# **NORCO**

## **COLLEGE**

### **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

### **Student Equity Plan**

**December 8, 2015**

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# NORCO COLLEGE STUDENT EQUITY PLAN

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# **Norco College**

## **Student Equity Plan Signature Page**

**District:** Riverside Community College District      **Board of Trustees Approval Date:** 12/8/15

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

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Paul.Parnell@norcocollege.edu

Dr. Paul Parnell, President      Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

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Beth.Gomez@norcocollege.edu

Ms. Beth Gomez, Chief Business Officer      Email

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Aaron.Brown@rccd.edu

Mr. Aaron Brown, District Chief Business Officer      Email

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

---

Monica.Green@norcocollege.edu

Dr. Monica Green, Chief Student Services Officer      Email

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

---

Diane.Dieckmeyer@norcocollege.edu

Dr. Diane Dieckmeyer, Chief Instructional Officer      Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

---

Peggy.Campo@norcocollege.edu

Ms. Peggy Campo, Academic Senate President      Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



N/A

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Classified Senate President

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

sschepler@student.rcc.edu

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Ms. Suzie Schepler, Associated Students of Norco  
College President

Email

Gustavo.Oceguera@norccollege.edu

951-739-7885

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Dr. Gustavo Oceguera  
Student Equity Coordinator

Email

Phone

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# Executive Summary

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## EXECUTIVE SUMMARY

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### 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 approximately 12,000 students annually. In 2014, 73% of the total population was minority students and 52% were Hispanic. Over 39% of students receive need-based financial assistance; 42% are between the ages of 20-24; 76% 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.”<sup>1</sup> By adopting an “equity-minded mode of thinking” as our method of examining student outcomes data and institutional practices, we are confident that our Student Equity Plan will help us address the inequitable outcomes we see of specific student groups at the College.

### TARGET GROUPS

Research conducted by the Norco College’s Office of Institutional Effectiveness using the “80% Rule” identified many student groups who are disproportionately impacted across all student indicators. An in-depth review of the data also revealed several patterns. In general, the data indicates that females are outperforming their male counterparts across the majority of the success indicators. Within the male population, men 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

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

small sample size, but their extremely low numbers in the educational pipeline is cause for concern.

The table below provides a summary of the student groups by gender and disproportionate impact that have been identified through institutional research.

SUCCESS INDICATORS	MALES	FEMALES
<b>Access</b>	Veteran Disability status White	Disability status White
<b>Course Completion</b>	Pacific Islander More than one race Foster youth	
<b>ESL Completion</b>	Low Income Hispanic	Hispanic
<b>Basic Skills Completion (English)</b>	African American Hispanic White Filipino Asian American Some other race	Hispanic African American White
<b>Basic Skills Completion (Math)</b>	African American Hispanic White	African American Hispanic White Disability status
<b>Degree Completion</b>	Asian American Filipino African American Some other Race Hispanic White Socioeconomic status	Asian American Disability status Some other race
<b>Certificate Completion</b>	Asian American Filipino Hispanic White African American	African American Asian American Some other race Disability status
<b>Transfer</b>	Hispanic Disability status African American Filipino White	Hispanic Some other race White Disability status

*\*Veteran and foster youth are not disproportionately impacted in most of the student indicators, but cohort numbers are extremely low.*

## GOALS AND ACTIVITIES OUTLINE

Based on an interactive approach with members of the Student Success Committee and the college community, the activities under each student success indicator are focused on the student groups who demonstrate the highest disproportionate impact. In some instances, special emphasis is being placed on men of color initiatives that spread over multiple indicators because this group represents the largest proportion of male students. Activities are also being focused on veteran and foster youth because there are extremely low numbers in the cohorts. By focusing equity activities primarily, but not exclusively, on men of color, foster youth and veterans, overall student success rates across all indicators are likely to increase significantly.

The following is a list of goals and activities that were established to address the needs of the target groups:

- **ACCESS**
  - **Goal:** Improve access for veterans, students with disabilities, and foster youth to ensure distribution of the student population is reflective of the communities the college serves.
    - **Activity:** Conduct targeted outreach activities with local K-12 high schools and service agencies (i.e. Department of Public Social Services, Veterans' Transition Assistance Program, Department of Rehabilitation) to attract veterans, students with disabilities, and foster youth to Norco College.
  
- **COURSE COMPLETION**
  - **Goal:** Improve course completion rates of African American males, Hispanic males, and foster youth.
    - **Activity:** Offer faculty trainings and workshops on diversity-based pedagogical and curricular development strategies that can be implemented in the classroom to meet the academic needs of men of color and foster youth.
    - **Activity:** Men of color and foster youth will enroll in courses taught by equity-minded faculty leaders who have received training in strategies and approaches that enhance success outcomes for these populations. These classes will be supported with embedded tutors and instructional supplies.
  
- **ESL/BASIC SKILLS COMPLETION**
  - **Goal 1:** Improve ESL and basic skills completion rates of men of color, Hispanic and African American females, and foster youth.
    - **Activity:** Increase the number of men of color and foster youth who enroll and participate in the Summer Advantage Program.
    - **Activity:** Develop a supplemental summer transition component for men of color and foster youth in connection with Summer Advantage Program.

- **Activity (ESL):** Establish connections with the identified PTESL programs and create a process for them to work with ESL faculty to develop supplemental instruction activities and workshops, and utilize embedded tutoring in ESL classes to increase completion rates.
    - **Activity:** Implement a holistic multiple measures assessment process (MMAP) to increase the numbers and percentages of cohort students who complete the basic skills English and math pipeline.
- **DEGREE AND CERTIFICATE COMPLETION**
  - **Goal 1:** Improve the degree and certificate completion rates of men of color, African American females, disability status females, and foster youth.
    - **Activity:** Develop highly structured, streamlined pathways for cohort students to complete certificate and degrees more quickly and efficiently.
- **TRANSFER**
  - **Goal 1:** Improve transfer rates of Hispanics, Filipinos, White females, disability status males, and foster youth.
    - **Activity:** Develop highly structured, streamlined pathways for cohort students to complete transfer requirements more quickly and efficiently.
    - **Activity:** Offer tours to public and private colleges and universities for students to explore transfer opportunities.
    - **Activity:** Collaborate with categorical programs to provide opportunities for students to attend conferences and educational events that promote transfer and help motivate students to stay focused on completing transfer requirements.
- **GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**
  - **Goal 1:** Improve retention and persistence rates of men of color, and foster youth by promoting awareness and understanding of college diversity.
    - **Activity:** Offer faculty, staff, and administrators training and workshops on diversity-based topics that promote awareness and understanding of college diversity.
    - **Activity:** Develop a peer mentoring programs for African American males.
    - **Activity:** Develop a peer-mentoring program for Hispanic males.
    - **Activity:** Conduct a qualitative study of men of color to better understand the factors that both positively and negatively shape their academic performance to reach transfer.
    - **Activity:** Hire personnel to implement Student Equity Plan and to evaluate student equity activities.

## **FUNDING AND OTHER RESOURCES**

Norco College will leverage the Student Equity Plan allocation of \$688,955 with Student Success & Support Program, Title V HSI federal grant, and institutional resources to coordinate the activities developed for this plan.

## **CONTACT**

For further information regarding this report, please contact:

**Dr. Gustavo Ocegüera**, Dean of Grants and Student Equity Initiatives

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Norco, CA 92860

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Phone: 951.372.7130

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# Planning Committee and Collaboration

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## PLANNING COMMITTEE AND COLLABORATION

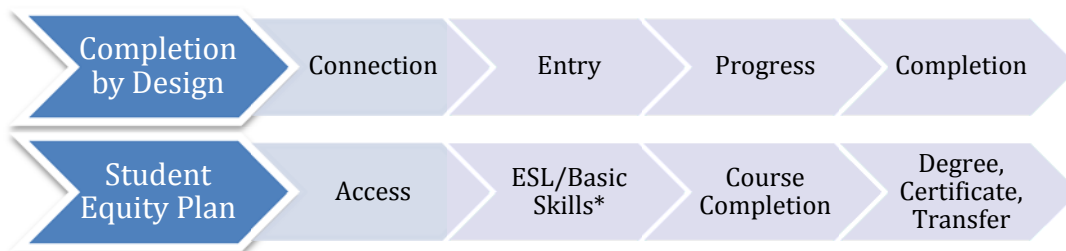
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The development of our Student Equity Plan originated and rests within our Student Success Committee. The committee has a wide constituency of 30 members that include 11 faculty, 9 administrators, 7 staff members, 1 student, and 2 representatives from foster youth service agencies. Our 2-hour meetings are held twice per month during the fall and spring semesters. The following is our committee purpose:

*Through the integrated efforts of academic and student services, the Student Success Committee supports all students in achieving their stated educational goals by responding to evolving student academic needs. The committee engages in research, analysis, dialogue and implementation of initiatives to ensure college access and improve student success.*

Student Equity and Student Success & Support Program (SSSP) plan development, implementation, and evaluation are initiated within constituencies represented in the Student Success Committee. In 2014-2015, the Student Success Committee divided into two subgroups to carry out program plan development. During our monthly meetings, the committee convened to dialogue about developing strategies to form synergy between the two plans. Importantly, the Student Success Committee is aligned with many of the Accreditation standards (II.A.1.a.-b.; II.A.2.c.-d., II.3.a.-f.) that we assist in writing and providing input throughout the self-evaluation process.

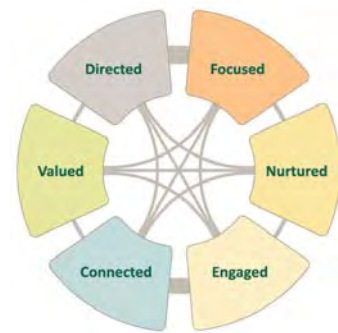
In the 2014-2015 academic year, the college hosted a Student Equity Retreat to create a forum for broad constituency input on plan development using data as a foundation for dialogue. Participants were provided data reports, our Student Equity Plan 2010 Overview report, and goal/activity worksheets. A key framework that drove the discussion at the Student Equity Retreat and subsequent Student Success Committee meetings is the Completion by Design's "Loss and Momentum Framework." When we examined the progression that college students typically follow from the point of connection through completion of their educational goal, we observed a similar progression model with the Student Equity Plan's "Success Indicators." Aligning the two helped us visualize a college pathway model (see below) that served as a foundation for our discussions around student equity goals, activities, and outcomes.



\*ESL/Basic Skills Completion was reordered for this chart as it aligns more closely with the "gatekeeper" courses identified under Entry in the Completion by Design model.

In the 2015-2016 academic year, the Student Success Committee discussed the need to host a college wide student success and equity summit to define what student success means at Norco College. The committee collaborated with the college's Professional Development Committee to develop a training for staff, faculty, and administrators. The collaboration between these committees resulted in a training led by the Research and Planning Group for California Community Colleges (The RP Group). Faculty, staff, administrators, and students participated in a three-day training on the RP Group's Student Support (Re)defined research project. The project examined ways to advance student success from the students' perspective. Their research identified six success factors that contribute to student achievement, particularly for African American and Latino students. A visual diagram of the factors and a brief explanation of each are below:

- DIRECTED:** Students have a goal and know how to achieve it.
- FOCUSED:** Students stay on track-keeping their eyes on the prize.
- NURTURED:** Students feel somebody wants and helps them to succeed.
- ENGAGED:** Students actively participate in class and extracurricular activities.
- CONNECTED:** Students feel like they are part of the college community.
- VALUED:** Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.



Source: Student Support (RE)defined Six Success Factors (2014). The Research & Planning Group for California Community College (theRPgroup).

The RP Group also presented five integrated themes derived from the six success factors that colleges must take into account to help students succeed. The five themes are: (1) foster students' motivation; (2) teach students how to succeed in the postsecondary environment; (3) structure support to ensure all six success factors are addressed; (4) provide comprehensive support to historically underserved students to prevent the equity gap from growing; and (5) ensure everyone has a role to play in supporting student achievement, but faculty must take the lead.

The Student Success Committee relied on the Completion by Design framework and the RP Group's Student Support (Re)defined research to develop a comprehensive plan to address equity gaps. These dual frameworks helped the committee to identify activities that ensure the six factors are addressed. They also helped the committee to develop faculty-led activities that integrate student services and instruction.

Also, since Student Equity and SSSP planning are associated with our Student Success Committee, these student access and success efforts are more or less related to five strategic initiatives in our educational master plan: (1) Increase student retention, persistence, and success; (2) Improve the quality of student life; (3) Increase student access; (4) Enhance academic programs and the learning environment; and (5) Enhance institutional effectiveness. As a result, our Student Equity Plan goals reference, where applicable, an alignment with the

College's strategic goals. Over the last year, Norco College adopted seven strategic goals with 44 objectives (see Attachment B). The Student Success Committee is responsible for 17 of the objectives that are directly aligned with our purpose statement and interrelated to the philosophy and outcomes of the student equity plan and SSSP services.

Similarly to SSSP and Student Equity efforts, the Student Success Committee is also the strategic planning committee that works directly with the Basic Skills Initiative (BSI). The committee engages in research, analysis, dialogue, and the implementation of college-wide initiatives related to BSI. As a result, initiating the development of our Student Equity Plan under this committee guided us towards integrating the plan to the College's existing strategic goals and objectives, SSSP services, and BSI activities, in addition to aligning it with the Completion by Design "Loss and Momentum Framework" and the RP Group's "Student Support (Re)defined" research.

### **2015 STUDENT EQUITY PLAN DEVELOPMENT AND APPROVAL TIMELINE**

A critical component of the 2015 Student Equity Plan development is for faculty to be involved in shaping goals and activities. Several faculty representing instruction and counseling who participated in the three-day student success and equity training agreed to take an active role with providing input for this year's plan. During the course of these discussions, the Office of Institutional Effectiveness reviewed the data sets from 2014 Student Equity Plan and reformatted the graphs to tables based on recommendations by various constituents. Following several consultation meetings with the aforementioned faculty group, a decision was made to narrow the scope of the goals and activities from the previous plan to target specific student groups (males of color, veterans, and foster youth). Their recommendations were incorporated in the draft of the goals and activities that were then presented to faculty, staff, students, and administrators in the Student Success Committee for further feedback. The draft of the plan was then presented to the Academic Senate, Institutional Strategic Planning Council, counseling faculty, and Associated Student of Norco College. Throughout the process, there were ongoing discussions with the SSSP coordinator to strengthen collaboration between the two plans in an effort to significantly improve the success of disproportionately impacted students.

The following is the approval timeline for the Student Equity Plan:

- 9/28/15: Consultation with Student Success Committee regarding proposed 2015 activities
- 9/29/15: Consultation with Office Institutional Effectiveness for data chart redesign
- 9/29/15: Presentation to Committee of the Whole regarding 2015 Equity Plan changes
- 10/2/15: Student Equity planning meeting with faculty workgroup
- 10/5/15: Consultation with Academic Senate regarding proposed activities
- 10/6/15: Presentation with Foster Youth Success Committee regarding Equity Plan activities
- 10/9/15: Consultation with math department faculty to discuss course completion activities
- 10/26/15: Student Success Committee reviewed and discussed proposed activities
- 11/2/15: First draft is presented to Academic Senate

- 11/2/15: Student Equity planning meeting with faculty workgroup
- 11/4/15: First draft is presented to Institutional Strategic Planning Committee
- 11/5/15: Consultation with Counseling Department regarding directed pathways activities to increase degree and certificate completion and transfer
- 11/6/15: Consultation meeting with Student Financial Services Director regarding Financial Aid Officer position
- 11/9/15: Student Success Committee plan approval
- 11/11/15: Associated Students of Norco College plan approval
- 11/16/15: Plan presented to RCCD Chancellor's Executive Cabinet
- 11/16/15: Academic Senate plan approval
- 11/18/15: Institutional Strategic Planning Committee plan approval
- 12/1/15: Board Presentation to Teaching and Learning Committee
- 12/8/15: Board of Trustees approval
- 12/18/15: Plan due date

### Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Monica Green	Vice President, Student Services	Committee Tri-Chair
Patti Brusca	Matriculation Program Assistant	Committee Tri-Chair
Andres Elizalde	Associate Professor, English	Committee Tri-Chair
Carol Farrar	Dean of Instruction	Instruction
Natalie Aceves	Educational Advisor	Transfer Center
Cynthia Acosta	Counseling Clerk	Counseling
Greg Aycock	Dean, Institutional Effectiveness	Institutional Effectiveness
Mejghan Ahmadi	Visiting Assistant Professor	Counseling
Kimberly Bell	Assistant Professor	Disability Resource Center
Sarah Burnett	Associate Professor	Early Childhood Education
Kristi Camplin	Director and Founder	Inspire Life Skills Training Inc.
Sherri Cologgi	Administrative Assistant	Student Financial Services
Mark DeAsis	Dean, Admissions & Records	Admissions and Records
Diane Dieckmeyer	Vice President, Academic Affairs	Academic Affairs
Ladylyn Dominguez	Assistant Professor	Counseling
Marissa Iliscupidez	Associate Professor	Counseling
Steven Gonzalez	Educational Advisor	Extended Opportunity Program & Services
Daniela McCarson	Assistant Dean	CalWORKs & Special Funded Programs
Alicia Montemayor	Technician, Student Services	Student Services
John Moore	Associate Professor	Counseling
Damon Nance	Dean, Technology & Learning Resources	Library Services and Learning Center
Gustavo Ocegueda	Dean, Grants & Student Equity Initiatives	Equity Program Coordinator
Peggy Campo	Associate Professor	Academic Senate President
Rita Perez	Counseling Clerk	Counseling
Margarita Shirinian	Associate Professor	English as a Second Language
Deborah Smith	Associate Professor	Mathematics
Suzie Schepler	ASNC President	Associated Students of Norco College
Koji Uesugi	Dean, Student Services	Students Services
Andrea Acosta	Foster Youth Life Coach / Community Partner Liaison	THRIVE-Independent Living
Paul Van Hulle	Associate Professor	Manufacturing Technology, CTE
<b>Additional Faculty Consultants</b>		
Zina Chacon	Professor	Counseling
Kim Kamerin	Associate Professor	Music
Quinton Bemiller	Associate Professor	Art
Dominique Hitchcock	Professor	French/ English

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# Access

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**CAMPUS-BASED RESEARCH: ACCESS**

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**A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Using the data provided by the Chancellor’s Office, the following charts were constructed. Included are locally derived counts of student groups to indicate more recent measures of student access. The Norco College service area includes the populations of the cities of Riverside, Norco, Corona, and Eastvale. Although Norco College serves a population that reaches into Orange, Los Angeles and San Bernardino counties, approximately three-quarters of the students attending the college reside in one of the four cities in the local service area. Data for determining various sub-populations in the service area were taken from most recent census data in the American Community Survey 3-Year Estimates 2010-2012. The 2012-2013 Norco College headcount data from the State Chancellor’s Office DataMart website were selected since they most closely matched the time frame of census data. A key for interpreting the Access data tables is below.

