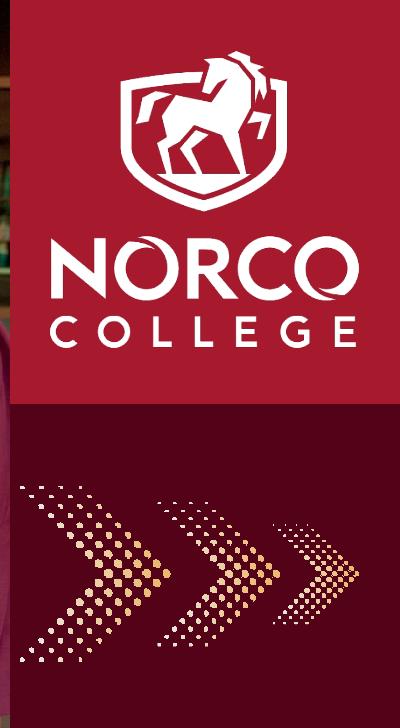
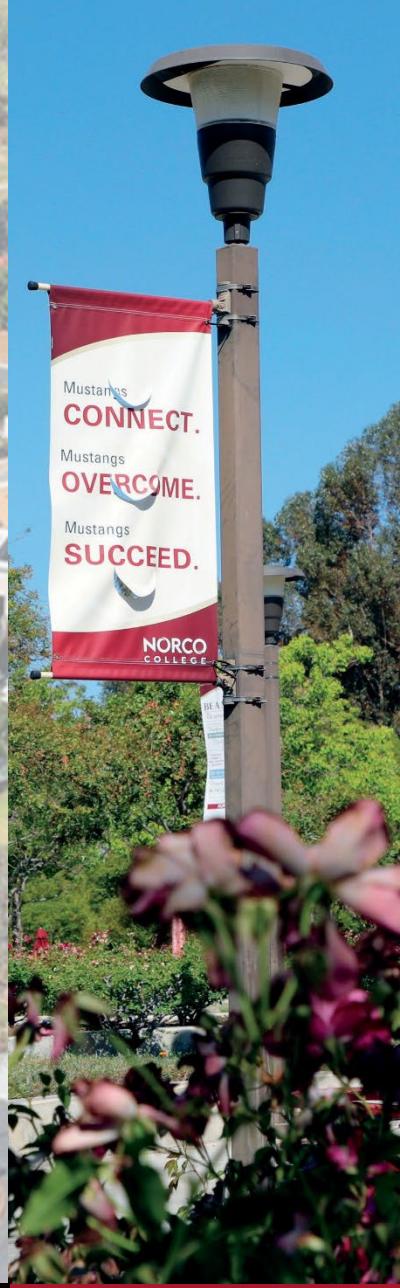


2022 - 2025 STUDENT EQUITY PLAN

PREPARED BY:
THE STUDENT EQUITY PLAN PROJECT TEAM





2022-2025 Student Equity Plan

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2022-2025 STUDENT EQUITY PLAN

Executive Summary

The 2022-25 Student Equity Plan paves the way for Norco College (NC) to commit to sharpening its focus on dismantling institutional barriers to close equity gaps. The new template encourages colleges to reflect on pre-pandemic equity efforts and apply data-driven decision-making to ascertain the causes that continued producing inequitable outcomes during the Pandemic, particularly for students of color.

A project team composed of faculty, staff, and administrators was formed in the Spring of 2022 to develop the 2022-2025 Student Equity Plan. Team members participated in the Student Equity Planning Institute (SEPI), sponsored by The CCHALES Research Collective at San Diego State University. The team met monthly in the spring and summer months to review the [2019-2022 Student Equity Plan](#), become familiar with the [2022-2025 Student Equity Plan Template](#), and develop a new plan. The Office of Institutional Effectiveness provided a disproportionate impact (DI) study using the Percentage Point Gap-1 (PPG-1) methodology to identify equity gaps across five metrics for the student groups designated by the California Community Colleges Chancellor's (CCCCO).

Synthesis of the previous plan activities and the new DI study resulted in key findings and insights.

Student Equity Plan Key Findings (2019-2022 Plan)

- The college identified Black/African American (AA), Hispanic/Latinx, Men of Color, Foster Youth, and LGBTQ+ students as the most DI and set a goal to reduce equity gaps for these student populations by 40% by 2025
- The college proposed 25 activities in the equity plan, and the majority (72%) were identified as “programs,” 24% as “structures,” and 4% as “capacity building – general.”
- Of the 25 activities, 40% had corresponding metrics that were race-specific and 60% race-neutral (did not name at least one racial group)
- Of the 25 activity descriptions submitted, 80% were focused on student services, 16% were classroom-focused, and 4% were both student services and classroom-focused
- Of the 25 activities, 16% specifically engaged instructional faculty members, and 84% did not involve faculty
- The majority (96%) of activity descriptions did not include inquiry
- Approximately 21% of the 25 activities were focused on transfer, and 79% were not

Disproportionate Impact Findings (2022-2025 Plan)