<b>KEY: ACCESS TABLES</b>	
<b>White</b>	Indicates that the student population at Norco College represents or exceeds local service area population.
<b>Peach</b>	Indicates that the student population at Norco College is underrepresented as compared to the service area population and is therefore considered disproportionately impacted (DI). DI for Access was determined if the ratio of the percent of the student group at Norco College divided by the percent of the student group within the services area fell below .80.
<b>Gray</b>	Cohort population is too small (less than 20) to validly determine disproportionate impact.
<b>Access Gap</b>	Student population underrepresentation percentage below 80%.

**ACCESS  
by Gender and Ethnicity  
Fall 2012**

	<b>Ethnicity</b>	<b>Norco College Count</b>	<b>Norco College %</b>	<b>Census Count</b>	<b>Census %</b>	<b>Disproportionate Impact (DI)</b>	<b>Access Gap</b>
<b>Female</b>	Hispanic	2620	51.8%	252212	46.2%	1.12	-
	White	1396	27.6%	191127	35.0%	.79	-1%
	African American	315	6.2%	33976	6.2%	1.00	-
	Asian American	282	5.6%	37748	6.9%	0.81	-
	More than one	169	3.3%	13169	2.4%	1.38	-
	Some other race	134	2.6%	1211	0.2%	11.94	-
	Filipino	114	2.3%	12080	2.2%	1.02	-
	Native American	19	0.4%	2235	0.4%	0.92	-
	Pacific Islander	12	0.2%	2139	0.4%	0.61	-
	<b>Female Total</b>	<b>5061</b>		<b>508149</b>			
<b>Male</b>	Hispanic	2119	50.5%	252212	46.2%	1.09	-
	White	1131	27.0%	191127	35.0%	.77	-3%
	Asian American	279	6.6%	37748	6.9%	0.96	-
	African American	264	6.3%	33976	6.2%	1.01	-
	More than one	149	3.6%	13169	2.4%	1.47	-
	Filipino	119	2.8%	12080	2.2%	1.28	-
	Some other race	108	2.6%	1211	0.2%	12.87	-
	Pacific Islander	14	0.3%	2139	0.4%	0.85	-
	Native American	13	0.3%	2235	0.4%	0.76	-
	<b>Male Total</b>	<b>4196</b>		<b>508149</b>			



ACCESS by Gender and Disability Status Fall 2012							
	Disability Status	Norco College Count	Norco College %	Census Count	Census %	Disproportionate Impact (DI)	Access Gap
Female	Non-DSPS	4686	94.8%	247455	91.4%	1.04	-
	DSPS	259	5.2%	23394	8.6%	0.61	-19%
	<b>Female Total</b>	<b>4945</b>		<b>270849</b>			
Male	Non-DSPS	3915	95.1%	247385	92.2%	1.03	-
	DSPS	203	4.9%	20991	7.8%	0.63	-17%
	<b>Male Total</b>	<b>4118</b>		<b>268376</b>			

ACCESS by Gender and Socioeconomic Status Fall 2012							
	Socioeconomic Status	Norco College Count	Norco College %	Census Count	Census %	Disproportionate Impact (DI)	Access Gap
Female	Non-Low Income	1878	38.0%	227790	85.4%	0.44	-
	Low Income	3067	62.0%	38957	14.6%	4.25	-
	<b>Female Total</b>	<b>4945</b>		<b>266747</b>			
Male	Non-Low Income	1860	45.2%	232200	87.7%	0.52	-
	Low Income	2258	54.8%	32670	12.3%	4.45	-
	<b>Male Total</b>	<b>4118</b>		<b>264870</b>			

ACCESS by Gender and Veteran Status Fall 2012							
	Veteran Status	Norco College Count	Norco College %	Census Count	Census %	Disproportionate Impact (DI)	Access Gap
Female	Non-Veteran	4902	99.1%	195394	99.4%	1.00	-
	Veteran	43	0.9%	1269	0.6%	1.35	-
	<b>Female Total</b>	<b>4945</b>		<b>196663</b>			
Male	Non-Veteran	3950	95.9%	170242	87.2%	1.10	-
	Veteran	168	4.1%	24903	12.8%	0.32	-48%
	<b>Male Total</b>	<b>4118</b>		<b>195145</b>			

ACCESS by Gender and Foster Youth Status Fall 2012							
	Foster Youth Status	Norco College Count	Norco College %	Census Count	Census %	Disproportionate Impact (DI)	Access Gap
Female	Non-Foster Youth	4850	98.1%	n/a	99.8%	0.98	-
	Foster Youth	95	1.9%	n/a	0.2%	10.67	-
	<b>Female Total</b>	<b>4945</b>		<b>196663</b>			
Male	Non-Foster Youth	4006	97.3%	n/a	99.8%	0.97	-
	Foster Youth	112	2.7%	n/a	0.2%	15.11	-
	<b>Male Total</b>	<b>4118</b>		<b>195145</b>			

## CONCLUSIONS: DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Data for access indicated the student groups below as experiencing disproportionate impact (i.e. lower representation) in comparison to the local service area.

ACCESS	
Groups	% Below Local Service Area Population
Veteran males	-48%
Disability status, females	-19%
Disability status, males	-17%
White males	-3%
White females	-1%

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Veteran males	-48, 2014	Decrease gap by 20%	Fall 2019
Disability status females	-19 (female) 2012	Decrease gap by 10%	Fall 2019
Disability status males	-17%, 2012	Decrease gap by 10%	Fall 2019
Foster youth	No gap	Increase cohort count by 25%	Fall 2019

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

*\*If the target population(s) are different from the populations with the three greatest gaps, provide an explanation below.*

While foster youth are not disproportionately impacted in access, very few foster youth who begin their education at the college complete 6 units in three years. An in-depth analysis of the data also indicates that foster youth cohorts are generally low in the other student success indicators. Thus, the attrition rates of foster youth is a cause of concern for the college that requires an intervention.

### ACTIVITIES: A. ACCESS

#### A.1

- **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.1	Veterans	100
A.1	Disability status females	50
A.1	Disability status males	50
A.1	Foster youth	50

- **Activity Implementation Plan**

- **Outreach Efforts**

The college will launch targeted outreach efforts to close the access gap identified in the research for veterans and students with disabilities. Outreach efforts will also focus on increasing foster youth cohorts. Outreach will be conducted to K-12 schools and to services agencies (i.e. Department of Public Social Services, Veteran’s Transition Assistance Program, Department of Rehabilitation) to identify and attract prospective students to the college.

- **Personnel and Materials**

Equity funds will be used to hire a part-time Outreach Specialist to conduct targeted outreach efforts to prospective students. The specialist will collaborate with college personnel to develop and carryout outreach strategies to attract more students from the target groups to the college. Equity funds will also be used to hire four Student Ambassadors to assist with outreach efforts. Two veteran college students and two former foster youth college students will be hired to assist with outreach efforts. The ambassadors will accompany the Outreach Specialist on visits to high schools, community center, and events geared toward the target groups. Equity funds will also be used to develop marketing materials geared toward the target student groups, purchase outreach materials, and provide uniforms for the outreach team.

- **Outreach Strategies**

To increase veteran cohorts, the specialist and ambassadors will conduct outreach services in the community. The specialist will schedule times and locations for the veteran student ambassadors to speak to prospective veterans about their experience at Norco College. The specialist and ambassadors will also collaborate with personnel from Norco’s College Veterans Center and the Veterans Club to invite prospective students to campus events. They will also collaborate to organize a Preview Day for veterans to give them an opportunity to explore the college, the Veterans Center and meet college personnel. To simplify enrollment at Norco College, matriculations services and financial aid workshops will be provided in the community for prospective veterans. Upon entry to the college, veterans will be connected with summer transition programs, categorical programs, the Veteran’s Club, Veterans Center, and Veterans Center personnel.

To increase representation of students with disabilities, the outreach specialist will collaborate with personnel from local districts who regularly work with students with disabilities to offer on-site matriculation services in their high schools. The Outreach Specialist and student ambassadors will assist students with completing the college and financial aid applications. Students will also be assisted with completing new student online orientation and their assessment tests. Upon completion of the matriculation process, the outreach specialist will connect students to counselors on the college campus to complete a Student Education Plan. New students will also be connected with special funded programs and services that best fit their educational needs (i.e. Disability Resource Center, EOP&S, Trio SSS-RISE).

To attract more foster youth to the college, the Student Equity Coordinator will collaborate with college personnel to offer matriculation services in the high schools. Workshops to complete a college application, new student orientation, and assessment will be scheduled in the high schools. Financial aid workshops and career exploration activities will also be offered in the high schools. The student success coach and student ambassadors will also collaborate with Norco College's Foster Youth Success Committee (FYSC) to help increase attendance for its annual Foster Youth College Day. This event provides foster youth high school students an opportunity to preview and tour the college campus, as well as meet college personnel and former foster youth college students. Furthermore, to ensure that foster youth experience a seamless transition from high school to college, students who complete matriculation will be connected with the student success coach who is responsible for guiding and supporting former foster youth college students throughout their years at Norco College. The student success coach will connect incoming foster youth to summer transition programs (Summer Advantage), special funded programs (EOP&S, Trio-SSS), and inform students of services available on campus.

### **Activity Justification**

The college does not currently provide ongoing outreach services in local K-12 schools and in the community. The college only has one categorically-funded outreach specialist who is primary responsible for coordinating Norco's Summer Advantage Program. Therefore, in order to conduct targeted outreach, is necessary to hire a part-time Outreach Specialist to focus on targeted outreach efforts.

### **Best Practices**

The implementation plan for this activity is based on recommendations made in recent publications. A publication released by John Burton Foundation confirms that most high schools students, particularly foster youth, lack knowledge and understanding about the college application process. Because foster youth experience frequent placement and school changes, they face challenges in developing and sustaining supportive relationships with teachers, counselors, and other mentoring adults who can help them complete the college enrollment process. "While there may be stable adults in foster youth's lives, such as social workers, foster parents and group home staff, these adults are not typically adequate sources of information on complicated and timely college matriculation and financial aid applications" (John Burton

Foundation, 2015, p. 6). Therefore, placing an outreach specialist in the schools to serve as an adequate and reliable source of information helps alleviate this problem not only for foster youth, but also for students with disabilities.

The activity implementation plan for veterans is also based on literature on the ways in which higher education institutions can best serve student military veterans. According to the literature, higher education institutions should strive to establish a single point of contact on campus to help veterans address challenges in enrollment processes. The contact person(s) should be knowledgeable about available services, programs, resources, and trained to help prospective students with the enrollment process (ACE, 2010; Sternberg et al, 2009; SOC, 2011; MFRI, 2012; Woll, 2010). Furthermore, when it comes to recruiting veterans to postsecondary education, word of mouth among veterans work best. “More than anything, veterans trust the recommendations of fellow veterans. When you serve one veteran well, they will tell others that your institution is veteran-focused and veteran-friendly” (CAEL, 2012, p. 4). The proposed outreach strategy for veterans addresses both of these recommendations. The Outreach Specialist will serve as the single point of contact between prospective students and the college, and the student ambassadors will provide the perspective of fellow veterans.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.1	January 2016-ongoing	\$49,196	\$

• **Link to Goal**

The goal is to increase access for veterans, students with disabilities, and increase foster youth cohorts. This activity and the implementation plan is designed to increase the number of students in the target group populations who complete the matriculation process and enroll at Norco College. These efforts will lead to increases in enrollments of target students, which will lead to a reduction in the gaps identified in the research, and increased enrollment of foster youth.

• **Evaluation**

In order to evaluate the effectiveness of the aforementioned outreach efforts, Norco College will design and implement several evaluations in partnership with the Office of Institutional Effectiveness. The first evaluation would involve identifying, at the end of the academic year, the extent to which Norco has made gains in the area of access, particularly for disproportionately impacted groups. Other efforts might include evaluations of the outreach coordinator, in terms of assessing his or her quality of interaction with students, frequency of visits to targeted high schools, and feedback from high school administrators. Thus, the hiring of an outreach coordinator as an activity will be assessed using a range of evaluation methods by his or her direct supervisor, and their overall effect on improving access will be determined via end of year reporting.

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## **Success Indicator: Course Completion**

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## CAMPUS-BASED RESEARCH: COURSE COMPLETION

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**B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

The data for this indicator were based on examining the percentage of student enrollments with an “A”, “B”, “C”, or “P” out of student enrollments that persisted beyond the census day of the term during the 2012-2013 academic year. A key for interpreting the course completion data tables is below.

KEY: COURSE COMPLETION TABLES	
<b>White</b>	Indicates that the student population is not disproportionately impacted.
<b>Peach</b>	Indicates that the group is experiencing disproportionate impact (DI). DI is calculated by dividing the completion rate of each demographic group by the rate of the highest performing group with 20 or more students.
<b>Gray</b>	Indicates that the cohort is too small (less than 20 students) to validly determine disproportionate impact.
<b>Completion Gap</b>	Refers to the percentage below 80% of the highest performing group.

**COURSE COMPLETION  
by Gender and Ethnicity  
2012-2013 Academic Year**

	<b>Ethnicity</b>	<b>Cohort Count</b>	<b>Completion Count</b>	<b>Completion Rate</b>	<b>Disproportionate Impact (DI)</b>	<b>Completion Gap</b>
<b>Female</b>	Asian American	239	185	77.4%	1.00	
	White	1033	781	75.6%	0.98	
	More Than One Race	158	112	70.9%	0.92	-
	Hispanic	2399	1600	66.7%	0.86	-
	African American	268	176	65.7%	0.85	-
	Some Other Race	17	12	70.6%	0.91	-
	Pacific Islander	3	3	100.0%	1.29	-
	Native American	11	6	54.5%	0.70	-
	<b>Female Total</b>	<b>4128</b>	<b>2875</b>			
<b>Male</b>	Asian American	349	263	75.4%	0.97	-
	White	819	564	68.9%	0.89	-
	Some Other Race	25	17	68.0%	0.88	-
	African American	224	142	63.4%	0.82	-
	Hispanic	2286	1414	61.9%	0.80	-
	More Than One Race	152	91	59.9%	0.77	-3%
	Pacific Islander	24	11	45.8%	0.59	-21%
	Native American	1	0	0.0%	0.00	-
	<b>Male Total</b>	<b>3880</b>	<b>2502</b>			

COURSE COMPLETION by Gender and DSPS 2013-2014 Academic Year						
Female	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-DSPS	3931	2748	69.9%	1.00	-
	DSPS	197	127	64.5%	0.92	-
	<b>Female Total</b>	<b>4128</b>	<b>2875</b>			
Male	Non-DSPS	3691	2373	64.3%	0.92	-
	DSPS	189	129	68.3%	0.98	-
	<b>Male Total</b>	<b>3880</b>	<b>2502</b>			

COURSE COMPLETION by Gender and Socioeconomic Status 2013-2014 Academic Year						
Female	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-Low Income	1046	783	74.9%	1.00	-
	Low Income	3082	2092	67.9%	0.91	-
	<b>Female Total</b>	<b>4128</b>	<b>2875</b>			
Male	Non-Low Income	1274	886	69.5%	0.93	-
	Low Income	2606	1616	62.0%	0.83	-
	<b>Male Total</b>	<b>3880</b>	<b>2502</b>			

COURSE COMPLETION by Gender and Veteran Status 2013-2014 Academic Year						
Female	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-Veteran	4108	2857	69.5%	1.00	-
	Veteran	20	18	90.0%	1.29	-
	<b>Female Total</b>	<b>4128</b>	<b>2875</b>			
Male	Non-Veteran	3783	2443	64.6%	0.93	-
	Veteran	97	59	60.8%	0.87	-
	<b>Male Total</b>	<b>3880</b>	<b>2502</b>			

COURSE COMPLETION by Gender and Foster Youth Status 2013-2014 Academic Year						
Female	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-Foster Youth	3977	2786	70.1%	1.00	-
	Foster Youth	151	89	58.9%	0.84	-
	<b>Female Total</b>	<b>4128</b>	<b>2875</b>			
Male	Non-Foster Youth	3748	2430	64.8%	0.93	-
	Foster Youth	132	72	54.5%	0.78	-2%
	<b>Male Total</b>	<b>3880</b>	<b>2502</b>			

**CONCLUSIONS: DISPROPORTIONATELY IMPACTED STUDENT GROUPS**

Data for course completion indicated the following students groups as experiencing disproportionate impact compared to top performing group:

<b>COURSE COMPLETION</b>	
<b>Groups</b>	<b>Percentage below 80% of highest performing group</b>
Pacific Islander males	-21%
More than once race males	-3%
Foster youth males	-2%

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

### GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Pacific Islander males	-21%	70%	2019
More than one race males	-3%	80%	2019
Foster Youth males	-2%	85%	2019
African American males	-	90%	2019
Hispanic males	-	90%	2019

\*Expressed as either a percentage or number.