- Black/AA students had the highest DI for the Successful Enrollment metric (7 out of 7 years of data)
- Black/AA students had the highest DI for the term-to-term persistence metric (6 out of 9 years of data)
- Hispanic/Latinx students had the highest DI for the completion of transfer-level math and English metric (4 out of 10 years of data)
- Hispanic/Latinx students had the highest DI for the completion of certificates/degrees metric (3 out of 7 years of data)
- Hispanic/Latinx students had the highest DI for the transfer metric (6 out of 6 years of data)
- Black/AA and Hispanic/Latinx students combined represent 65% of first-time college students
- Black/AA and Hispanic/Latinx students combined represent 78% of first-generation students

Insights

- The previous plan was well-intentioned, but the proposed activities were not intentionally focused on the racial groups with the highest level of DI
- Previous equity efforts were primarily focused on student services and programs and lacked involvement by instructional faculty
- There was little focus on using inquiry to analyze college structures (policies, practices, processes, and culture) that have created inequitable outcomes
- Black/AA and Hispanic/Latinx students continue to demonstrate the highest level of DI across all metrics

Recommended Next Steps

- Campus-wide equity efforts shall continue to be focused on closing gaps for Black/AA in successful enrollment and term-to-term persistence metrics
- Campus-wide equity efforts shall continue to be focused on closing equity gaps for Hispanic/Latinx students on transfer-level English and math, degree/certificate completion, and transfer metrics
- Appoint inquiry teams to systematically map all services, activities, structures, and culture and conduct qualitative and quantitative research methods to ascertain causes that are producing inequitable outcomes for Black/AA and Hispanic/Latinx students
- Inquiry activities shall yield actionable plans and recommendations that will inform the campus community where investments in services and initiatives might have the most significant impact on closing equity gaps for Black/AA and Hispanic/Latinx students
- Plans and recommendations must be specific and shall outline the roles and responsibilities divisions will have in helping to close equity gaps for Black/AA and Hispanic/Latinx students

Section I: Student Equity Plan Reflection

Introduction

California's community colleges play a critical role in helping to shape our state toward economic and social prosperity. The core mission of community colleges is to provide access and quality education to all students capable of benefitting from higher education. For some, community colleges are an essential first step in their journey toward earning baccalaureate and post-baccalaureate degrees. For others, earning an associate degree or certificate in a career and technical field can give them access to high-skilled jobs in an ever-changing economic industry. Regardless of one's educational goal, however, the core mission of community colleges is to ensure access and success for the millions of Californians who seek postsecondary education for economic mobility and social justice.

The equity goal at community colleges is to ensure that equitable outcomes are achieved for students from historically disadvantaged backgrounds. The 2022-2025 Student Equity Plan paves the way for community colleges to commit to dismantling institutional barriers that impede equitable outcomes and developing targeted interventions that lead to equitable outcomes, particularly for students of color.

Student Equity Plan Reflection

The Student Equity Plan reflection section allows colleges to examine their equity efforts, the progress made, and how they may overlap with guided pathways initiatives on their campuses. For this student equity planning cycle, the CCCCO asks colleges to actively target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before discussing the new plan, colleges are asked to answer questions 1-5 below, focused on the 2019-2022 plan, and consider the following:

- What did we accomplish, and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-2025 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis and our inquiry into current gaps and future goal setting?

1.) Race Consciousness in Equity Plan Development. With consideration of research and documentation provided to your college about race consciousness (Center for Urban Education 2019-2022 Equity Plan Review, local data, etc.), please describe how your college plans to be more race-conscious in completing the 2022-2025 Student Equity Plan.

The University of Southern California's Center for Urban Education (CUE) [2019-2022 Student Equity Plan Review](#) revealed that the NC plan was well-written and included equity-mindedness and race-consciousness. Much of the proposed equity, including professional development activities, was centered on support for Black/AA and Hispanic/Latinx students. While the plan had well-articulated activities, there were minimal details about how the exercises were derived and how they intended to make a difference for Black/AA and Hispanic/Latinx students. Details were also lacking about the implementation and evaluation of proposed activities.

NC will continue to focus on closing equity gaps for historically minoritized students, specifically Black/AA and Hispanic/Latinx students. While these two student groups account for 65% of NC's student population, targeted interventions and support for these two populations have been confined to historically unfunded/under-funded special programs, such as Puente and Umoja. To close equity gaps for Black/AA and Hispanic/Latinx students, we intend to examine the institutional policies, practices, and processes that continue to produce inequitable outcomes for both groups. This approach involves taking a step back, reflecting on where we have been, and engaging in inquiry activities to learn more about what is causing inequitable outcomes instead of launching new activities and interventions.

2.) Summarize the key initiatives, projects, and activities that supported student equity at your institution across all areas of the college in 2019-22 (2,500 characters)

The following activities were accomplished in 2019-2022 in support of each metric, including professional development for faculty and staff:

Access

- Provided in-person orientations and transition activities for Black/AA, foster youth, men of color, Hispanic/Latinx, and LGBTQ+ students
- Established the LGBTQ+ Advocates Committee
- Designated a financial aid advisor for DI populations
- Provided financial aid workshops for students and parents
- Committed Promise Program funding for DI populations
- Provided targeted outreach to DI populations (in person and via Call Center)
- Collaborated with K-12 to establish pathways for Black/AA, Hispanic/Latinx, Men of Color, LGBTQ+, and Foster Youth
- Improved coordinated identification and placement of DI students into special funded programs and learning communities

Retention

- Increased offerings of Umoja, Puente, ethnic studies, and social justice courses
- Expanded Umoja and Puente learning communities and leveraged EOPS/SSS to serve more Black/AA and Hispanic/Latinx students
- Expanded Peer Mentor Program across all learning communities

- Expanded Men of Color and Women's Lean in Circle support groups
- Established Cultural Centers for Umoja and Puente
- Enhanced support centers for Foster Youth and LGBTQ
- Assigned Student Success Coaches to serve primarily first-year Black/AA and Hispanic/Latinx student populations

Math & English Completion

- Increased culturally relevant pedagogical training for faculty
- Developed equity-focused communities of practice
- Math boot camps in the summer for DI populations

Completion

- Expand Umoja/Puente programs and services through degree/certificate completion
- Disaggregated EduNav reporting
- Targeted, in-class transfer preparedness workshops (ADTs)

Transfer

- Offered tours of Historically Black Colleges and Universities (HBCUs)
- Established Transfer Mentors network (match alums who have transferred with current NC students)
- Targeted in-class workshops on transfer preparedness (Umoja and Puente)
- Dedicated transfer services for African American and Hispanic/Latinx students

Professional Development

The previous plan recommended professional development for Math and English faculty to support completion, success, and transfer. Equity-based pedagogy has been developed through communities of practice that completed their task or are still underway, along with Math summer institutes. A process to establish culturally and racially responsive assessment has been initiated, as well as training for data coaches who assist and guide faculty in courses and program assessment. The Guided-Pathway project teams have been supported by ongoing professional development centered on racial and cultural competency. The recommendation to hire a full-time professional coordinator was not met. The responsibility to lead and share professional development activities and resources remains under the purview of the Dean of Student Services, the Dean of Grants and Student Equity, the Guided Pathway Faculty Coordinator, along with Professional Development committees. Online access to professional development resources and processes for all constituency groups is now accessible on the college website.

3.) How do you know these initiatives, projects, or activities decreased disproportionate impact (2,500 characters)?

We can infer that improvements in our Educational Master Plan Equity Key Performance Indicators (EMP KPIs) are partly due to 2019-22 Equity efforts. Our Equity plan groups and EMP KPI (Key Performance Indicator) groups comprised Black/AA, Hispanic/Latinx, Men of Color, LGBTQ+, and Foster Youth students. Decreases in disproportionate impact for Black/AA and Hispanic/Latinx students can be attributed to the scaling up of the Umoja and Men of Color programs. Culturally relevant and equity-based pedagogical training was also part of the institutional efforts to reduce the equity gaps for our disproportionately impacted groups. Enhancing support centers for Foster Youth and LGBTQ students and establishing the LGBTQ Advocates center has correlated with decreased disproportionate impact for these groups.

4.) Briefly summarize how the 2019-2022 Equity Plan cycle informed your planning efforts for 2022-2025 (2,500 characters).

Analyzing the 2019-2022 Equity Plan cycle helped the College realize that it did not engage a broad representation of instructional faculty in developing and implementing activities to close equity gaps. This is evidenced by the fact that most activities focused on programs and student services and few on instructional practices. It is also evident that few activities involved inquiry; therefore, it is unclear why we proposed the activities we did, which student populations they were intended for, and their impact. Furthermore, a well-developed implementation and evaluation plan for the proposed actions was lacking. Therefore, it has been difficult for the College to ascertain what impact the activities had on reducing equity gaps, especially for racial groups. While the previous plan included extensive details about planned professional development activities, some could not be implemented because of the Pandemic. The professional development activities were not thoroughly evaluated to determine how employees implemented what they learned in their work and their impact on reducing equity gaps. Considering what was learned, the 2022-2025 planning process has involved all constituent groups, especially instructional faculty. The new plan intentionally focuses on inquiry activities in 2022-23 to uncover the causes of inequitable outcomes for Black/AA and Hispanic/Latinx students. New activities and interventions will be piloted and evaluated in 2023-24 and 2024-25.

5.) Please describe the way in which the Pandemic affected your 2019-2022 equity efforts (interrupted work fully, catalyzed work, or delayed work).

The Pandemic catalyzed our equity efforts in support of disproportionately impacted students, especially Black/AA students. In 2020, the College launched a Racial Justice Taskforce (RJTF) in light of the Black Lives Matter movement and the California State Chancellor's Call to Action. The Taskforce is committed to inclusivity and to serving the needs of our diverse groups of students and employees at Norco College. During the Pandemic, the Racial Justice Taskforce focused its efforts on the following:

- Identifying racial inequities and dismantling racist practices in our institution for students and employees
- Assessing and examining where and how systemic racism is affecting our students and employees
- Auditing classroom climate and creating action plans to create inclusive classrooms and an anti-racism curriculum (Call to Action)
- Developing and implementing action plans to eliminate racial inequities in our institution
- Identifying manifestations of systemic racism and anti-Blackness within our institution
- Educating on how to identify race issues at the college

In 2022-2023, the RJTF is collaborating with the leads of the 2022-2025 Student Equity Plan to lead inquiry activities focused on closing equity gaps in the successful enrollment and persistence metrics for Black/AA students.