\*\*Benchmark goals are to be decided by the institution.

*\*If the target population(s) are different from the populations with the three greatest gaps, provide an explanation below.*

Data indicate disproportionate impact for Pacific Islander males, more than one race males, and foster youth males. However, these groups only represent 7.9% of the male student population. In order to impact more students and improve overall student success outcomes, the college has decided to also focus its efforts on African American and Hispanic males. These groups represent 64.6% of the male student population studied and are at risk of falling below the 80% threshold.

### ACTIVITIES: B. COURSE COMPLETION

#### B.1

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
B.1	Pacific Islander males	24
B.1	More than one race males	152
B.1	Hispanic males	2286
B.1	African American males	224

• **Activity Implementation Plan**

To improve course completion and overall outcomes for men of color, professional development for faculty will be made available. The college will contract the Center for Organizational Responsibility and Advancement to offer faculty the opportunity to earn a certificate in “Teaching Men of Color in the Community College.” The certificate program utilizes e-learning videos, real-time, virtual conferencing with instructors, practical readings, and virtual discussion boards to deliver instruction. Sessions are offered twice a month. Program modules include factors necessitating enhanced teaching and learning strategies, theoretical and epistemological foundations of teaching men of color, building relationships with college men of color, and teaching and learning strategies for instructional faculty. The annual fee allows for up to 25 faculty to complete the certificate program each year. The Student Equity Coordinator will collaborate with Norco College’s Professional Development Committee to publicize this training and to coordinate training sessions. Instructional materials, refreshments and faculty flex credit will be offered for all sessions.

To compliment the certificate-training program, the Student Equity Coordinator will promote live and recorded webinars developed by the Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>). The M<sup>2</sup>C<sup>3</sup> is a project of San Diego State University’s Interwork Institute that was established with a grant from CSUSD’s Presidential Leadership Fund. The goal of the project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M<sup>2</sup>C<sup>3</sup>’s research is shared for free with partner institutions via live and recorded webinars. A list of webinar topics and corresponding links will be made available to the college community.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	January 2016-December 2016	\$3,500	

- **Link to Goal**

The goal is to improve course completion rates of men of color. Providing professional development for full time and part time instructional faculty in strategies and approaches that can enhance success outcomes for men of color will help improve course completion rates and persistence for men of color.

- **Evaluation**

A mixed-methods assessment will be conducted evaluate the effectiveness of the professional development opportunity for faculty. First, a pre-test survey will be administered to faculty to assess their approaches to working with men of color. As part of a pre-test, 1-1 interviews will be conducted with faculty participants to establish a sense of their experiences with men of color. Secondly, a post-test survey will be administered after faculty have undergone training to identify growth in capacities for working with men of color. The post-test will involve follow-up one-on-one interviews. A year after the training, a third survey and interview round will provide insight into how the training has helped faculty participants to better support men of color on campus. The surveys and interview protocols for assessing faculty outcomes for the “Teaching Men of Color in the Community College” are available as resources on the M<sup>2</sup>C<sup>3</sup> website, along with other tools for assessing faculty effectiveness for working with men of color in community colleges. Thus, quantitative and qualitative methods will be employed to ensure an understanding of outcomes related to faculty development in serving men of color. This will be conducted before, immediately after, and 1 year after faculty participate in the training, in total, an evaluation process lasting at least two academic years.

**B.2**

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		



• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
B.2	Pacific Islander males	25
B.2	More than one race males	100
B.2	Foster youth	100
B.2	African American males	150
B.2	Hispanic males	250

• **Activity Implementation Plan**

To improve course completion in basic skills and college level courses, department chairs and instructional deans will collaborate to identify college level course sections that will be designated primarily, but not exclusively, for target group student cohorts. Equity-minded faculty who have completed training in strategies and approaches that enhance success outcomes for target group students will teach courses identified. Courses will be identified at the time scheduling is built for each term. The Student Success Coach (SSC) will collaborate with faculty and counselors to ensure cohort students enroll in designated course sections each term. When deemed appropriate, some sections may have registration restrictions to ensure that class rosters reflect a cluster of target student populations.

To further improve course completion rates and retention of target student groups, designated courses will be supported with classroom-assisted tutors (CATs). Faculty will select students who previously completed the course successfully to serve as a CAT. Selected CATs will be placed in the classrooms, contribute to class discussions, lead small breakout sessions, and provide one-on-one mini tutorials, and will be available to students after classes. CATs will also serve as peer tutors and mentors for cohort students. This approach ensures that students who are struggling in the course have access to a tutor during and immediately after class without needing to go to the tutorial center to make an appointment. To further support students enrolled in selected course sections, textbooks and other instructional materials will be loaned to students during class. Additional textbooks will also be made available at the library for students to use outside of class.

This activity implementation plan is based on research focused on effective strategies to increase success for men of color. The research indicates that reading remediation, learning communities, study skills courses, and participation in orientation had a positive effect on faculty-student engagement, which leads to higher persistence and success (Woods & Ireland, 2014). Additionally, Barbatis (2010) found that participation in learning communities better prepared students for faculty-student interactions. The proposed activity closely mimics learning communities and is designed to promote faculty-student interactions.

This activity implementation plan is also supported by Completion by Design’s “Progress” stage which indicates that a combination of student supports, inside and outside the classroom that are well coordinated, promotes students’ progress toward their completion goals. In the area of instructional supports, it is recommended for colleges to integrate student academic assistance so that the classroom, rather than the tutoring center, is the key point of access to students (Venezia, Braco, & Nodine, 2011). Additionally, low course completion rates are often associated with the lack of affordable textbooks and instructional materials. Because over 50% of Norco College students are classified as low-income, textbook affordability is a major factor in course completion (persistence).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.2	February, 2016-ongoing	\$40,000	\$10,000-Title V HSI Grant

- **Link to Goal**

The goal is to improve course completion rates of men of color. This activity provides direct academic support to cohort students, inside and outside the classroom, resulting in higher course completion rates. This activity also supports cohort students’ financial needs by providing academic materials during class and outside of class. Embedding student services with academic instruction and providing costly instructional materials to cohort students free of cost, help increase the likelihood they will complete courses successfully.

- **Evaluation**

In order to evaluate the effectiveness of the basic skills and college level course sections, packaged as part of a learning community for men of color, the Office of Institutional Effectiveness will compare two cohorts of students: those who participated in the learning community and men of color who are not enrolled in the specialized coursework as part of the learning community. We will compare quantitatively the course completion rates of participants and non-participants after one, two, three, and four semesters to identify differences in rates of persistence, degree completion, or transfer. Thus, the planned evaluation for men of color learning communities centers around following the cohort past several time points to identify and compare their course completion (and more broadly, their persistence) to a non-participating cohort of men of color.

The implementation of this learning community also calls for a close evaluation of students’ experiences via qualitative methods, which may shed light on the specific factors within the community that promote persistence. In other words, our quantitative analysis can tell us the extent to which the program is having an effect on course completion and other outcomes, but qualitative investigation can allow us to further explore *why* we observe any changes in course completion. Thus, the evaluation of the men of color learning communities, including targeted

basic skills curriculum, will center on quantitatively comparing outcomes for students, but qualitative data collection efforts will help us to unpack aspects of the curriculum and community that may need further refinement.

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## **Success Indicator: ESL and Basic Skills Completion**

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**CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION**

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**C. ESL AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Institutional research at the college was based on the percentage of students who successfully complete the degree-applicable course in a basic skills sequence within 6 years after beginning below degree-level ESL or basic skills sequence during the 2007-08 academic year. A key for interpreting ESL and basic skills English and math data tables is below.

<b>KEY: ESL AND BASIC SKILLS COMPLETION TABLES</b>	
<b>White</b>	Indicates that the student population is not disproportionately impacted.
<b>Peach</b>	Indicates that the group is experiencing disproportionate impact (DI). DI is calculated by dividing the completion rate of each demographic group by the rate of the highest performing group with 20 or more students.
<b>Gray</b>	Indicates that the cohort is too small (less than 20 students) to validly determine disproportionate impact.
<b>Completion Gap</b>	Refers to the percentage below 80% of the highest performing group.

**6-YEAR ESL COMPLETION  
by Gender and Ethnicity  
2007-2008 Cohort**

	<b>Ethnicity</b>	<b>Cohort Count</b>	<b>Completion Count</b>	<b>Completion Rate</b>	<b>Disproportionate Impact (DI)</b>	<b>Completion Gap</b>
<b>Female</b>	Asian American	22	4	18.2%	1.00	-
	<b>Hispanic</b>	<b>77</b>	<b>10</b>	<b>13.0%</b>	<b>0.71</b>	<b>-9%</b>
	Filipino	5	1	20.0%	1.10	-
	Some Other Race	15	3	20.0%	1.10	-
	African American	1	0	18.2%	0.00	-
	Pacific Islander	1	0	0	0.00	-
	White	2	0	0	0.00	-
	<b>Female Total</b>	<b>123</b>	<b>18</b>	<b>14.6%</b>		
<b>Male</b>	<b>Hispanic</b>	<b>35</b>	<b>4</b>	<b>11.4%</b>	<b>0.63</b>	<b>-17%</b>
	African American	3	2	66.7%	3.67	-
	Asian American	10	1	10.0%	0.55	-
	Filipino	3	0	0.0%	0.00	-
	Native American	1	0	0.0%	0.00	-
	Pacific Islander	1	0	0.0%	0.00	-
	White	2	0	0.0%	0.00	-
	Some Other Race	3		0.0%	0.00	-
	<b>Male Total</b>	<b>58</b>	<b>7</b>	<b>12.1%</b>		

**6-YEAR ESL COMPLETION  
by Gender and Disability Status  
2007-2008 Cohort**

Gender	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Female	Non-DSPS	119	17	14.3%	0.98
DSPS		4	1	25.0%	1.71	-
<b>Female Total</b>		<b>123</b>	<b>18</b>	<b>14.6%</b>		
Male	Non-DSPS	57	7	12.3%	0.84	-
	DSPS	1	0	0.0%	0.00	-
	<b>Male Total</b>	<b>58</b>	<b>7</b>	<b>12.1%</b>		

**6-YEAR ESL COMPLETION  
by Gender and Socioeconomic Status  
2007-2008 Cohort**

Gender	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Female	Non- Low Income	84	9	10.7%	0.46
Low Income		39	9	23.1%	1.00	-
<b>Female Total</b>		<b>123</b>	<b>18</b>	<b>14.6%</b>		
Male	Non- Low Income	37	5	13.5%	-0.59	-21%
	Low Income	21	2	9.5%	0.41	-39%
	<b>Male Total</b>	<b>58</b>	<b>7</b>	<b>12.1%</b>		

**6-YEAR ESL COMPLETION  
by Gender and Veteran Status  
2007-2008 Cohort**

	<b>Veteran Status</b>	<b>Cohort Count</b>	<b>Completion Count</b>	<b>Completion Rate</b>	<b>Disproportionate Impact (DI)</b>	<b>Completion Gap</b>
<b>Female</b>	Non-Veteran	123	18	14.6%	-	-
	Veteran	-	-	-	-	-
	<b>Female Total</b>	<b>123</b>	<b>18</b>	<b>14.6%</b>		
<b>Male</b>	Non-Veteran	58	7	12.1%	-	-
	Veteran	-	-	-	-	-
	<b>Male Total</b>	<b>58</b>	<b>7</b>	<b>12.1%</b>		

**6-YEAR ESL COMPLETION  
by Gender and Foster Youth Status  
2007-2008 Cohort**

	<b>Foster Youth Status</b>	<b>Cohort Count</b>	<b>Completion Count</b>	<b>Completion Rate</b>	<b>Disproportionate Impact (DI)</b>	<b>Completion Gap</b>
<b>Female</b>	Non-Foster Youth	122	18	14.8%	-	-
	Foster Youth	1	0	0.0%	-	-
	<b>Female Total</b>	<b>123</b>	<b>18</b>	<b>14.6%</b>		
<b>Male</b>	Non-Foster Youth	58	7	12.1%	-	-
	Foster Youth	-	-	-	-	-
	<b>Male Total</b>	<b>58</b>	<b>7</b>	<b>12.1%</b>		



**6-YEAR BASIC SKILLS ENGLISH COMPLETION  
by Gender and Ethnicity  
2007-2008 Cohort**

	<b>Ethnicity</b>	<b>Cohort Count</b>	<b>Completion Count</b>	<b>Completion Rate</b>	<b>Disproportionate Impact (DI)</b>	<b>Completion Gap</b>
<b>Female</b>	Asian American	42	25	59.5%	1.00	-
	Filipino	22	11	50.0%	0.84	-
	Some Other Race	53	26	49.1%	0.82	-
	White	260	108	41.5%	0.70	-10%
	African American	59	24	40.7%	0.68	-12%
	Hispanic	389	151	38.8%	0.65	-15%
	Native American	4	3	75.0%	1.26	-
	Pacific Islander	2	1	50.0%	0.84	-
	<b>Female Total</b>	<b>831</b>	<b>349</b>	<b>42.0%</b>		
<b>Male</b>	Asian American	30	14	46.7%	0.78	-2%
	Some Other Race	39	18	46.2%	0.78	-2%
	Filipino	26	10	38.5%	0.65	-15%
	White	199	76	38.2%	0.64	-16%
	Hispanic	259	82	31.7%	0.53	-27%
	African American	38	11	28.9%	0.49	-31%
	Native American	4	1	25.0%	0.42	-
	Pacific Islander	6	1	16.7%	0.28	-
	<b>Male Total</b>	<b>601</b>	<b>213</b>	<b>35.4%</b>		

**6-YEAR BASIC SKILLS ENGLISH COMPLETION  
by Gender and Disability Status  
2007-2008 Cohort**

Female	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-DSPS	796	337	42.3%	1.00	-
DSPS	35	12	34.3%	0.81	-	
<b>Female Total</b>	<b>831</b>	<b>349</b>				
Male	Non-DSPS	584	207	35.4%	0.84	-
	DSPS	17	6	35.3%	0.83	-
	<b>Male Total</b>	<b>601</b>	<b>213</b>	<b>42.0%</b>		

**6-YEAR BASIC SKILLS ENGLISH COMPLETION  
by Gender and Socioeconomic Status  
2007-2008 Cohort**

Female	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non- Low Income	515	208	40.4%	0.91	-
Low Income	316	141	44.6%	1.00	-	
<b>Female Total</b>	<b>831</b>	<b>349</b>	<b>42.0%</b>			
Male	Non-Low Income	414	141	34.1%	0.76	-4%
	Low Income	187	72	38.5%	0.86	-
	<b>Male Total</b>	<b>601</b>	<b>213</b>	<b>35.4%</b>		

6-YEAR BASIC SKILLS ENGLISH COMPLETION by Gender and Veteran Status 2007-2008 Cohort						
	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Veteran	826	347	42.0%	1.00	-
	Veteran	5	2	40.0%	0.95	-
	<b>Female Total</b>	<b>831</b>	<b>349</b>	<b>42.0%</b>		
Male	Non- Veteran	586	206	35.2%	0.84	-
	Veteran	15	7	46.7%	1.11	-
	<b>Male Total</b>	<b>601</b>	<b>213</b>	<b>35.4%</b>		

6-YEAR BASIC SKILLS ENGLISH COMPLETION by Gender and Foster Youth Status 2007-2008 Cohort						
	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Foster Youth	817	342	41.9%	1.00	-
	Foster Youth	14	7	50.0%	1.19	-
	<b>Female Total</b>	<b>831</b>	<b>349</b>	<b>42.0%</b>		
Male	Non-Foster Youth	600	213	35.5%	0.85	-
	Foster Youth	1	0	0.0%	0.00	-
	<b>Male Total</b>	<b>601</b>	<b>213</b>	<b>35.4%</b>		

**6-YEAR BASIC SKILLS MATH COMPLETION  
by Gender and Ethnicity  
2007-2008 Cohort**

	<b>Ethnicity</b>	<b>Cohort Count</b>	<b>Completion Count</b>	<b>Completion Rate</b>	<b>Disproportionate Impact (DI)</b>	<b>Completion Gap</b>
<b>Female</b>	Some other race	57	22	38.6%	0.93	
	White	269	83	30.9%	0.74	-6%
	Hispanic	311	82	26.4%	0.63	-17%
	African American	77	19	24.7%	0.59	-21%
	Asian American	19	5	26.3%	0.63	-
	Filipino	16	4	25.0%	0.60	-
	Pacific Islander	5	1	20.0%	0.48	-
	Native American	2	0	0.0%	0.00	-
	<b>Female Total</b>	<b>756</b>	<b>216</b>	<b>28.6%</b>		
<b>Male</b>	Filipino	24	10	41.7%	1.00	-
	Some other race	29	11	37.9%	0.91	
	White	138	42	30.4%	0.73	-7%
	Hispanic	202	53	26.2%	0.63	-17%
	African American	39	9	23.1%	0.55	-25%
	Asian American	19	12	63.2%	1.52	-
	Native American	6	2	33.3%	0.80	-
	Pacific Islander	5	0	0.0%	0.00	-
<b>Male Total</b>	<b>462</b>	<b>139</b>	<b>30.1%</b>			

6-YEAR BASIC SKILLS MATH COMPLETION by Gender and Disability Status 2007-2008 Cohort						
	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-DSPS	721	208	28.8%	0.49	-31%
	DSPS	35	8	22.9%	0.39	-41%
	<b>Female Total</b>	<b>756</b>	<b>216</b>	<b>28.6%</b>		
Male	Non-DSPS	440	126	28.6%	0.48	-32%
	DSPS	22	13	59.1%	1.00	
	<b>Male Total</b>	<b>462</b>	<b>139</b>	<b>30.1%</b>		

6-YEAR BASIC SKILLS MATH COMPLETION by Gender and Socioeconomic Status 2007-2008 Cohort						
	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non- Low Income	455	129	28.4%	0.87	-
	Low Income	301	87	28.9%	0.88	-
	<b>Female Total</b>	<b>756</b>	<b>216</b>	<b>28.6%</b>		
Male	Non- Low Income	309	89	28.8%	0.88	-
	Low Income	153	50	32.7%	1.00	-
	<b>Male Total</b>	<b>462</b>	<b>139</b>	<b>30.1%</b>		

6-YEAR BASIC SKILLS MATH COMPLETION by Gender and Veteran Status 2007-2008 Cohort						
	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Veteran	750	212	28.3%	0.94	-
	Veteran	6	4	66.7%	2.22	-
	<b>Female Total</b>	<b>756</b>	<b>216</b>	<b>28.6%</b>		
Male	Non-Veteran	443	130	29.3%	0.98	-
	Veteran	19	9	47.4%	1.57	-
	<b>Male Total</b>	<b>462</b>	<b>139</b>	<b>30.1%</b>		

6-YEAR BASIC SKILLS MATH COMPLETION by Gender and Foster Youth Status 2007-2008 Cohort						
	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Foster Youth	740	209	59.5%	0.94	-
	Foster Youth	16	7	28.2%	1.46	-
	<b>Female Total</b>	<b>756</b>	<b>216</b>	<b>43.8%</b>		
Male	Non-Foster Youth	462	139	40.0%	1.33	-
	Foster Youth	5	2	30.0%	1.00	-
	<b>Male Total</b>	<b>462</b>	<b>139</b>	<b>30.1%</b>		

## CONCLUSIONS: DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Data for ESL and basic skills completion indicated the following students groups as experiencing disproportionate impact compared to top performing group:

ESL	
Groups	Percentage below 80% of highest performing group
Low-income males	-39%
Hispanic males	-17%
Hispanic females	-9%

BASIC SKILLS ENGLISH	
Groups	Percentage below 80% of highest performing group
African American males	-31%
Hispanic males	-27%
White males	-16%
Hispanic males	15%
Filipino males	-15%
African American females	-12%
White females	-10%
Asian American males	-2%
Some other race males	-2%

BASIC SKILLS MATH	
Groups	Percentage below 80% of highest performing group
Disability status females	-41%
African American males	-25%
African American females	-21%
Hispanic males	-17%
Hispanic females	-17%
White males	-7%
White females	-6%

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COMPLETION**


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**GOAL C.**

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

**ESL COMPLETION**

Target Population(s)	Current gap, year	Goal*	Goal Year
Socioeconomic status males	-39, 2013	-29%	2020
Hispanic males	-17, 2013	-7%	2020
Hispanic females	-9, 2013	0	2020

**BASIC SKILLS-ENGLISH COMPLETION**

Target Population(s)	Current gap, year	Goal*	Goal Year
African American males	-31, 2013	-21%	2020
Hispanic males	-27, 2013	-17%	2020
White males	-16, 2013	-16%	2020
Foster Youth	-	60% completion rate	2020

**BASIC SKILLS MATH COMPLETION**

Target Population(s)	Current gap, year	Goal*	Goal Year
Students with disabilities	-41, 2013	-38%	2020
African American males	-25, 2013	-15%	2020
African American females	-21, 2013	-11%	2020
Hispanic females	-17, 2013	-7%	2020
Hispanic males	-17, 2013	-7%	2020
Foster Youth	-	50% completion rate	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.



*\*If the target population(s) are different from the populations with the three greatest gaps, provide an explanation below.*

Aside from focusing equity efforts on the populations with the three greatest gaps, the college is also focusing equity efforts on Hispanic males and females because these groups represent 42% of the student population studied. Focusing equity efforts on groups with the highest concentration of students will lead to higher, overall success rates in basic skills completion. While not DI, the college is also focusing on improving outcomes for foster youth because cohorts are extremely low.

**ACTIVITIES: C. ESL AND BASIC SKILLS COMPLETION**

**C.1**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.1	Hispanic males	150
C.1	African American males	50
C.1	Foster Youth	25

• **Activity Implementation Plan**

The college will expand outreach efforts to increase the number of men of color and foster youth that participate in the Norco College Summer Advantage Program.

Summer Advantage was created in 2012 as an intervention for graduating seniors in the Corona-Norco Unified School District (CNUSD) who assessed one or more levels below college level math and English. Students in the program participate in intensive workshops involving brush-up sessions and testing on materials they should already have covered in their high school course work. After a thorough evaluation of

their work by faculty, students who demonstrate knowledge of critical concepts in English and math are allowed to advance up to three levels in each subject, potentially reducing time in basic skills courses by as much as 3 semesters. In addition, program completers are required to complete a one-day orientation where they learn about Norco College requirements for certificates, degrees, transfer, categorical programs, and campus services. To direct students towards a goal, Summer Advantage students complete a 2-semester education plan with a counselor at the end of the day. As an incentive for completing the program and orientation, students are given access to early registration.

Summer Advantage has been very successful in reducing the number of basic skills courses students are required to complete before reaching college level English and math. For example, 77.3% of 2015 Summer Advantage completers moved up 1 or 2 levels in basic skills English and 35.5% moved up 1 or 2 levels in basic skills math. Summer Advantage also encourages students to enroll in English and math in the first semester, which has resulted in higher basic skills completion rates. Recent data indicates that 36.3% of 2014 Summer Advantage students completed the English basic skills sequence in one academic year as compared to 9.2% of non- participants, and 20.3% completed the math sequence as compared to 8.5% of non-participants. Summer Advantage completers also achieved significantly higher fall-to-fall retention rates (76.7%) as compared to non-participants (60.3%).

The 2015 summer program served 268 females (58.2%) and 202 males (41.8%), 483 in total. Only ten students self-reported as foster youth. Out of 483 participants, 105 (21.7%) represented Hispanic males, African American males, or foster youth. The college will conduct targeted outreach efforts to double the number of men of color and foster youth who participate in Summer Advantage. Student equity personnel will collaborate with the Summer Advantage Work Group to conduct targeted outreach efforts to high schools in the district to increase the number of target group students to a minimum of 225 each year. To achieve this goal, student equity personnel will make presentations in classes and in club meetings to attract more males to sign up for Summer Advantage. Workshops will be offered in the high schools to help students complete the matriculation process and the application to participate in Summer Advantage.

The Summer Advantage Program promotes and addresses Completion by Design’s “Connection” momentum point. The literature states that in order for students to minimize time required to get through basic skills, institutions must provide interventions that allow students to acquire only the content they need to accelerate through basic skills (CBD, 2012). The Summer Advantage program is an intervention that works and helps students accelerate and complete basic skills completion in English and math.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	January 2016- June 2019	\$5,000	\$

• **Link to Goal**

The primary goal of the Summer Advantage Program is to help first-time college students accelerate basic skills completion by reducing the number of courses they need to complete the English and math sequence. The program also promotes enrollment in basic skills math and English by providing priority registration for fall term. Therefore, by increasing the number of men of color and foster youth that participate in the program will help close the equity gaps identified for target student groups.

• **Evaluation**

As part of ongoing evaluation efforts to assess effectiveness of Summer Advantage, quantitative analysis will be carried out to identify trends in basic skills English and math completion. Students will be tracked following their participation in Summer Advantage in order to identify which courses they enroll in and their persistence rates 1, 2, and 3 years out.

**C.2**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.2	Hispanic males	150
C.2	African American males	50
C.2	Foster Youth	25

• **Activity Implementation Plan**

Summer Advantage Program completers that represent the target student groups will be invited to participate in an extended 3-day new student orientation. The orientation will be tailored to meet the needs of the target student groups. The program will include workshops on topics such as time management, studying skills, communicating with faculty, student engagement, and other college success strategies. The program will also include motivational speakers, faculty panels, and opportunities to interact with current students, faculty, staff, and administrators. The program will culminate with a series of team building opportunities designed to build community between participants. Towards the end of the programs, participants will meet with counselors to develop detailed, Student Education Plans that will serve as

roadmaps for students to complete their stated goals. They will also be given the opportunity to discuss the status of their financial aid application with a Student Financial Services representative that will be designated to serving the needs of these student groups.

A 3-day orientation for men of color and foster youth is being offered because research indicates that participation in orientation had a positive effect on faculty–student engagement (Wood & Ireland, 2014). Chang (2005) also identified orientation as a significant predictor of engagement especially for African Americans. While this research is primarily focused on men of color, the benefits derived from attending an extended summer orientation prior to starting college helps students feel connected and supported.

The summer extended orientation strategies aligns with the RP Group Student Support (Re)defined “Directed”, “Connected”, and “Nurtured” success factors. These factors indicate that students tend to succeed at higher rates when they feel connected to the college and when they feel that someone cares about their success. The success factors also emphasize that when students develop a goal early in their college years and know how to achieve it, success rates increase.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Summer, 2016	\$8,000	

• **Link to Goal**

The goal is to increase ESL/basic skills completion for Hispanic males, African American males, and foster youth. The extended summer orientation is designed to help cohort students acclimate to a college environment and to feel better prepare for fall term. Connecting cohort students to college resources, categorical programs, and key college personnel, promotes a sense of belonging and being valued, which are critical factors in college persistence among first-time college students. These factors will likely improve ESL/basic skills completion.

• **Evaluation**

In order to evaluate the effectiveness of the extended summer orientation, the Office of Institutional Effectiveness will administer a survey to students who participated. The goal of the survey will be to identify key areas of knowledge gained from attending the orientation and suggestions for improvement.

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.3	Socioeconomic status	80
C.3	Hispanic Males (ESL)	35
C.3	Hispanic Females (ESL)	75

• **Activity Implementation Plan**

The Student Success Coach (SSC) will establish connections with the identified Teaching English to Speakers of Other Languages (TESOL) programs in the area and create a process for them to work with Norco College ESL faculty to identify supplemental instruction and other activities to support ESL completion. Norco College faculty will also identify students who have the skills to serve as classroom-assisted tutors (CTAs). Faculty select tutors who successfully completed the course and have the skills to tutor others. CATs are placed in the classroom, work closely with faculty throughout the semester, and serve as a peer tutors and mentors. Tutors may contribute to class discussions, lead small breakout sessions, provide one-on-one mini-tutorials, and conduct longer tutorial sessions immediately after each class. This approach ensures that students who are struggling with the course material have access to a tutor during class and immediately after class without the need to go to the tutorial center to make an appointment.

This activity implementation plan is supported by Completion by Design’s “Progress” stage which indicates that a combination of student supports, inside and outside the classroom that are well coordinated, promotes students’ progress toward their completion goals. In the area of instructional supports, it is recommended for colleges to integrate student academic assistance so that the classroom, rather than the tutoring center, is the key point of access to students (Venezia, Braco, & Nodine, 2011).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
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C.3	February 2016-Spring 2019	\$7,680	(\$7,680) Title V HSI Grant Funds
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• **Link to Goal**

The goal is to increase ESL completion among Hispanic males and females, and socioeconomic status students. Embedding student services with academic instruction ensures that ESL students get the support they need to succeed academically. Adding CATs in ESL classes eliminates the need for students to seek tutorial assistance on their own outside of class. Also, because CATs are students who previously completed ESL courses successfully, they are well positioned to not only assist students academically, but they will also serve as mentors to ESL students. This approach increases support for ESL students inside and outside the classroom, which will likely improve persistence and increase ESL completion.

• **Evaluation**

In order to assess the effectiveness of instructional support services provided to ESL students, we can compare course completion rates among ESL students who received services and among those who did not. We follow students 1 and 2 semesters after they receive services to identify positive changes in course completion and ESL proficiency.

**C.4**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.4	African American males	100
C.4	Hispanic males and females	450

• **Activity Implementation Plan**

The college will implement a holistic multiple measures assessment process utilizing high school transcript data and non-cognitive variables (NCV) which will result in increased numbers and percentages of Black and Hispanic students being placed into transfer-level English and math courses. This will also increase the number and percentage of these students who complete the basic skills English and math pipeline. Starting with a spring 2016 cohort, Norco College will select 550 students to be placed into English and math courses as defined by the state-level Multiple Measures Assessment Project (MMAP). This method of placement has proven to double or triple the placement rate of students of color into transfer level courses at other institutions. These students will be followed for two years to determine the rate of English and math basic skills completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.4	January 2016-Spring 2019	\$12,000	

- **Link to Goal**

The goal is to increase basic skills completion for cohort students. By changing the process of placement into basic skills through the use of multiple measures as defined by MMAP, all students (including men of color) will improve their placement levels which is likely to lead to higher completion of basic skills English and math.

- **Evaluation**

Student placement using the MMAP model will be compared to student placement levels of the regular placement process. These placement outcomes will be disaggregated by ethnicity and gender to determine if the process positively impacted cohort students. In addition, student cohorts will be tracked for two years and basic skills completion rates will be calculated.

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## **Success Indicator: Degree and Certificate Completion**

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**CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION**

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**D. DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal. Specifically, this outcome is based on a six-year cohort of new students who meet the following criteria, 1) Completed six units within three years, and 2) attempted an English or math course within the first three years. The SPAR cohort for this indicator was any student meeting the above criteria who began college in the 2007-08 academic year. To be counted as having completed a degree or certificate, a student would have received an AA/AS degree or credit certificate (Chancellor’s Office approved) by the end of spring 2013. A key for interpreting degree and certificate data tables is below.

<b>KEY: DEGREE AND CERTIFICATE COMPLETION TABLES</b>	
<b>White</b>	Indicates that the student population is not disproportionately impacted.
<b>Peach</b>	Indicates that the group is experiencing disproportionate impact (DI). DI is calculated by dividing the completion rate of each demographic group by the rate of the highest performing group with 20 or more students.
<b>Gray</b>	Indicates that the cohort is too small (less than 20 students) to validly determine disproportionate impact.
<b>Completion Gap</b>	Refers to the percentage below 80% of the highest performing group.

**6-YEAR DEGREE COMPLETION  
by Gender and Ethnicity  
2007-2008 Cohort**

	<b>Ethnicity</b>	<b>Cohort Count</b>	<b>Completion Count</b>	<b>Completion Rate</b>	<b>Disproportionate Impact (DI)</b>	<b>Completion Gap</b>
<b>Female</b>	African American	57	14	24.6%	1.00	-
	White	281	58	20.6%	0.84	-
	Hispanic	363	72	19.8%	0.81	-
	Some Other Race	62	11	17.7%	0.72	-8%
	Asian American	45	7	15.6%	0.63	-17%
	Pacific Islander	8	2	25.0%	1.02	-
	Native American	7	1	14.3%	0.58	-
	Filipino	16	1	6.3%	0.25	-
	<b>Female Total</b>	<b>839</b>	<b>166</b>	<b>19.8%</b>		
	<b>Male</b>	White	212	34	16.0%	0.65
Hispanic		247	37	15.0%	0.61	-19%
Some Other Race		50	7	14.0%	0.57	23%
African American		36	4	11.1%	0.45	-35%
Asian American		37	4	10.8%	0.44	-36%
Filipino		28	3	10.7%	0.44	-36%
Native American		4		0.0%	0.00	-
Pacific Islander		6		0.0%	0.00	-
<b>Male Total</b>		<b>620</b>	<b>89</b>	<b>14.4%</b>		

6- YEAR DEGREE COMPLETION by Gender and Disability Status 2007-2008 Cohort						
	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-DSPS	813	161	19.8%	0.59	-
	DSPS	26	5	19.2%	0.58	-28%
	<b>Female Total</b>	<b>839</b>	<b>166</b>	<b>19.8%</b>		
Male	Non-DSPS	599	82	13.7%	0.41	-
	DSPS	21	7	33.3%	1.00	-
	<b>Male Total</b>	<b>620</b>	<b>89</b>	<b>14.4%</b>		

6- YEAR DEGREE COMPLETION by Gender and Socioeconomic Status 2007-2008 Cohort						
	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non- Low Income	362	59	16.3%	0.73	-
	Low Income	477	107	22.4%	1.00	-
	<b>Female Total</b>	<b>839</b>	<b>166</b>	<b>19.8%</b>		
Male	Non- Low Income	338	40	11.8%	0.53	-
	Low Income	282	49	17.4%	0.77	-3%
	<b>Male Total</b>	<b>620</b>	<b>89</b>	<b>14.4%</b>		

6- YEAR DEGREE COMPLETION by Gender and Veteran Status 2007-2008 Cohort						
	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Veteran	833	163	19.6%	0.99	-
	Veteran	6	3	50.0%	2.53	-
	<b>Female Total</b>	<b>839</b>	<b>166</b>	<b>19.8%</b>		
Male	Non-Veteran	605	85	14.0%	0.71	-
	Veteran	15	4	26.7%	1.35	-
	<b>Male Total</b>	<b>620</b>	<b>89</b>	<b>14.4%</b>		

6-YEAR DEGREE COMPLETION by Gender and Foster Youth Status 2007-2008 Cohort						
	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Foster Youth	823	161	19.6%	1.00	-
	Foster Youth	16	5	31.3%	1.60	-
	<b>Female Total</b>	<b>839</b>	<b>166</b>	<b>19.8%</b>		
Male	Non-Foster Youth	618	88	14.2%	0.73	-
	Foster Youth	2	1	50.0%	2.56	-
	<b>Male Total</b>	<b>620</b>	<b>89</b>	<b>14.4%</b>		