Section II: Student Populations Experiencing Disproportionate Impact and Metrics

Overview of 2022-2025 Plan Requirements

Completing a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEAP). To ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges must maintain a student equity plan that includes a DI study of each of the following categories of students:

- A. Current or former foster youth
- B. Students with disabilities
- C. Low-income students
- D. Veterans
- E. Students in the following ethnic and racial categories, as the United States Census Bureau defines them for the 2020 Census:
 - i. *American Indian or Alaska Native*
 - ii. *Asian*
 - iii. *Black or African American*
 - iv. *Hispanic, Latino, or Latinx*
 - v. *Native Hawaiian or other Pacific Islander*
 - vi. *White*
 - vii. *Some other race*
 - viii. *More than one race*
- F. Lesbian, gay, bisexual, or transgender students (LGBTQ+)
- G. Additional categories of students as determined by the governing board of the

community college district

Student Success Metrics

The CCCCO sets the student success metrics every three years. The metrics are closely aligned with the Chancellor's Vision for Success metrics. Colleges were instructed to use the Student Success Metrics (SSM) dashboard to ascertain DI for the following metrics:

1. **Successful Enrollment** (percentage of first-time college students who applied and enrolled in the same year in a primary term) *
2. **Transfer-level math and English** (percentage of first time in college students who completed transfer-level math and English in the first year) *
3. **Persistence** (percentage of first-time college students who enrolled in the subsequent semester) *
4. **Vision Goal Completion** (percentage of first-time college students who completed a degree or certificate in three years) **
5. **Transfer** (percentage of first time in college students who transferred to a four-year institution within three years) **

*first-time college students who were credit enrolled and not special admit

** first-time college students who were credit enrolled and not special admit who earned 12+ units any time in three years and exited the California Community College system.

Disproportionate Impact Methodology

For the 2022-2025 Equity Plan, the CCCCO requires using the PPG-1 methodology. The PPG-1 method removes the outcome rate of the primary subgroup from the reference group to determine DI. The outcome rate of the primary subset is compared to the outcome rate of all other cohort students rather than comparing the outcome rate of the primary subgroup to the outcome rate of all cohort students. For example, the Percentage Point Gap minus one (PPG-1) methodology compares the persistence rate of Hispanic/Latinx students to the persistence rate of all non-Hispanic/Latinx students. For a detailed explanation of PPG-1, please visit The California Community Colleges Chancellor's Office (CCCCO) publication [CCCCO Percentage Point Gap Minus One \(PPG-1\) Methodology Notes \[2022\]](#).

Summary of Disproportionate Impact Findings

The numbers highlighted in yellow in the table below indicate the student populations identified with the highest number of years of DI when data are disaggregated by ethnicity as required by the CCCCO. The numbers in parentheses at the top of each column, next to each metric, indicate the number of years of data made available. Bolded and underlined counts indicate that DI was found in the most recent year available.

Primary Subgroup	#1 Successful Enrollment (7)	#2 Compl Eng/Mat (10)	#3 Persist (9)	#4 Vision Compl (7)	#5 Transfer (6)
American Indian/Alaska Native	1	3	1	0	2
Asian	5	0	0	0	0
Black/AA	7	3	6	1	0
Filipino	1	0	0	1	0
Hispanic/Latinx	0	4	0	3	6
Multiple Values Reported	0	0	0	0	2
Pacific Islander or Hawaiian Native	1	2	0	2	4
Two or More Races	1	2	1	2	0
Unknown/Non-Respondent	4	3	2	2	1
White	2	0	1	0	0

Black/AA students are identified as having the highest number of years with DI in the first-year outcomes (Successful Enrollment and Persistence), and Hispanic/Latinx students are identified as having the highest number of years with DI in the completion outcomes (Transfer English/Math Completion, Vision Completion, and Transfer).

The numbers highlighted in yellow in the table below also indicate the student populations with the highest number of years of DI when data are disaggregated by the other student groups as required by the CCCCO. As was explained previously, the numbers in parentheses next to each metric indicate the number of years of data made available, and bolded and underlined counts indicate that DI was found in the most recent year available.

Primary Subgroup	#1 Successful Enrollment (7)	#2 Compl Eng/Mat (10)	#3 Persist (9)	#4 Vision Compl (7)	#5 Transfer (6)
Female	6	1	1	0	0
Male	0	2	3	3	3
Multiple Values Reported	0				
Non-Binary	0	2	0		
Unknown/Non-Respondent	1	0	0	0	1
First Generation	-	7	6	2	5
DSPS	-	1	0	0	2
Foster Youth	-	3	1	3	2
Veteran	-	2	0	0	0
LGBT*	-	2	1	1	1
Perkins	-	1	0	0	4

The table above indicates disproportionate impacts among gender, First Generation, and Foster Youth students. The College will continue supporting these groups through programs such as the Men of Color Scholars, Women's Lean in Circle, and Phoenix Scholars. The College is also planning to take an institutional approach to address the needs of these populations using general funds and securing external funding sources to enhance and scale up existing efforts. To view a detailed analysis of DI for all groups by metric, visit [Institutional Research-Equity Data](#).