**6- YEAR CERTIFICATE COMPLETION  
by Gender and Ethnicity  
2007-2008 Cohort**

	<b>Ethnicity</b>	<b>Cohort Count</b>	<b>Completion Count</b>	<b>Completion Rate</b>	<b>Disproportionate Impact (DI)</b>	<b>Completion Gap</b>
<b>Female</b>	Hispanic	363	27	7.4%	1.00	-
	White	281	17	6.0%	0.81	-
	Asian American	45	2	4.4%	0.60	-20%
	African American	57	1	1.8%	0.24	-56%
	Some Other Race	62	1	1.6%	0.22	-58%
	Filipino	16	1	6.3%	0.84	
	Native American	7	0	0.0%	0.00	
	Pacific Islander	8	0	0.0%	0.00	
	<b>Female Total</b>	<b>839</b>	<b>49</b>	<b>5.8%</b>		
<b>Male</b>	Some Other Race	47	3	6.0%	0.81	-
	African American	34	2	5.6%	0.75	-5%
	White	201	11	5.2%	0.70	-10%
	Hispanic	237	10	4.0%	0.54	-26%
	Filipino	27	1	3.6%	0.48	-32%
	Asian American	37	0	0.0%	0.00	-80%
	Native American	4	0	0.0%	0.00	-
	Pacific Islander	6	0	0.0%	0.00	-
<b>Male Total</b>	<b>593</b>	<b>27</b>	<b>3.0%</b>			

**6-YEAR CERTIFICATE COMPLETION  
by Gender and DSPS  
2007-2008 Cohort**

	DSPS	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
<b>Female</b>	Non- DSPS	813	46	5.7%	0.30	-
	<b>DSPS</b>	<b>26</b>	<b>3</b>	<b>11.5%</b>	<b>0.61</b>	<b>-19%</b>
	<b>Female Total</b>	<b>839</b>	<b>49</b>	<b>5.8%</b>		-
	Non-DSPS	599	23	3.8%	0.20	-
<b>Male</b>	DSPS	21	4	19.0%	1.00	
	<b>Male Total</b>	<b>620</b>	<b>27</b>	<b>4.4%</b>		-

**6-YEAR CERTIFICATE COMPLETION  
by Gender and Socioeconomic Status  
2007-2008 Cohort**

	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
<b>Female</b>	<b>Non-Low Income</b>	<b>362</b>	<b>12</b>	<b>3.3%</b>	<b>0.43</b>	<b>-</b>
	Low Income	477	37	7.8%	1.00	-
	<b>Female Total</b>	<b>839</b>	<b>49</b>	<b>5.8%</b>		
	<b>Non- Low Income</b>	<b>338</b>	<b>9</b>	<b>2.7%</b>	<b>0.34</b>	<b>-</b>
<b>Male</b>	Low Income	282	18	6.4%	0.82	-
	<b>Male Total</b>	<b>620</b>	<b>27</b>	<b>4.4%</b>		

**6-YEAR CERTIFICATE COMPLETION  
by Gender and Veteran Status  
2007-2008 Cohort**

Female	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-Veteran	833	48	5.8%	1.00	-
Veteran	6	1	16.7%	2.89	-	
<b>Female Total</b>	<b>839</b>	<b>49</b>	<b>5.8%</b>			
Male	Non-Veteran	605	25	4.1%	0.72	-
	Veteran	15	2	13.3%	2.31	-
	<b>Male Total</b>	<b>593</b>	<b>27</b>	<b>4.4%</b>		

**6-YEAR CERTIFICATE COMPLETION  
by Gender and Foster Youth Status  
2007-2008 Cohort**

Female	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-Foster Youth	823	49	6.0%	1.00	-
Foster Youth	16	0	0.0%	0.00	-	
<b>Female Total</b>	<b>839</b>	<b>49</b>	<b>5.8%</b>			
Male	Non-Foster Youth	618	25	4.0%	0.68	-
	Foster Youth	2	2	100.0%	16.80	-
	<b>Male Total</b>	<b>620</b>	<b>27</b>	<b>4.4%</b>		

## CONCLUSIONS: DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Data for degree and certificate completion indicated the following students groups as experiencing disproportionate impact compared to top performing group:

DEGREE COMPLETION	
Groups	Percentage below 80% of highest performing group
Asian American males	-36%
Filipino males	-36%
African American males	-35%
Disability status females	-28%
Some other race males	-23%
Hispanic males	-19%
Asian American females	-17%
White males	-15%
Some other race females	-8%
Socioeconomic status males	-3%

CERTIFICATE COMPLETION	
Groups	Percentage below 80% of highest performing group
Asian American males	-80%
Some other race females	-58%
African American females	-56%
Filipino males	-32%
Hispanic males	-26%
Asian American females	-20%
Disability status females	-19%
White males	-10%
African American males	-5%



## GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

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### GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

#### DEGREE COMPLETION

Target Population(s)	Current gap, year	Goal*	Goal Year
Asian American males	-36, 2013	-25%	2020
Filipino males	-36, 2013	-25%	2020
African American males	-35, 2013	-25%	2020
Hispanic males	-19, 2013	-9%	2020
Foster Youth	-	Increase cohort by 50%	2020

#### CERTIFICATE COMPLETION

Target Population(s)	Current gap, year	Goal*	Goal Year
Asian American males	-80%, 2013	-70%	2020
More than one race females	-58%, 2013	-48%	2020
African-American females	-56%, 2013	-46%	2020
Filipino males	-32, 2013	-22%	2020
Hispanic males	-26,2013	-16%	2020
Foster Youth	-	Increase cohort by 50%	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

*\*If the target population(s) are different from the populations with the three greatest gaps, provide an explanation below.*

In addition to addressing the groups with the three highest gaps, the college is focusing its efforts on Hispanic males because this group represents 40% of the male student population studied. Focusing equity efforts on groups with the highest concentration of students will lead to higher, overall success rates in degree and certificate completion. Additionally, while not DI, the college is focusing on increasing foster youth cohorts because they are extremely low.

**D.1**

- **Indicators/Goals to be affected by the activity.**

	Access	X	Degrees and Certificate Completion
	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
D.1	Asian American males	20
D.1	Filipino males	20
D.1	African American males	20
D.1	Hispanic males	20

- **Activity Implementation Plan**

Counseling Faculty, Faculty Department Chairs, and Instructional Deans will collaborate to develop structured, streamlined pathways for students to complete degrees and certificates more quickly and efficiently. Pathways will help expedite completion of a degree or certificate by narrowing the choices of courses students can choose from to complete requirements.

This activity will be piloted with up to 80 cohort students starting in fall of 2016 and continuing into spring 2017. In the Spring of 2016, counseling faculty, department chairs, and instructional deans will develop pathways for select certificates and degrees. Recruitment of students for this project will occur during spring and summer, 2016. Students who demonstrate interest will attend a half-day orientation in the summer to get an overview of the project. The orientation will include a career assessment component to help students narrow down their career choices and educational goals. Students who agree to participate in the project will sign a letter of commitment and be compensated with a book voucher and priority registration for fall term.

The Student Success Coach (SSC) will collaborate with the Counseling Department to schedule individual counseling appointments for project participants. Counselors will complete roadmaps and Student Education Plans (SEP) for project participants based on their career interests and educational goals. The SSC will be provided with copies of the roadmaps and SEPs to help guide participants with course registration each term. The SSC will collaborate with counselors to monitor project participants' progress throughout their participation in the pilot project.

This activity is a pilot intervention that will be tested with a small group of students. The activity is designed to simplify and expedite the time it takes students to complete a certificate or degree. Research conducted by Complete College America states that when students are given too many course choices, it leads to indecision or poor decision, which prolongs time to completion (GPS Booklet, 2014). The research indicates that a semester-by-semester academic map help students stay focused and on track (GPS Booklet, 2014). This strategy also aligns with the RP Group's "Directed" and "Focused" success factors, which indicate that when students have a goal and they know how to achieve it, they tend to stay on track until graduation. The Completion by Design framework also recommends for colleges to develop "intrusive" advising strategies to keep students on track. This recommendation is being implemented by hiring a Student Success Coach who will collaborate with counseling and instructional faculty to keep track of students' progress.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	February, 2016-ongoing	\$10,500	

• **Link to Goal**

The goal is to improve degree and certificate completion rates for target student groups. This activity is designed to increase degree and certificate rates by helping students more easily understand the path to complete their educational goal. This will be accomplished by developing highly structured roadmaps that illustrate the courses students need to take each term. Minimizing the choices students have to choose from to complete a degree or a certificate, providing them with a roadmap, and receiving support from a Student Success Coach will lead to improved degree and certificate completion rates for target student groups.

- ***Evaluation***

Effectiveness of pathways will be assessed using enrollment, course completion, and degree and certificate completion data. The degree and certificate completion percentages of new students who participate in the pathways will be compared to those who did not participate. Tests of significance will be applied to the two groups to determine if pathways had a significant impact on outcomes. The evaluation of this pilot project will inform the college on how to scale up this effort to benefit from students.

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# Transfer

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## CAMPUS-BASED RESEARCH: TRANSFER

- E. **TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more years (up to six). The indicator is calculated based on six-year SPAR cohort (see description in “Degree and Certificate Completion” above) for new students in 2007-08. A key for interpreting transfer data tables is below.

KEY: TRANSFER TABLES	
<b>White</b>	Indicates that the student population is not disproportionately impacted.
<b>Peach</b>	Indicates that the group is experiencing disproportionate impact (DI). DI is calculated by dividing the completion rate of each demographic group by the rate of the highest performing group with 20 or more students.
<b>Gray</b>	Indicates that the cohort is too small (less than 20 students) to validly determine disproportionate impact.
<b>Completion Gap</b>	Refers to the percentage below 80% of the highest performing group.

**6- YEAR TRANSFER RATE  
by Gender and Ethnicity  
2007-2008 Cohort**

	<b>Ethnicity</b>	<b>Cohort Count</b>	<b>Completion Count</b>	<b>Completion Rate</b>	<b>Disproportionate Impact (DI)</b>	<b>Completion Gap</b>
<b>Female</b>	Asian American	45	22	48.9%	1.00	-
	African American	57	23	40.4%	0.83	-
	Some other race	62	19	30.6%	0.63	-17%
	White	281	75	26.7%	0.55	-25%
	Hispanic	363	86	23.7%	0.48	-32%
	Pacific Islander	8	3	37.5%	0.77	-
	Filipino	16	4	25.0%	0.51	-
	Native American	7	0	0.0%	0.00	-
	<b>Female Total</b>	<b>839</b>	<b>232</b>	<b>27.7%</b>		
<b>Male</b>	Asian American	37	18	48.6%	1.00	-
	Some other race	50	21	42.0%	0.86	-
	Filipino	28	10	35.7%	0.73	-7%
	White	212	75	35.4%	0.72	-8%
	African American	36	12	33.3%	0.68	-12%
	Hispanic	247	50	20.2%	0.41	-39%
	Native American	4	1	25.0%	0.51	-
	Pacific Islander	6	0	0.0%	0.00	-
	<b>Male Total</b>	<b>620</b>	<b>187</b>	<b>30.2%</b>		

**6-YEAR TRANSFER RATE  
by Gender and Disability Status  
2007-2008 Cohort**

	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
<b>Female</b>	Non- DSPS	813	226	27.8%	0.91	-
	<b>DSPS</b>	<b>26</b>	<b>6</b>	<b>23.1%</b>	<b>0.76</b>	<b>-4%</b>
	<b>Female Total</b>	<b>839</b>	<b>232</b>	<b>27.7%</b>		
<b>Male</b>	Non-DSPS	599	183	30.6%	1.00	-
	<b>DSPS</b>	<b>21</b>	<b>4</b>	<b>19.0%</b>	<b>0.62</b>	<b>-18%</b>
	<b>Male Total</b>	<b>620</b>	<b>187</b>	<b>30.2%</b>		

**6-YEAR TRANSFER RATE  
by Gender and Socioeconomic Status  
2007-2008 Cohort**

	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
<b>Female</b>	Non-Low Income	362	103	28.5%	0.92	-
	Low Income	477	129	27.0%	0.88	
	<b>Female Total</b>	<b>839</b>	<b>232</b>	<b>27.7%</b>		
<b>Male</b>	Non- Low Income	338	104	30.8%	1.00	-
	Low Income	282	83	29.4%	0.96	
	<b>Male Total</b>	<b>620</b>	<b>187</b>	<b>30.2%</b>		



6-YEAR TRANSFER RATE by Gender and Veteran Status 2007-2008 Cohort						
	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non- Veteran	833	27.6%	230	0.93	-
	Veteran	6	33.3%	2	1.12	-
	<b>Female Total</b>	<b>839</b>	<b>27.7%</b>	<b>232</b>		
Male	Non- Veteran	605	29.8%	180	1.00	-
	Veteran	15	46.7%	7	1.57	-
	<b>Male Total</b>	<b>620</b>	<b>30.2%</b>	<b>187</b>		

6-YEAR TRANSFER RATE by Gender and Foster Youth 2007-2008 Cohort						
	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non- Foster Youth	823	227	27.6%	0.91	-
	Foster Youth	16	5	31.3%	1.03	-
	<b>Female Total</b>	<b>839</b>	<b>232</b>	<b>27.7%</b>		
Male	Non- Foster Youth	618	187	30.3%	1.00	-
	Foster Youth	2	0	0.0%	0.00	-
	<b>Male Total</b>	<b>620</b>	<b>187</b>	<b>30.2%</b>		

## CONCLUSIONS: DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Data for transfer indicated the following students groups as experiencing disproportionate impact compared to top performing group:

TRANSFER	
Groups	Percentage below 80% of highest performing group
Hispanic males	-39%
Hispanic females	-32%
White females	-25%
Disability status males	-18%
Some other race females	-17%
African American males	-12%
White males	-8%
Filipino males	-7%
Disability status females	-4%

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**

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**GOAL E.**

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic males	-39, 2013	-29%	2020
Hispanic females	-32, 2013	-22%	2020
White females	-25, 2013	-15%	2020
Disability status males	-18%	-8%	2020
African American males	-12%	-12%	2020
African American females	-	Increase completion rate by 5%	2020
Foster Youth	-	Increase cohort by 50%	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

*\*If the target population(s) are different from the populations with the three greatest gaps, provide an explanation below.*

In addition to addressing the groups with the three highest gaps, the college is focusing its efforts on African American males because this group was DI across the other student success indicators. The college is also focused on increasing foster youth cohorts because they are extremely low, especially male foster youth.

**ACTIVITIES:**

**E.1**

- **Indicators/Goals to be affected by the activity.**

	Access		Degrees and Certificate Completion
	Course Completion	X	Transfer

ESL and Basic Skills Course Completion	
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• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.1	Hispanic males/females	30
E.1	African American males/females	30
E.1	Foster Youth	10

• **Activity Implementation Plan**

Counseling Faculty, Faculty Department Chairs, and Instructional Deans will collaborate to develop structured, streamlined pathways for students to complete transfer requirements more quickly and efficiently. Pathways will help reduce the time it takes students to achieve transfer by narrowing the choices of courses students can choose from to complete transfer requirements.

This activity will be piloted with up to 70 cohort students starting in fall of 2016 and continuing into spring 2017. In the Spring of 2016, counseling faculty, department chairs, and instructional deans will develop pathways for transfer. Recruitment of students for this project will occur during spring and summer, 2016. Students who demonstrate interest will attend a half-day orientation in the summer to get an overview of the project. The orientation will include a career assessment component to help students narrow down their career choices. Students who agree to participate in the project will sign a letter of commitment and be compensated with a book voucher and priority registration for fall term.

The Student Success Coach (SSC) will collaborate with the Counseling Department to schedule individual counseling appointments for project participants. Counselors will complete roadmaps and Student Education Plans (SEP) for project

participants based on their career interests and transfer goals. The SSC will be provided with copies of the roadmaps and SEPs to help guide participants with course registration each term. The SSC will collaborate with counselors to monitor project participants’ progress throughout their participation in the pilot project.

This activity is a pilot intervention that will be tested with a small group of students. The activity is designed to simplify and expedite the time it takes students to complete transfer requirements. Research conducted by Complete College America states that when students are given too many course choices, it leads to indecision or poor decision, which prolongs time to completion (GPS Booklet, 2014). The research indicates that a semester-by-semester academic map help students stay focused and on track (GPS Booklet, 2014). This strategy also aligns with the RP Group’s “Directed” and “Focused” success factors, which indicate that when students have a goal and they know how to achieve it, they tend to stay on track until graduation. The Completion by Design framework also recommends for colleges to develop “intrusive” advising strategies to keep students on track. This recommendation is being implemented by hiring a Student Success Coach who will collaborate with counseling and instructional faculty to keep track of students’ progress.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	February, 2016-ongoing	\$8,500	

• **Link to Goal**

The goal is to improve transfer for target student groups. This activity is designed to increase transfer rates by helping students more easily understand the path to complete their educational goal. This will be accomplished by developing highly structured roadmaps that illustrate the courses students need to take each term. Minimizing the choices students have to choose from to complete a degree or a certificate, providing them with a roadmap, and receiving support from a Student Success Coach will lead to improved transfer rates for target student groups.

• **Evaluation**

Effectiveness of pathways will be assessed using transfer data and comparing the transfer percentages of new students who participated in the pathways to those who did not participate in the pathways. Tests of significance will be applied to the two groups to determine if pathways had a significant impact on outcomes. The evaluation of this pilot project will inform the college on how to scale up this effort to benefit from students.

## E.2

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.2	Hispanic males	50
E.2	Hispanic females	100
E.2	White females	100
E.2	African American females	50
E.2	African American males	50
E.2	Foster Youth	25

- **Activity Implementation Plan**

To promote a transfer-going culture among target student groups, the college will identify opportunities to take cohort students to visit 4-year, private and public universities. Student Equity personnel will collaborate with the Transfer Center and with special funded programs to coordinate trips. Every effort will be made to visit colleges and universities when programs and activities geared towards community college students are offered, such as “Transfer Days.” Efforts will also be made to secure admission and financial aid presentations during visitations that are geared towards cohort students. Presentations about campus culture and special funded programs that support students from the target student groups will also be requested. Opportunities to interact with representatives from student organizations that represent cohort student populations about their college experience will also be requested.