Student Groups Experiencing the Highest Number of Years of Disproportionate Impact

The table below summarizes the student groups identified as having the highest number of years of DI for each metric (Black/AA and Hispanic/Latinx). These are the groups that the College will prioritize in the next three years (2022-2025).

Group	Metric Number	Metric Description	Students to close gap (most recent DI year)
Black/African American Students 5% of FTCS 3% of First Gen students	1	Successful Enrollment	15/105
	3	Persistence	17/130
Hispanic/Latinx Students 60% of FTCS 75% of First Gen Students	2	Compl Transfer Eng/Mat	36/1100
	4	Vision Completion	53/1567
	5	Transfer	93/628

The ethnicity groups identified above include 65% of first-time college students (FTCS) and 78% of First-Generation students. The last column in the table above indicates the number of students who would need to attain the metric to fully close the equity gap, along with the size of the student group in the most recent year.

Planned Activities for Disproportionately Impacted Student Populations

For the 2022-2025 Student Equity Plan cycle, NC proposes implementing CUE's participatory critical action research methodology in year one to uncover the root causes of inequities. "Participatory critical action research requires all professionals, not just faculty, to conduct an inquiry into their practices to learn how those practices work, and why they may not be working as intended" (*Bensimon, E.M., Dowd A.C., and Witham, K., 2016, pg. 5*). Therefore, new activities and interventions will not be introduced until after the college has spent considerable time assessing its policies, practices, and culture that may be causing equity gaps for Black/AA and Hispanic/Latinx students. The rationale for implementing an inquiry-based process is based on data-informed planning and continuous improvement recommendations published in the [CCCO's 2022-2023 California Community Colleges Compendium of Allocations and Resources](#), which states:

As we move forward, it is essential that we collectively - as a system, districts, and colleges - take an evidence-based approach to engage in local planning and continuous improvement toward advancing student outcomes and reducing equity and achievement gaps. Colleges should rely on the available system and local data (e.g., Launch Board, Student Centered Funding Formula Dashboard), research findings, survey results, qualitative data, and trends they observe to identify local equity gaps, student friction

points, and improvement priorities. Colleges should also leverage the Guided Pathways framework and engage leaders across their institutions, including instruction, wraparound services, budgeting and administration, and general operations in an iterative design process and maximize available resources towards priority-aligned advancements at the local level. Fundamentally, colleges should center their work on the student experience and commit to dismantling inequitable structures that create undue burdens and hinder student success (pg. 7).

The 2022-2025 project team members also relied on two additional documents (CUE's 2019-2022 Student Equity Plan Review; 2021-2022 HOPTEP Equity Audit) to formulate their recommendation. CUE's review of the 2019-2022 plan outlined the following observations and recommendations regarding the activities that were proposed:

- The college proposed 25 activities in the equity plan, and the majority (72%) were identified as "programs," 24% as "structures," and 4% as "capacity building – general."
- Of the 25 activities, 40% had corresponding metrics that were race-specific and 60% race-neutral (did not name at least one racial group)
- Of the 25 activity descriptions submitted, 80% were focused on student services, 16% were classroom-focused, and 4% were both student services and classroom-focused
- Of the 25 activities, 16% specifically engaged instructional faculty members, and 84% did not involve faculty.
- The majority (96%) of activity descriptions did not include inquiry, whereas 4% did
- Approximately 21% of the 25 activities specifically include transfer, and 79% did not

CUE's Recommendations:

1. Incorporate implementation details that illustrate how the activities will lead to the desired outcomes
2. Include equity-minded inquiry as a strategy to understand inequities better
3. Include transfer-specific equity activities for racial student populations
4. Align equity planning with Vision for Student Success (integrated planning)

According to CUE's feedback, our proposed interventions were not intentionally focused on closing equity gaps for racial groups. We also did not have enough data or conduct inquiries to understand what caused equity gaps entirely. The Pandemic further exacerbated equity gaps for DI groups, and many proposed interventions could not be implemented. The programs supported with SEA (Student Equity and Achievement) (Student Equity and Achievement) funds during the Pandemic have impacted some students. Still, they proved ineffective in closing racial equity gaps campus-wide. Although significant resources were also spent on providing professional development training for faculty, staff, and administrators, little is known about the impact these trainings had on reducing equity gaps.

2022-2025 Planning & Action

Moving forward, the College will organize inquiry teams to investigate the leading causes of equity gaps for each student metric. Team members will be appointed in consultation with appropriate departments and participative governance entities and will include student representatives. Inquiry teams will be provided with training to become familiar with conducting a comprehensive assessment of student support services and instructional practices using “action research.” Action research brings together researchers and practitioners who will assess and evaluate policies, practices, and cultures impeding equitable outcomes. Team members will learn how to request, conduct, and interpret qualitative and quantitative data to try and pinpoint what is causing equity gaps. At the end of year one, teams will provide recommendations for interventions and activities likely to close equity gaps. The activities and interventions the College agree to implement will be piloted in year two (2023-2024) and evaluated at the end of the year. The activities and interventions that yield desired outcomes will be fine-tuned and implemented again in 2024-2025. Thorough evaluations will be conducted at the end of years two and three to ascertain if the college has reduced or eliminated equity gaps. The activities and changes to practices deemed effective will be adopted and operationalized long-term; ineffective interventions will be discontinued, and a new inquiry process will commence. The table below illustrates the three-year timeline (2022-2025) that the College will rely on to conduct inquiry activities, pilot new interventions/activities, and evaluate their effectiveness.