This activity is being conducted because the college does not currently provide tours to four-year colleges and universities.

Providing opportunities for students to visit 4-year colleges and universities before they apply for admission helps them gain a better understanding of institutions’ culture and available resources. These visits also help students visualize what it would be like to be a student on those campuses. This helps motivate students to stay focused and on track toward completing transfer requirements.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.2	January 2016-December 2016	\$10,400	\$0

• **Link to Goal**

The goal is to improve transfer rates of cohort students. Providing opportunities for cohort students to visit colleges and universities help them stay focused on their long-term goal. Visitations also allow students to gain a better understand of institutional culture and the resources available to them at each institution. All of these factors contribute to persistence and lead to higher transfer rates.

• **Evaluation**

Pre and post-test surveys will be administered before and after college visits to evaluate gains in students’ knowledge of college application procedures and general college-going information. The pre-test will be administered in advance of the trip and upon students’ return from the trip. The hope is that students’ demonstrate statistically significant gains between the pre and the post-test survey, as measured by a means comparison test (paired t-test).

**E.3**

• **Indicators/Goals to be affected by the activity**

	Access		Degrees and Certificate Completion
	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.3	African American females and males	20
E.3	Hispanic females and males	20

• **Activity Implementation Plan**

To increase persistence and motivate students to complete transfer requirements, the college will identify opportunities for cohort students to attend educational conferences and events that promote higher education attainment. Each year, the Student Equity Coordinator will collaborate with categorical program coordinators and coordinators of programs that serve the target student groups to identify events. Equity funds will be used to support registration and travel costs for student and chaperone travel. Samples of the types of conferences students may attend are the UMOJA statewide conference and the national Hispanic Association of College and Universities (HACU) annual conference. The annual UMOJA statewide student conference is an opportunity for African American students to enhance their cultural and educational experiences. The conference brings together the voices and expertise of professionals and students to discuss important issues affecting this community. The HACU conference attracts over 3,000 faculty, administrators, staff, and students each year. The purpose of the conference is to discuss policy issues affecting education opportunities for Hispanic students, emerging trends in higher education, and best practices for Hispanic Serving Institutions. This annual event includes a student track that is designed to motivate students to continue their education as well as give them an insight on educational and employment opportunities. The conference also gives students and opportunity to expand their network, meet potential mentors, and hear from influential Hispanic role models.



ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	July 1, 2015-December, 2016.	\$25,000	\$10,000-Associated Students of Norco College

- **Link to Goal**

The goal is to increase transfer for target student groups. This activity is designed to help keep students focused and motivated toward completion of transfer requirements. Providing opportunities for students to attend conferences and educational events that promote higher education attainment will help improve retention of cohort students. This in turn will help the college increase transfer of cohort students.

- **Evaluation**

Pre and post-test surveys will be administered before and after conference visits to evaluate gains in students' knowledge of college application procedures and general college-going information. The pre-test will be administered in advance of the trip and upon students' return from the trip. The hope is that students' demonstrate statistically significant gains between the pre and the post-test survey, as measured by a means comparison test (paired t-test).

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## **Other College- or District-wide Initiatives Affecting Several Indicators**

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**

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**ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS**

**F.1**

**GOAL:** Offer trainings and professional development opportunities for faculty, staff, and administrators that promote awareness and understanding of college diversity.

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.1	Veterans	250
F.1	Foster Youth	217
F.1	Students with Disabilities	462

• **Activity Implementation Plan**

The college will offer off-site professional development opportunities and on-site trainings and workshops for faculty, staff, students, and administrators to promote awareness and understanding of college diversity. Off-site professional development includes in-state travel to attend equity related conferences. On-site training includes contracting consultants such as the RP GROUP or USC’s Center for Urban Education to provide training on factors that help students from target populations succeed in college. The college may also bring authors and motivational speakers who represent our student populations to promote diversity and student equity. On-site trainings may also include opportunities for faculty to participate in Faculty Learning Communities (FLC’s) in order to deepen and enrich their awareness of culturally relevant pedagogy and to explore research and best practices related to best practices for cultivating equity-mindedness in the classroom.

In addition to contracting consultants and speakers, the college will provide other resources to promote college diversity. Resources may include purchasing webinars and on-line tools that will be accessible to faculty and staff year-round. An example of such a resource is “Innovate Educators.” This is an on-line service that supports academic and professional growth in higher education. This service offers more than 100, on-demand professional development trainings in the following four general categories: (1) working with at-risk populations; (2) Student success; (3) Teaching and learning; (4) organizational development; (5) Technology; and (6) Campus safety. Example webinar titles under the category of working with at-risk populations include: “Supporting Men of Color: How to Increase Engagement, Retention, & Graduation Rates”; “Developing an Effective Academic Advising Protocol for Military Veterans”; “Identifying and Managing Asperger’s In And Out of the Classroom”; and “Latino Student Success & Completion: Evidence Based Strategies That Work.” An annual membership will be purchased to make all the webinars available, on-demand to all faculty, staff, and administrators.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	January 2016-ongoing	\$23,995	

• **Link to Goal**

The goal is to promote awareness and understanding of college diversity among faculty, staff, and administrators through professional development opportunities. Providing opportunities for faculty, staff, and administrators to attend equity related conferences help keep the college community focused on student equity issues. Bringing consultants and speakers to college and allowing students to participate in these events helps promote a positive campus climate that is inclusive. This is especially important for students from diverse backgrounds. Having students, faculty, staff, and administrators listen to authors about

diversity-related topics and engaging in collegial discussions helps promote diversity and acceptance in a college environment. Supporting FLC’s offers faculty an opportunity to engage in active and collaborative reflection grounded in equity-related research, as a means by which to enhance the scholarship of their teaching and its application to learning.

• **Evaluation**

A mixed-methods assessment will be conducted to evaluate the effectiveness of the professional development opportunity for faculty. First, a pre-test survey will be administered to faculty to assess their approaches to working with men of color. As part of a pre-test, 1-1 interviews will be conducted with faculty participants to establish a sense of their experiences with men of color. Secondly, a post-test survey will be administered after faculty have undergone training to identify growth in capacities for working with men of color. The post-test will involve follow-up one on one interviews. A year after the training, a third survey and interview round will provide insight into how the training has helped faculty participants to better support men of color on campus. The surveys and interview protocols for assessing faculty outcomes related to awareness and understanding of diversity. Thus, quantitative and qualitative methods will be employed to ensure an understanding of outcomes related to faculty development in serving men of color. This will be conducted before, immediately after, and 1 year after faculty participate in the training, in total, an evaluation process lasting at least two academic years.

A direct assessment of FLC’s will occur through a faculty-led conference in which participating faculty will present their findings related to equity-minded pedagogy, including the changes they are making to their teaching as a result of having participated in the FLC.

**F.2**

**GOAL:** Develop a peer-mentoring program for African American males to improve retention, graduation, and transfer.

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.2	African American males	50

• **Activity Implementation Plan**

The college will develop and implement a peer-mentoring program for African American males to improve retention, graduation, and transfer. The Student Equity Coordinator will collaborate with The Talented Tenth program (T3p) Faculty Coordinator to launch a two-part initiative for improving success rates of African American males. The first component of this initiative is the creation of a mentor-training program to train 10 African American males. Up to 10 students who are promising mentors will be selected by faculty to undergo training to serve as mentors for incoming fall 2016 first-time, African American college students. A part-time mentoring program coordinator will be hired to develop, coordinate, and implement the first component. The coordinator will develop all training content and materials, and will lead activities. Trainings for mentors will occur twice a week, over a 16-week time period, and each session will be 3-5 hours long. Part of the training of mentors will include attending student conferences that are geared toward men of color such as the A<sup>2</sup>MEND and UCLA’s Student Transfer Opportunity and Mentor Program (STOMP). The A<sup>2</sup>MEND conference brings together faculty, staff, students, and administrators from across the country to address the administrative and instructional strategies that have an impact on the success of African American male students. The conference provides a forum to dialogue about the issues pertaining to the academic success of African American men in higher education. UCLA’s STOP program empowers low-income, first generation, and non-traditional students looking to transfer to the University of California system by providing key information that will make their community college experience productive, thus making them more competitive for admissions to the UC system, particularly UCLA.

Students who complete the 16-week mentor-training program will serve as role models for other African American students, and other men of color across campus. Mentors will assist with outreach efforts to local high schools and will participate in summer transition programs that serve this student population.

The second component of this initiative is the creation of the Success Seminar Series. These seminars are a series of workshops, seminars, activities, and excursions that will develop the leadership skills, and strengthen the capabilities of 40 African American male students. Such activities would include a weekly men’s discussion group, attending the African American College Expo, community building skills, and workshops on academic and people skills. The Success Seminar Series will begin in the summer and will be geared towards first time college students. Activities will be led by the mentors and would culminate with a capstone year-end retreat in the mountains to celebrate and recognize students who complete the seminar.

The key to both parts of this success Initiative is that they identify students with strength and potential, they grow those students and use them to reach out to others, and in turn “grow” other students. This will then create a self-refreshing force wherein, not only will current students be nurtured, but they will take part in the process of giving back to the program. This will instill the ethic of “each one teach one” that the T3p strives towards. This mentoring initiative will have a double impact: not only will the mentee benefit from the energies of the mentor, but the investment the mentor continues to make in the program after he himself has finished the coursework will keep him focused, connected and engaged through graduation.

Research indicates that mentoring programs that connect African American male students to adults and peers who provide personal and academic guidance and support that aids with acclimating to college, help improve persistence and progression toward graduation (Bailey & Paisley, 2004). Mentoring programs must be comprehensive and should include the following activities: interaction with faculty; community building and community service projects; opportunities for participants to interact, learn and share experiences with college students from other cultures; instruction on what it means to be African American and male in this society; and personal and business etiquette training and leadership opportunities for all participants. The proposed mentoring program includes many of these components as well as others.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	January 2016-December 2016	\$54,416	\$

- **Link to Goal**

The goal is to increase retention, graduation and transfer of African American male students. The components of this activity are designed to improve and value the college experience of African American students. It is also designed to build a force of strong African American male leaders and role models. The peer-mentoring and student success seminar series will positively influence students' motivation and self-efficacy, which in turn improve progression towards graduation.

- **Evaluation**

Evaluation will be designed through coordination with STOMP program administrators at UCLA. This evaluation will involve quantitative data collection to determine the value of students' experiences with STOMP.

### F.3

**GOAL:** Develop a peer-mentoring program for Hispanic male students to improve retention, graduation, and transfer.

- **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.3	Hispanic/Latino males	50



- ***Activity Implementation Plan***

The college will develop and implement a peer-mentoring program for Hispanic males to improve retention, graduation, and transfer. The Student Equity Coordinator will collaborate with special funded programs to develop a two-part initiative for improving success rates of Hispanic/Latino males. This initiative will be very similar to the peer-mentoring program for African American students. The first component of the initiative is the development of a program to develop Hispanic/Latino male mentors. The Equity Coordinator will consult with Puente faculty to identify a part-time coordinator for the mentoring program. The coordinator will be will develop all training sessions, leadership materials, and take the lead with each training session.

The Puente faculty will help identify 10 students who are promising mentors to undergo training to serve as mentors for incoming fall 2016 Hispanic/Latino college students. Candidates may be Puente alumni or participants from other categorical programs (Disability Resource Center, EOP&S, Trio SSS, and others). Trainings will occur twice a week, over a 16-week and each session will be 3-5 hours long. Trainings may include attending student conferences geared towards Hispanic/Latinos such as the Hispanic Association of Colleges and Universities (HACU) annual conference. The HACU conference offers a student strand that focuses on providing leadership skills and motivating Hispanic college students to not only graduate with a four-year degree but also pursue graduate school. Students who complete the mentoring program will serve as role models for other Hispanic/Latino students, and other men of color across campus. Mentors will assist with outreach efforts to local high schools and will participate in summer transition programs that serve this student population.

The second part of this initiative is the creation of the Success Seminar Series, a series of workshops, seminars, activities, and excursions that will develop leadership skills, and strengthen the capabilities of 80 Hispanic/Latino male students. The success seminars will also have a strong focus on balancing college life and family responsibilities, or “familismo.” Familismo translates to having a strong identification and sense of responsibility to family, which is an important cultural component with the Hispanic/Latino community. Helping Hispanic students learn how to balance college and family responsibilities successfully leads to improved persistence. The Success Seminar Series will begin in the summer and will be geared towards first time college students. Activities will be led by the mentors and will culminate with a capstone year-end, one-day retreat to celebrate and recognize accomplishments.

Like the mentoring program for African American students, the key to both parts of this initiative is that they identify students with strength and potential, they grow those students and use them to reach out to and in turn grow other students. This will then create a self-refreshing force wherein, not only will current students be nurtured, but they will take part in the process of giving back to the program. This mentoring program should have a double impact: not only will the mentee benefit from the

energies of the mentor, but the investment the mentor continues to make in the program after he himself has finished the coursework will keep him focused, connected and engaged through graduation.

The research on Latino male college students states that they often experience unsupportive campus environments that do not allow them to gain a sense of belonging to the campus community. A lack of Latino adult and peer mentors often force Hispanic students to resort to developing coping strategies to survive in unsupportive college environments (Saenz & Ponjuan, 2009). To improve Latino male persistence, the literature suggests improving the campus racial climate, offering culturally appropriate retention/support programming, providing financial aid and on-campus employment opportunities, and adding programs to help students stay connected to family and mentoring. Of note, cultural and family messages related to gender roles and the concept of familismo (or strong identification with/sense of responsibility to family) create a unique environment around Latino male college persistence and support (Guardia and Evans 2008; Saenz and Ponjuan 2009).

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	January 2016-December 2016	\$36,877	\$0

• **Link to Goal**

The goal is to increase retention, graduation and transfer of Hispanic male students. The components of this activity are designed to improve and value the college experience of Hispanic male students. This activity is also designed to build a force of strong Hispanic leaders and mentors on campus. The peer-mentoring and student success seminar series will positively influence students’ motivation and self-efficacy, which in turn improve students’ progression towards graduation.

• **Evaluation**

This mentoring program will be evaluated on an ongoing basis- students will have the opportunity after each session with a peer mentor to identify positive and negative aspects of their mentoring session. Mentors will also be asked to keep journals in which they describe their experiences as mentors, challenges, or difficulties faced in supporting mentees. These informal means of assessing the nature and quality of interactions between students will allow for staff and faculty involved in the program to provide additional supports to students and their mentors. Collectively, students’ reflective journals and feedback on mentoring will help uncover strengths and weaknesses of the mentoring program. This data collection effort will occur on an ongoing basis. In addition, transfer rates, degree/certificate completion rates, and course completion rates will be analyzed for Hispanic males participating in the mentoring program comparing them to Hispanic males who do not participate. Tests of significance will be applied to the two groups to determine if mentoring had a significant impact on outcomes.

#### **F.4**

**GOAL:** Conduct a qualitative study of men of color to better understand the factors that both positively and negatively shape their academic performance.

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
F.4	African American males	40
F.4	Hispanic males	40
F.4	Native American males	8

• **Activity Implementation Plan**

The college will conduct a qualitative study of men of color to better understand the factors that both positively and negatively shape their academic performance.

At Norco College, there is an increasingly large achievement gap across multiple indicators between men and their female counterparts. These disparities are most pronounced among men of color who identify as belonging to disproportionately impacted groups and low-income. To increase our understanding of this gap, a qualitative study will be conducted. The goals of the study are: a) explore students' experiences with in the campus environment, including ways in which race and gender specifically shape campus experiences and, more broadly, persistence; b) understand students' challenges on campus, the sources of support they utilize to be academically successful, and how these challenges and support change over time; and c) identify specific, individual-level persistence strategies men of color rely on to persist. The study will document not only the factors that negatively shape academic performance and transfer for men of color, but also the sources of support and individual navigational strategies they utilize to be academically successful. The study will be conducted over a six-month period and will

consist of 11 focus groups with up to 8 participants per group, for a total of 88 participants. Study participants will receive a bookstore credit that can be used towards the purchase of instructional supplies. Refreshments will also be provided during focus group sessions.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.4	November, 2015- July 2016	\$5,960	\$0

• **Link to Goal**

The goal is to improve transfer rates of men of color. The significance of this study lies in its potential to inform the college’s understanding of the academic persistence and transfer of men of color and the ways in which we can provide targeted institutional support. Therefore, this activity is directly linked to the overall goal of improving outcomes for men of color.

• **Evaluation**

Given that this qualitative study of men of color is, in and of itself, an effort to assess or evaluate students’ needs and experiences as they persist toward degree completion and transfer, it may not be necessary to evaluate this particular activity in the same ways as other activities. However, there is opportunity for improvement and reflection during the research process. Such opportunities include research memos in which the Principal Investigator of the study will reflect on the research process, preliminary findings, and challenges to answering research questions. Secondly, the preliminary findings will be shared with members of the Equity and Student Success Committees, both of which can offer suggestions for subsequent rounds of data collection (e.g. increasing number of focus group participants, suggestions for interacting with students, etc.). Thirdly, students will be provided with transcripts of their focus group session and invite them to offer any insights (in terms of potential answers to research questions) or feedback (in terms of the research process, focus group facilitation etc.). Thus, the qualitative research study will assess various institutional factors that shape experiences and outcomes for men of color and though students will not be asked to evaluate their experience as study participants, there will be opportunities throughout the research process to ensure quality of data collected and accuracy or trustworthiness of findings reported.