Metric	Successful Enrollment	Transfer English & Math	Persistence	Vision Completion	Transfer
Population	Black/ African American	Hispanic/Latinx	Black/ African American	Hispanic/Latinx	Hispanic/Latinx
DI	7/7	4/10	6/9	3/7	6/6
Goal	Decrease equity gap by 40% by 2025				
Action Plan:	Implement inquiry-based process to identify and eliminate equity gaps				
Year 1 (2022-23)	Using an action research lens, create and launch equity-minded inquiry teams for each metric. Teams will assess and evaluate practices, policies, and culture that may be contributing to equity gaps, and make recommendations to close equity gaps.				
Year 2 (2023-24)	Pilot recommendations, collect quantitative and qualitative data, evaluate efficacy of intervention(s) and make adjustments, or pivot if necessary				
Year 3 (2024-2025)	Implement changes, collect data, evaluate efficacy, and finetune intervention(s). Changes will be operationalized until gap is reduced by 40%.				

Equity Imperative

While the challenges we confront to serve the educational needs of all our students effectively, Norco College is poised to face them head-on and with a renewed commitment to closing racial equity gaps. To achieve this goal, inquiry project teams will act with a sense of urgency and avoid being ambiguous about our equity imperative. Norco College will focus on closing equity gaps for historically minoritized students, specifically Black/AA and Hispanic/Latinx students.

While these student groups account for 65%, targeted interventions and support for Black/AA and Hispanic/Latinx students have been confined to historically unfunded/under-funded special programs, such as Puente and Umoja. Like many institutions, Norco College has provided a one-size-fits-all approach to student success. This race-blind approach fails to recognize the embedded structural racism that American higher education institutions were founded on when Black Americans were denied the right to an education. We maintain the legacy of historical oppression on minoritized students by making invisible our collective institutional responsibility for equitable outcomes for all students, especially for Black/AA and Hispanic/Latinx students. Our focus on racialized students is based on critical race theory, which asserts that race is the most significant factor in determining educational outcomes. While class and gender intersect to help explain variances in education, race continues to be most powerful in predicting school experience and performance.¹ Our equity priority aims to address our lack of institutional knowledge and practice as agents of racial equity.

The following concepts define our vision for our equity work:

- Race Consciousness
- Intentional in its Focus
- Student-Centered
- Institutional Expectations
- Data Driven
- Continuous Evaluation

Our work will also be inwardly focused on systematically addressing institutional structures and cultures that impede equitable outcomes. Sylvia Hurtado argues that the campus racial climate must be addressed through the 1. Inclusion of students, faculty, staff, and managers from minoritized backgrounds, 2. Curriculum that reflects the experiences of minoritized students, 3. Targeted programs and support for minoritized students, and 4. A mission statement that demonstrates a commitment to equity.² Specifically, our work seeks to engage in deep inquiry, action, and evaluation in transforming the attitudes, processes, systems, and climate that pose barriers to minoritized students.

The college's previous equity efforts have been primarily focused on creating programs and providing services for DI students. The college has also supported professional development for faculty, staff, and administrators, but few faculty have been involved in planning and implementing equity efforts focused on instructional practices. We have also not considered the systemic institutional barriers contributing to inequitable outcomes. Moving forward, the faculty, staff, and administrators are committed to working collectively to ensure access and

¹ Ladson-Billings, Gloria, and William F. Tate. "Toward a critical race theory of education." *Teachers college record* 97.1 (1995): 47.

² Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *The Journal of Higher Education*, 63.5, 539-569.

success for minoritized students by approaching our pedagogical and organizational practices through an “equity-minded” lens. According to CUE, 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 eliminating inequity.³

By adopting an “equity-minded mode of thinking” to examine student outcomes, we acknowledge that our practices and policies are the main contributors to inequities instead of blaming our students for these outcomes. Norco College is committed to investigating our policies, practices, processes, and culture to pinpoint the root causes of persistent inequitable outcomes, particularly for racial groups. As described by Bensimon, Dowd, and Witham, we also commit to addressing equity gaps as “a normative standard for all aspects of the institution, from resource allocation to assessment to strategic planning” (2016).⁴ Additionally, we must recognize that we can no longer expect an office, department, committee, or those involved in developing this plan to close equity gaps. Equity work is a campus-wide effort, and everyone has a role and responsibility in helping to close equity gaps.

“[Five Principles for Enacting Equity by Design](#)” will guide our approach to campus-wide equity work. According to Bensimon, Dowd, and Witham (2019), these principles provide the blueprints that leaders and practitioners need to build equity by design. Table 1 provides a summary of the five principles.