**F.5**

**GOAL:** Hire a student equity program coordinator to support and implement student equity initiatives.

• **F.5 Indicators/Goals to be affected by the activity.**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.5	n/a	n/a

• **Activity Implementation Plan**

The college will hire a coordinator to lead and oversee the activities contained in this plan. The Dean of Grants and Student Equity Initiatives will serve as the Student Equity Plan coordinator. The dean will spend 75% time and effort on equity related activities. The dean’s responsibilities include: managing day-to-day operations of the Office of Grants and Student Equity Initiatives; hiring, training, and supervising student equity personnel; developing operating procedures; serving as a liaison between academic affairs and student services divisions; identifying faculty leads for instructional support activities; identifying and coordinating professional development opportunities; collaborating with coordinators of special funded programs to plan and implement activities supported with student equity funds; tracking outcomes of student equity efforts and presenting findings to constituents; tracking and reconciling all student equity expenditures; preparing annual reports; and representing the college at conferences and trainings associated with student equity.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	On-going	\$ 111,880	\$

- **Link to Goal**

In order to increase success rates across all indicators for target group populations, a coordinator who is experienced working in student affairs and academic affairs is needed. The coordinator will lead all student equity efforts and will collaborate with departments and faculty to achieve set goals.

- **Evaluation**

The dean will be evaluated on the basis of the extent to which planned activities are carried out in a timely manner and communicating with constituent groups regarding outcomes and results of equity activities.

**F.6**

**GOAL:** Provide proactive “roving” counseling/advising to track and support cohort students’ academic progress towards degree and certificate completion, or transfer.

- **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.6	Hispanic males	300
F.6	African American males	100
F.6	Foster Youth	100

• **Activity Implementation Plan**

The College will hire two Student Success Coaches (SSC) to support retention efforts of Hispanic males, African American males, and foster youth. Each SSC will provide proactive, “roving” guidance and advising for up to 250 college students, which is the American Counseling Association’s maximum recommended student to counselor ratio. The responsibilities of the SSCs include: facilitating the enrollment process to the college and summer transition programs (i.e. Summer Advantage Program); facilitating the enrollment process into categorical programs (i.e. EOP&S, Puente, The Talented Tenth Program; Trio; Disability Resource Center); planning and implementation of summer extended orientations; arranging appointments for students to complete Student Education Plans (SEP) with designated counselors; helping students register for classes; facilitating support for foster youth at the point of entry as well as throughout their progress to completion; and arranging for students to receive academic and non-academic services outside of class (i.e. tutoring, supplemental instruction). The SSCs will also act as liaisons between students and faculty and will act as their advocate. The SSCs will monitor cohort students’ class attendance, academic performance, and will contact students flagged by faculty in the Early Alert System to assess their needs and to connect them to resources that will help them succeed academically. One coach will be 100% funded with equity funds and the other one will be funded 50% with SSSP funds and 50% with equity.

The literature indicates coaching in higher education lowers attrition rates and raises the proportion of students who graduate. A study conducted by researchers at Stanford reported that personalized coaching has been found to consistently boost the success of college students (Bettinger & Baker, 2011). In this study, students who were randomly assigned to a coach were more likely to persist during the treatment period, and were more likely to be attending the postsecondary institution one year after the coaching had ended. Coaching also proved a more cost-effective method of achieving retention and completion gains when compared to previously studied interventions such as increased financial aid (Bettinger & Baker, 2011).

At Wallace State Community College in Hanceville, Alabama, a coaching program increased the proportion of students who stayed from fall to spring to 87%, about eight percentage points higher than classmates who were not coached (Marcus, 2013). In Pellissippi State Community College, Tennessee, 75% of students coached by a program known as “tnAchieves” stayed in

school for their first year to their second, compared to the state average of 59%. Additionally, 26% earned a degree within three years compared to 11% average three-year graduation rate for other Tennessee students. Students who were coached by various means (i.e. phone, email, and text messages) were 15 percent more likely to stay in school (Marcus, 2013).

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	January 2016-Ongoing	\$155,355	\$51,785-SSSP

• **Link to Goal**

The goal is to provide proactive “roving” counseling/advising and to track students’ academic progress towards degree and certificate completion, or transfer. The primary goal of the Student Success Coaches is to guide and support cohort students, including special populations such as foster youth and to serve as their advocate. The SSC will engage and support cohort students from the point of entry into the college through graduation. Assigning staff members to provide high-touch, personalized coaching and mentoring is likely to improve cohort students’ persistence and progress towards certificate and degree completion, and transfer.

• **Evaluation**

This activity will be evaluated by assessing the impact that SSCs have on student retention. Retention rates of students assisted by a SSC will be compared to students from the same backgrounds but who did receive personalized assistance from a coach.

**F.7**

**GOAL:** Conduct research and evaluation related to improving student equity across all indicators.

• **F.7 Indicators/Goals to be affected by the activity.**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		



• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.7	n/a	n/a

• **Activity Implementation Plan**

The college will hire an Institutional Research Analyst to evaluate all student equity activities. The analyst will be responsible for collecting quantitative and qualitative data to measure equity performance across all student performance indicators and to ascertain if the college is making significant progress towards closing equity gaps. The analyst will also design and conduct surveys and evaluations for equity activities, make presentations to faculty and staff on equity data, and assist the Student Equity Coordinator to prepare annual data reports. This position will be shared equally with SSSP to support the research goals for each program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	On-going	\$48,828	\$48,828-SSSP

• **Link to Goal**

The goal is to conduct research and evaluate all student equity activities. This will be accomplished by hiring an Institutional Research Analyst to track and evaluate the goals of the student equity plan.

• **Evaluation**

This position will be evaluated on the basis of how it supports ongoing research and evaluation needs of student equity plan activities.

**F.8**

**GOAL:** Provide general administrative support for the successful implementation of student equity activities.

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.8	N/A	N/A

• **Activity Implementation Plan**

The college will hire an Administrative Assistant (AA) to support the Equity Coordinator and assist with equity plan implementation efforts. The AA will provide general administrative support to the coordinator and student equity personnel. The responsibilities of the AA may include but are not limited to: processing purchase orders for instructional materials and supplies; scheduling rooms and ordering food for equity sponsored events and trainings; preparing forms to compensate faculty for leading or participating in student equity initiatives; preparing and processing travel requests for faculty and staff; preparing and processing student and staff timesheets; tracking expenditures and reconciling accounts on a monthly basis; and processing

contract transmittal forms for consultants and other services. This position will be shared equally with the Director of the Title V Hispanic Serving Institutions grant.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.8	January 2016-ongoing	\$46,122	\$46,122-Title V HSI Grant

- **Link to Goal**

Hiring an administrative assistant to provide support to the coordinator and student equity personnel is crucial. The administrative assistant makes facility reservations, travel arrangements, processes payments, and orders materials needed for planned activities, which lead to successful implementation of student equity initiatives.

- **Evaluation**

N/A

# Summary Budget

Riverside Community College District
Norco College

**Part I: Student Equity Funding**

*Enter whole numbers only*

<b>Total 2015-16 College Student Equity Allocation</b>	\$	688,955
<b>If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level</b>	\$	-
<b>Part II: 2015-16 Planned Student Equity Expenditures</b>	\$	688,955
<b>Balance 2015-16 College Student Equity Allocation</b>		0

**2015-16 Student Equity Plan Summary Budget.  
Part I: Funding  
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

**cell:**

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
  - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
  - If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
  - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

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## Summary Evaluation

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## SUMMARY EVALUATION SCHEDULE AND PROCESS

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The purpose of this section is to describe a plan for evaluating whether Norco College is achieving its goals for each success indicator. Whereas previous sections of this plan described evaluation specific to each activity, this section of the Equity Plan will describe broader evaluation efforts, specifically, this section will describe the following:

- 1) Planned evaluation for each goal and timeline and measures of evaluation
- 2) Key stakeholders
- 3) Implications for practice
- 4) Linkages to other evaluation efforts on campus.

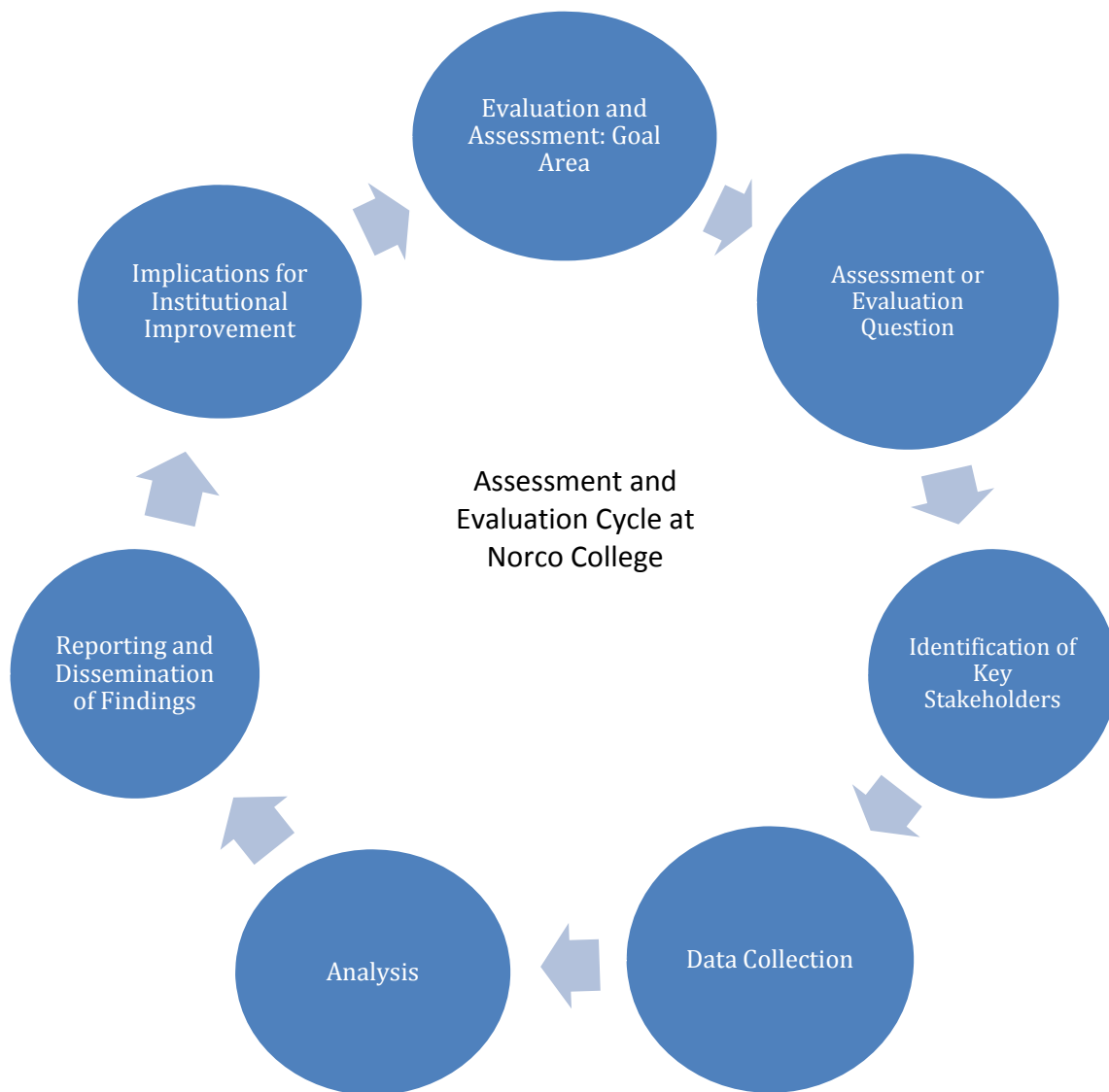
Before proceeding to the summary evaluation schedule and process, it is first necessary to describe an overarching framework that will guide evaluation of evaluation for goals at Norco College.

### **Assessment Framework for Evaluating Student Equity Goals**

An assessment cycle framework informs Norco College's process of assessment and evaluation. An assessment cycle framework holds that with any assessment or evaluation of a given outcome, one must consider the following:

1. What is being assessed?
2. How will it be assessed?
3. How will results from assessment be reported and disseminated?
4. Who are the key stakeholders?
5. How can results inform practice on campus?

In the case of evaluating whether Equity Plan goals have been achieved, we would first determine which goal or goals to focus on and then identify an appropriate way to assess whether each goal has been achieved. Then, an evaluation question would be identified specific to that goal area. For example if the purpose of an assessment is to identify whether we are meeting our student equity goals, we might ask: To what extent is Norco College meeting our goals of increasing access among a particular student population? As we develop a data collection strategy, key stakeholders would be identified. For example, various committees on campus might be identified as key stakeholders that should be informed of this evaluation. We might then measure access, paying close attention to specific groups, generate a report, and disseminate findings. The findings will be used to inform further planning, including strategic goals and planning, and to work closely with others on campus to ensure results from the evaluation shape practice. *Within this cyclic framework for approaching assessment, it is critical that evaluation efforts inform practice (primarily), are transparent, and generate buy-in from key institutional stakeholders.*



*Figure 1 Assessment Framework for Evaluating Student Equity Goals*

### **1) Planned Evaluation Process and Timeline**

Using statewide MIS data, and data prepared by the Office of Institutional Effectiveness, this plan has presented target goals for each of the indicator areas of access, course completion, English as a Second Language, basic skills completion, degree completion, and transfer. Evaluation efforts will ensure that the core areas of rates are evaluated, particularly for disproportionately impacted student populations. At the most basic level, evaluation will be done at the end of each academic year to determine whether, within each indicator area, Norco has met its stated goal. The extent to which each goal is being met will be evaluated and reported in our annual review, per the guidelines of the State Chancellor’s Office, and will be part of campus-wide program review reporting.

Beyond this basic level of evaluation and reporting on an annual basis, qualitative and quantitative evaluation efforts on campus will demonstrate effectiveness of programs and allow for deeper understanding of institutional progress toward each goal. Utilizing quantitative, qualitative, and mixed-methods approaches to evaluation within each goal area will allow for a greater understanding of student experiences that may not be adequately captured in quantitative reporting. For example, end-of-year reporting of transfer rates may indicate improvement in this indicator area among disproportionately impacted groups, but a qualitative study of transfer rates among disproportionately impacted student populations may reveal that a particular program or service on campus made students feel encouraged and supported on their journey toward transferring to a four-year institution. Thus, it will be critical to develop new questions (that can be answered using a variety of methods) as we work toward broader goals. These secondary evaluation efforts are consistent with a cyclical approach to evaluation, in which findings from one evaluation often drive or inform new questions to be explored with follow-up assessment. Thus, we expect that goal progress reporting will occur at the end of each academic year, but that there will be ongoing quantitative and qualitative studies that might speak to Norco's progress toward meeting different goals, from a student perspective.

Evaluation and assessment specific to each program or activity identified within the plan will be conducted on an ongoing basis, as described within each activity. These activity-specific evaluations will allow for an understanding of how specific programs and services can promote students' sense of support on campus, per the RP Group's six student success factors. These, and broader, campus-level assessment will help identify the extent to which Norco College is helping to support student success. Again, the evaluation schedule for Student Equity goals and activities will be on an ongoing basis, per the assessment cycle framework.

## **2) Description of key stakeholders**

Stakeholders identified will be informed of the processes of evaluation as well as the results of each evaluation effort. A primary means of involving stakeholders in the evaluation process is through the inclusion of Equity Goals in various committee meetings on campus. Membership for each committee is representative of faculty, staff, and students, and thus allows for feedback on specific evaluation findings. Together with stakeholders, we can hold discussions about the status of various activities and the effect of these activities for each of the goal areas, based on findings from quantitative and qualitative evaluations. The Equity and Student Success Committees will play a critical role in generating ideas for new evaluation efforts.

## **3) Implications for practice**

As progress toward meeting Equity Goals is evaluated on an annual basis, an overview report on the goals, activities, and outcomes will be prepared. A rubric will be used to determine whether an activity is in progress, completed, or not completed. This rubric, developed by the Office of Institutional Effectiveness, Legacy, and Student Success Committees will serve as a tool for discussing where programs are and what needs to be improved. This rubric will allow



for those working within specific goal areas to have a better understanding of how their activities and assessment efforts of those activities compare to baseline expectations of assessment and best practices.

### **Link Assessment Efforts**

Evaluation efforts for the goals outlined in the Equity Plan inherently coincide with other evaluation and assessment efforts on campus. Below is a description of two key evaluation process, which allow for further data collection on each of the success indicators and disproportionately impacted groups.

#### *Program Review*

With regards to program review, all academic and non-academic departments complete program reviews annually addressing student-learning outcomes. Elements of student access and student success are threaded throughout the program review process at Norco College. Each student services area completes an annual program review that includes detailed assessment plans that include student access and student success objectives and findings. These reports are located at: <http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Administrative-Unit-Program-Review.aspx>.

#### *Student Services Administrative Unit Program Review*

The Student Services Administrative Unit Program Review also addresses elements of student access and student success along with student equity. Students Services Administrative Unit Program Reviews are located at: <http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Student-Services-Program-Review.aspx>.