Table 1. Five Principles for Enacting Equity by Design

Principle 1	Clarity in language, goals, and measures is vital to effective, equitable practices. Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups experiencing equity gaps and avoid being race blind. Terms such as “at-risk” and “underrepresented minorities” defuse the differences in circumstances experienced by Black/African American, Hispanic/Latinx, Asian American, and American Indian populations.
Principle 2	‘Equity-mindedness’ should be the guiding paradigm for language and action. Equity-minded practitioners recognize and assume responsibility for inequities. They recognize that existing institutional practices and policies may have created inequities. They also acknowledge that they have the power to make changes.
Principle 3	Equitable practices and policies are designed to accommodate differences in the contexts of students’ learning-not to treat all students the same. Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students to level the playing field.
Principle 4	Enacting equity requires continual learning, disaggregating data, and questioning

³ Pena, E.V., Bensimon, E.M., Colyar, J. (2006). Contextual Problem Defining: Learning to Think and Act from the Standpoint of Equity. *Liberal Education*, 92, 48-55.

⁴ Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design. *Association of American Colleges & Universities*, 19, 1-8.

	assumptions about relevance and effectiveness. Equity-minded practitioners must be willing to continually disaggregate data and conduct an inquiry to learn if interventions are working or not working and why.
Principle 5	Equity must be enacted as a pervasive institution-and system-wide principle. To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness through language and reasoning and resource allocation, assessment, and strategic planning at the local and district levels.
Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design . Association of College and Universities, 19, 1.	

The principles for enacting equity by design are similar to institutional and structural recommendations in the 2021-22 Equity Audit conducted by HOTEP Consultants. These principles also mirror many of the recommendations previously made by our Guided Pathways and Student Equity project teams and the Racial Justice Task Force.

Evaluation Plan & Process

Using the CCCCO Student Success Metrics (SSM) dashboard, this plan has identified disproportionately impacted groups and has presented target goals for each indicator area: successful enrollment, completion of transfer-level English and math in the first year, persistence, vision goal attainment, and transfer. The impact of activities recommended by inquiry teams will be monitored at two levels. First, data will be gathered on the effects of activities on disproportionate groups. However, since equity efforts should impact the institution, data on each indicator will be collected for the entire college to determine if the equity plan activities are being scaled to a level that impacts institutionally. At the most basic level, the evaluation will be done at the end of each academic year to determine whether NC has met its stated goal for each indicator area. The extent to which each objective is completed will be evaluated and reported in our annual review, per the guidelines of the CCCCO, 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 the effectiveness of programs and allow for a deeper understanding of institutional progress toward each goal. Utilizing quantitative, qualitative, and mixed methods evaluation within each indicator area will allow for a greater understanding of student experiences that quantitative reporting may not capture. For example, a qualitative study may help identify barriers that disproportionately impacted student groups encountered during the onboarding process, led to fewer students enrolling at NC. We will be able to develop new interventions to address these barriers, which will be evaluated to determine their impact. 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 a follow-up assessment. Thus, we expect that goal progress reporting will occur at the end of each academic year. Still, ongoing quantitative and qualitative studies might speak to Norco's progress toward meeting different goals from a student perspective.

Evaluation and assessment of 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 provide an understanding of each activity's impact on the student success of disproportionately impacted groups within the respective indicator area. Combined with broader, campus-level evaluations will help identify the extent to which NC is improving the student success of disproportionately impacted groups. The evaluation schedule for the equity plan goals and activities will be ongoing per the assessment cycle framework.

Resources Allocated for 2022-2023 Activities

The College is allocating equity funds to support the inquiry teams described in this plan and special projects for faculty that will be needed to serve on the teams. Funds have also been allocated to provide training for team members on how to conduct action research.

Equity funds will also cover the cost of the Umoja Student Success Coach and portions of salaries for the Dean of Student Equity Initiatives, Umoja Counselor/Coordinator, Student Services Administrative Assistant, Unity Zone hourly staff, Men of Color Scholars faculty lead, Equity faculty lead, and Program to Career Connections faculty lead. The proposed budget is based on an anticipated funding level of \$895,705 for the 2022-2023 fiscal year.

2022-2023 STUDENT EQUITY PROPOSED BUDGET		
Object Code	Category	Expense
1000	Academic Salaries	
	Dean, Student Equity Initiatives (Professional Development Coordinator)	0.15
	Counselor/Coordinator- Umoja	0.47
	Cultural Competency Faculty Lead	0.20
	Program to Career Connections Faculty Lead	0.10
	Men of Color Faculty	0.20
	Faculty Special Projects (Professional Development)	\$32,428.00
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach -Umoja	1.00
	Administrative Assistant	0.70
	Temporary, Hourly Staff Member-Unity Zone	\$50,740
		Salaries \$483,594
3000	Employee Benefits	\$208,559
4000	Supplies and Materials	
	Office and other Supplies	\$20,000

	Books and instructional materials (Umoja, Puente)	\$15,000
	Copying and Printing	-
	Food (local training, events, and planning meetings)	\$10,000
	Supplies and Materials	
5000	Other Operating Expenses	
	Consultants (Professional Development)	-
	Student Travel (Conferences, college tours, and cultural events)	-
	Staff Travel (Conferences, training, and retreats)	\$40,000
	Other Operation Cost	\$46,037
	Subtotal	
6000	Capital Outlay	\$40,000
7000	Other Outgo	\$32,515
	Total 2022-23 Anticipated Expenditures	\$895,705
	2022-23 Anticipated Allocation	\$895,705