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## Attachments

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## **ATTACHMENT A**

### **NORCO COLLEGE INSTITUTIONAL GOALS**

#### **I. INCREASE STUDENT ACHIEVEMENT AND SUCCESS**

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

#### **II. IMPROVE THE QUALITY OF STUDENT LIFE**

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

#### **III. INCREASE STUDENT ACCESS**

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

#### **IV. CREATE EFFECTIVE COMMUNITY PARTNERSHIPS**

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

#### **V. STRENGTHEN STUDENT LEARNING**

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

#### **VI. DEMONSTRATE EFFECTIVE PLANNING PROCESSES**

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

## **VII. STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES**

### Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

## ATTACHMENT B

### STUDENT SUCCESS & COMPLETION DATA

*Cohort: All first-time college students at Norco College in fall 2010 disaggregated by enrollment status (PT/FT), gender, ethnicity, age (26 & younger/27 & older), Pell/non-recipient (proxy for income or SES).*

*Outcomes: Enrollment in DEVED, Success (all courses & developmental courses only), Zero Credits Earned in First Term, Persistence (Fall-Spring & Fall-Fall), Completion (Degree or Certificate in 4 years & Degree/Certificate/Transfer in 4 years).*

- *Success: percentage of enrollments receiving a “C” or higher grade or “P”*
- *Zero Credits Earned: percentage of students who stayed enrolled beyond census but didn’t earn any credits (usually received a “W”, or “F” or “NP” grade).*
- *Persistence: Enrolled beyond census in first term and second term.*
- *Completion: Earned an award through RCCD (only state-approved certificates and degrees).*
- *Transfer: Completed at least 12 units in the district and completed the majority of units at Norco*

	# Entering	Enrolled in 1 or more DEVED- Fall 10	Success Rate DEVED- Fall 10	Success Rate- Fall 10	Zero Credits- Fall 10	Persist Fall 10 to Spring 11	Persist to Fall 10 11	Earned Award in 4 years	Award or Trans in 4 years
Total	<b>2474</b>	<b>22.5%</b>	<b>65.7%</b>	<b>64.7%</b>	<b>17.9%</b>	<b>73.2%</b>	<b>58.3%</b>	<b>9.8%</b>	<b>14.6%</b>
Part-Time	<b>1534</b>	<b>23.3%</b>	<b>61.7%</b>	<b>60.7%</b>	<b>24.5%</b>	<b>64.8%</b>	<b>50.4%</b>	<b>5.6%</b>	<b>8.5%</b>
Full-Time	940	21.3%	69.3%	68.0%	7.0%	86.8%	71.2%	16.7%	24.5%
Female	1274	25.6%	70.2%	67.9%	16.0%	75.4%	61.5%	12.0%	17.3%
Male	<b>1186</b>	<b>19.1%</b>	<b>60.1%</b>	<b>61.2%</b>	<b>20.1%</b>	<b>70.8%</b>	<b>55.1%</b>	<b>7.4%</b>	<b>11.6%</b>
Unknown	14	28.6%	72.7%	71.4%	0.0%	64.3%	42.9%	14.3%	14.3%
Asian	190	17.9%	72.8%	77.6%	12.1%	76.8%	63.2%	12.1%	23.7%
African Amer	<b>196</b>	<b>22.4%</b>	<b>55.5%</b>	<b>48.3%</b>	<b>31.1%</b>	<b>64.3%</b>	<b>45.9%</b>	<b>5.1%</b>	<b>8.2%</b>
Hispanic	<b>1253</b>	<b>26.8%</b>	<b>65.4%</b>	<b>61.7%</b>	<b>18.8%</b>	<b>75.2%</b>	<b>61.5%</b>	<b>9.5%</b>	<b>12.5%</b>
Native Amer	4	50%	50.0%	38.5%	25.0%	50.0%	50.0%	25.0%	25.0%
Pac Is/Hawaiian	12	8.3%	100.0%	61.0%	8.3%	83.3%	50.0%	16.7%	33.3%
Two or more	76	23.7%	67.4%	60.5%	21.1%	65.8%	51.3%	9.2%	14.5%
White	722	16.3%	67.8%	71.7%	13.9%	72.4%	55.8%	11.1%	17.2%
Unknown	21	19.0%	58.3%	61.7%	23.8%	52.4%	52.4%	4.8%	19.0%
26 and younger	2141	23.2%	66.5%	65.1%	16.4%	75.4%	61.1%	10.3%	15.6%
27 and older	<b>333</b>	<b>18.0%</b>	<b>58.4%</b>	<b>61.6%</b>	<b>27.0%</b>	<b>58.6%</b>	<b>39.9%</b>	<b>6.9%</b>	<b>8.4%</b>
Non-Recipient	1628	21.1%	65.8%	65.4%	21.0%	67.9%	55.0%	8.5%	13.1%
Pell Grant	846	25.2%	65.6%	63.8%	11.8%	83.3%	64.7%	12.3%	17.5%

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PROGRAM OUTLINE OF RECORD  
NEW DEGREE

College: Norco

**Associate in Science in Administration of Justice for Transfer**

This degree is designed to facilitate the student's passage from Norco College to the California State University system with an Associate in Science in Administration of Justice for Transfer degree. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Criminal Justice at a CSU. With this degree the student will be prepared to enter the American Justice system as an entry level professional in numerous areas.

**Program Learning Outcomes**

Upon successful completion of this program, students should be able to:

- Demonstrate an applicable knowledge of the many facets of the American Justice System and the interrelationship of functions among them.
- Demonstrate a working knowledge of the theory and practice of law enforcement, community policing, criminal law, judicial procedure, criminal investigation, and corrections within the American Justice System.
- Demonstrate the ability to interact with the public and members of the American Justice System in a manner to reflect professionalism in speaking, reading, writing, and the ability to compile, integrate, and disseminate diverse information.

<b>Required Courses (18-19 Units)</b>		<b>Units</b>
ADJ-1*	Introduction to the Administration of Justice	3
ADJ-3*	Concepts of Criminal Law	3
List A	Choose from the list below	6
List B	Choose from the list below	6-7

<b>LIST A Choose two courses from the following (6 units):</b>		<b>Units</b>
ADJ-2	Principles and Procedures of the Justice System	3
ADJ-4	Legal Aspects of Evidence	3
ADJ-5	Community Relations	3
ADJ-8	Juvenile Law and Procedures	3

<b>LIST B Choose two courses from the following (6-7 units):</b>		<b>Units</b>
Any LIST A course not already used		
ADJ-9*	Law in American Society	3
ADJ-13	Criminal Investigation	3
ADJ-14	Advanced Criminal Investigation	3
MAT-12*/12H*	Statistics/Honors	4
POL-1*/1H*	American Politics/Honors	3
PSY-1*	General Psychology	3
SOC-1*/1H*	Introduction to Sociology/Honors	3
SOC-2*	American Social Problems	3
SOC-20*	Introduction to Criminology	3
SOC-50*	Introduction to Social Research Methods	3

\*Courses may also be used to fulfill general education requirements for the CSUGE or IGETC pattern, please confer with a counselor.

**Associate in Science for Transfer Degree**

The Associate in Science in Administration of Justice for Transfer degree will be awarded upon completion of 60 semester CSU-transferable units; the California State University-General Education-Breadth pattern (CSU GE-Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern; a minimum of 18 semester or 27 quarter units in the major or area of emphasis as determined by the community college district; obtainment of a minimum grade point average (GPA) of 2.0; earn a grade of C or better in all courses required for the major or area of emphasis. (Students completing this degree are not required to fulfill the RCCD graduation requirements found in section VII. Additional degree requirements: Health Education and Self Development)

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: Norco

TOPs Code: 0956.30

## Conventional Machine Operator

### PROGRAM PREREQUISITE:

None.

### SHORT DESCRIPTION of PROGRAM

This certificate is designed to prepare students with basic entry-level machine operator skills, safety knowledge, theory and quality control skills in manufacturing processes. Students obtaining this certificate will be prepared to take the first level certification exam in National Industry Metal Skills (NIMS). This certificate prepares students for employment as a Conventional Machinists, Machine Operators, and/or Machine Tool Cutting Setters.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Demonstrate aptitude in safely setting up and operating the lathe, mill, drill press, saw and grinder.
- Demonstrate use of gages (gage blocks and pins), calculate angles for work setup, utilize the proper precision measuring tools when machining.
- Create parts specified by the National Institute of Metalworking Skills (NIMS) using conventional machining.
- Establish a systematic approach to recognize the essential information given on a blueprint.

### Required Courses

		<u>Units</u>
MAN-38	General Machine Shop	3
ENE-42	SolidWorks I	3
ENE-51	Blueprint reading	2
MAN-39	Machine shop theory	2
MAN-55	OSHA Standards for General Industry	2

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**Total Units:**

**12**

## Conventional Machine Operator Certificate

Course	Demonstrate aptitude in safely setting up and operating the lathe, mill, drill press, saw and grinder.	Demonstrate use of gages (gage blocks and pins), calculate angles for work setup, utilize the proper precision measuring tools when machining.	Create parts specified by the National Institute of Metalworking Skills (NIMS) using conventional machining.	Establish a systematic approach to recognize the essential information given on a blueprint.
<b>MAN-38- General Machine Shop</b>	I,D,M	I,D,M		
<b>ENE-42- SolidWorks I</b>			I,D,M	
<b>ENE-51 - Blueprint reading</b>			I	I,D,M
<b>MAN-39- Machine shop theory</b>	I,D,M	I,D,M		

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_\_ M\_\_\_ N\_ X

TOPs Code: 1005

## Music Industry Studies

### PROGRAM PREREQUISITE:

None.

### SHORT DESCRIPTION of PROGRAM

The Music Industry Studies certificate is a program designed to provide students with the knowledge and skills necessary for studio recording and live performance in the commercial music industry. Courses allow students to become proficient on an instrument or voice; gain experience as an ensemble member; study the fundamentals of music including sight-reading and piano skills; become familiar with digital and analog music technology; and record and mix in a state-of-the-art multi-track digital recording studio. Classes are taught utilizing industry-standard software and equipment in state-of-the-art facilities. This program prepares students for a wide variety of careers as: instrumentalists, vocalists and audio engineers in studio or live performance settings.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Demonstrate an understanding of musicianship and music theory.
- Employ music technology to create and refine musical product.
- Sensitively interpret and communicate musical literature as a performer or mixing engineer.
- Collaborate effectively with peers to create new musical works that exhibit quality and craftsmanship.
- Demonstrate a fundamental understanding of intellectual property law as it applies to music.

### Required Courses

### Units

#### **Core (12 units)**

MIS 1a	Studio Techniques		2
MIS 1b	Studio Techniques		2
MIS 1c	Studio		
Techniques		2	
MUS 3	Fundamentals		
		3	
MUS 93	Business of Music		3

#### **A - Performance emphasis (23-24 units)**

MUS 39 Applied Music (2x)			6
MUS 79 Applied Music II (2x)		6	

(4 semesters of study)

**AND**

**8 units from the following:**

(4 semesters of study)

MIS 10a – Norco Choir (2x)	2
MIS 10b – Norco Choir (2x)	2
or	
MIS 11a – Studio Arts Ensemble (2x)	2
MIS 11b – Studio Arts Ensemble (2x)	2

**AND**

3-4 units from the following:

<u>Elective Courses</u>	<u>Units</u>
MIS 7 Intro to Music Technology	3
MUS 4 Music Theory	4
MUS 23 History of Rock and Roll	3
MUS 32a Class Piano	2
MUS 32b Class Piano	2
MUS 32c Class Piano	2
MUS 32d Class Piano	2

**B - Audio Production Emphasis (23-25 units)**

MIS 2 Songwriting	2
MIS 3 Digital Audio Production 1	4
MIS 4 Digital Audio Production 2	4
MIS 7 Intro to Music Technology	3
MIS 12 Live Sound	3
MIS 13 Studio Recording Workshop	3

**AND**

4-6 units from the following:

<u>Elective Courses</u>	<u>Units</u>
MUS 4 Music Theory	4
MUS 23 History of Rock and Roll	3
MUS 32a Class Piano	2
MUS 32b Class Piano	2
MUS 32c Class Piano	2
MUS 38 Beginning Applied Music	2
MUS 39 Applied Music 1	3
MIS 200 Work Experience	1-4

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**Total Units: 35-37  
units**

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_\_ M\_\_\_ N\_x\_\_

TOPs Code: 0506.40

## **Entrepreneurship: Finance/Legal Issues**

### PROGRAM PREREQUISITE:

None.

### SHORT DESCRIPTION of PROGRAM

This certificate includes courses intended to help students who are interested in pursuing entrepreneurship to develop skills in financing, legal Issues, and Applied Accounting and Bookkeeping for the small business.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Demonstrate an understanding of the entrepreneurial process, from idea generation to commercialization.
2. Demonstrate the ability to apply accounting and bookkeeping for small business principles to a potential business.
3. Analyze and evaluate various funding sources for small businesses.
4. Outline and evaluate the legal steps and issues necessary for opening a small business.

### Required Courses

	<u>Units</u>
BUS 30: Intro to Entrepreneurship	3
ACC 55: Applied Accounting/Bookkeeping	3
BUS 31: Financing Your Business	2
BUS 33: Business Structure and Legal Issues	2

### Elective Courses

None

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**Total Units:**

10



# **SAFETY COMMITTEE REPORT**

**FALL 2015**

## **COMMITTEE STATEMENT OF PURPOSE**

The purpose of the Safety Committee is to develop and maintain a healthy and safe learning environment for students, staff, faculty and visitors. Acting as a problem solving group, the committee will help identify and resolve security issues, health and safety concerns and make recommendations to the appropriate office or committee in order to maintain safe conditions.

## **STRATEGIC GOAL AND OBJECTIVE THAT APPLIES TO THIS COMMITTEE:**

### **GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES**

#### **Objective 5: Implement programs that support the safety, health, and wellness of our community. (Safety Committee)**

- Objective five is the responsibility of the Safety Committee. The Safety Committee supports this objective by implementing programs designed to educate our students, staff, and faculty about health issues and safety issues that are more prevalent on college campuses. Active Shooter trainings, Health Fairs, and Safety walks are a few examples of how the Safety Committee supports this objective.

## **ACTION PLANS**

- 1. Implement programs that give students, staff, and faculty a better awareness of health promotion.**
- 2. Develop and implement ongoing active shooter trainings**
- 3. Continue our evacuation drills of buildings along with training our building and floor captain on their roles**
- 4. Implement monthly safety walks to keep our campus free of potential hazards**
- 5. Coordinate implementation of RAVE**

## **HOW DOES THE COMMITTEE ALIGN WITH NORCO COLLEGE MISSION?**

- Safety Committee serves our students, our community, and its workforce by providing educational opportunities such as active shooter, earthquake and emergency preparedness, and building and floor captain training.

- The Safety Committee aligns with the innovative approach to learning using technology as we start the RAVE system implementation, emergency mass notifications, and the Guardian app.
- We promote collaboration by performing safety walks with our building and floor captains and members of facilities. We also collaborate with other areas of the college as needed for events such as Take Back the Night (Sexual Assault awareness), Health Services Field Day, Health Fair, Veterans Expo and many more.

## **CHANGES**

- Safety Committee is not well represented by faculty or students and as such the committee membership needs to change
- Meeting time for Safety Committee was discussed and will continue to be 2<sup>nd</sup> Monday of every month from 9:30-11:00am with no meetings in July and August.

## **ASSISTANCE NEEDED FROM ISPC:**

- Assistance is needed from ISPC in filling faculty vacancies. We currently only have 1 faculty member who consistently comes to meetings and participates. We had a second faculty member two separate times that never showed up to a single meeting and finally ask to be removed. We need to have 2-3 more faculty on our Safety Committee who come to meetings and participate.

## **2015-16 COMMITTEE MEMBERS:**

Lisa McAllister RN, MSN  
 Sgt. Richard Henry  
 Miriam Alonso  
 Debra Creswell  
 Monica Esqueda  
 Beth Gomez  
 Tricia Hodawanus  
 Daren Koch  
 Dan Lambros  
 Ana Molina  
 Steve Monsanto  
 Carmen Parra  
 Chris Poole  
 Hector Ramirez  
 Nicole Ramirez  
 Sherry Stone  
 Stanley Tyler

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_ M\_\_ N\_X

TOPs: 0934.30

## Sound & Communication Systems Installer Apprenticeship

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

This is a three-year apprenticeship program. Applications for Riverside/San Bernardino/ Mono/Inyo counties should apply to the Riverside and San Bernardino Joint Electrical Apprenticeship Training Committees, 1855 Business Center Drive, San Bernardino, CA 92408. Telephone: (909) 890-1703.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Apply a working knowledge of math formulas to perform complex solution related to the electrical trades, along with blueprint symbols and drawings of wiring diagrams with common schematic symbols.
- Analysis a circuit of electrical device(s) with the appropriate meters or testing equipment so that troubleshooting of common system faults can be detected and repair.
- Demonstrate electrical wiring of circuits or devices to meet the standards and requirement of the NEC

**Required Courses (21 units)**

Course	Title	Units
ELE 420	Introduction to Sound/Communication	3.5
ELE 421	Electrical Theory and Practices DC	3.5
ELE 422	Electrical Theory and Practices AC	3.5
ELE 423	Semiconductor Electronics	3.5
ELE 424	Introduction to Digital Electronics and Signaling Devices	3.5
ELE 425	Management/Alarms/Codes/Circuits	3.5
Total		21

Associate of Science Degree

The Associate of Science Degree in Sound and Communication Systems Installer Apprenticeship will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

Course	Apply a working knowledge of math formulas to perform complex solutions related to the electrical trades, along with blueprint symbols and drawings of wiring diagrams with common schematic symbols.	Analyze a circuit of electrical device(s) with the appropriate meter or testing equipment so that troubleshooting of common system faults can be detected and repaired.	Demonstrate electrical wiring of circuits or device(s) to meet the standards and requirements of the National Electrical Code (NEC).
ELE 420 Introduction to Sound/Communication	I,D	I	I,D
ELE 421 Electrical Theory and Practices DC	I,D	I	I,D
ELE-422 Electrical Theory and Practices AC	I,D	I	I,D
ELE-423 Semiconductor Electronics	I,D	I,D,M	I,D
ELE 424 Introduction to Digital Electronics and Signaling Devices	I	I,D	I,D
ELE 425 Management/Alarms/Codes/Circuits	I	I,D,M	I