Assessment of Progress Made

The table below provides an overview of progress made between the academic years 2019 and 2022. Progress was measured using the Norco College Educational Master Plan Key Performance Indicators (KPIs) for equity. The green arrows indicate improvement in reducing the equity gap; the black arrows indicate slight change, and the red arrows indicate a downward trend. In summary, the gaps for Black/AA students in Degree Attainment and Transfer have significantly decreased. In contrast, the gaps for Transfer English and Math Completion and Certificate Attainment were more variable but did show some improvement. The gaps for Hispanic/Latinx students have significantly decreased for Transfer English and Math Completion, Degree Attainment, and Certificate Attainment, but the gap for Transfer has increased.

While progress has been made using the 2019-22 Student Equity methodology and our local Educational Master Plan methodology, the 2022-25 Equity plan focuses on a subset of this population. Data provided using the PPG-1 method for the 2022-2025 Student Equity Plan show that we still have work to close gaps for first-time college students in many of the previously identified populations. Also, the new plan measures completion using 3-year rates, indicating that gaps still exist for many of the same equity groups.

Accounting of 2019-2022 Student Equity & Achievement Program Expenditures

The 2022-2025 Student Equity Plan also requires a summary of how 2019-2022 SEAP funds were expended. Below is an accounting summary of paid funds by fiscal year.

Table 2. Educational Master Plan Key Performance Indicators

Metric	Student Group	2018-19 Gap	2019-20 Gap	2020-21 Gap	Trend
Transfer Level English and Math Completion Reduce The Equity Gap in Transfer English and Math Completion by 40%	Black/AA	4.66%	0.00%	3.48%	➡
	Hispanic/Latinx	7.7%	4.4%	0.3%	↑
Degree Attainment Reduce The Equity Gap in Degree Attainment by 40%	Black/AA	2.26%	1.76%	0.28%	↑
	Hispanic/Latinx	0.7%	1.2%	0.0%	↑
Certificate Attainment Reduce The Equity Gap in Certificate Attainment by 40%	Black/AA	3.45%	0.00%	2.56%	➡
	Hispanic/Latinx	1.5%	1.3%	0.0%	↑
Transfer Reduce The Equity Gap in Transfer by 40%	Black/AA	0.69%	0.61%	0.0%	↑
	Hispanic/Latinx	6.4%	4.8%	8.7%	⬇

Legend

➡	Little Change
↑	Improvement
⬇	No Improvement

2019-2020 STUDENT EQUITY EXPENDITURES		
Object	Category	Expense
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	122,547
	Counselor, Umoja	47,418
	PT-Counselors	48,470
	Faculty Special Projects	2,613
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach-Men of Color Mentoring Program	75,012
	Student Success Coach-Umoja	73,846
	Grants Administrative Specialist	49,746
	Tutors/Peer Mentors (Umoja and Man of Color)	28,251
	Student Resource Specialist	18,071
		Salaries
3000	Employee Benefits	Benefits
4000	Supplies and Materials	-
	Office Supplies	7,499
	Books and instructional materials (Umoja, Puente, FYE, Next Phase,	3,728
	Copying and printing	176
	Outreach materials	-
	Food for trainings, events, planning meetings, students orientations, flex	9,095
		Supplies and Materials
5000	Other Operating Expenses	
	Professional Development Services	6,225
	Consultants (UCLA's Grit Training Program)	849
	Student Travel (Umoja statewide and regional conferences, A2MEND)	14,239
	Staff Travel (Umoja Summer Institute, RP conferences, veterans	21,423
	Other	5,163
		Other Operating Expenses
6000	Capital Outlay	24,848
7000	Other Outgo	6,856
	Total 2019-20 Expenditures	777,910
	Total 2019-20 Allocation	777,910

2020-2021 STUDENT EQUITY EXPENDITURES		
Object	Category	Expense
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	25,000
	Counselor, Umoja	49,881
	Equity Data Analysis and Coaching Faculty Lead	4,421
	Cultural Competency Faculty Lead	7,907
	Program to Career Connections Faculty Lead	4,247
	Faculty Advising Faculty Lead	4,004
	Carreer and Counseling and coaching Faculty Lead	4,653
	PT-Counselor-Men of Color Mentoring Program	45,793
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach-Umoja	83,275
	Grants Administrative Specialist	51,352
	Tutors/Peer Mentors (Umoja and Man of Color)	33,991
		Salaries
		314,522
3000	Employee Benefits	Benefits
		152,392
4000	Supplies and Materials	
	Office Supplies	18,907
	Books and instructional materials (Umoja, Puente, FYE, Next Phase,	19,746
	Copying and printing	-
	Outreach materials	
	Food for trainings, events, planning meetings, students orientations, flex	1,377
		Supplies and Materials
		40,030
5000	Other Operating Expenses	
	Professional Development Services	4,358
	Consultants (UCLA's Grit Training Program)	-
	Student Travel (Umoja statewide and regional conferences, A2MEND)	-
	Staff Travel (Umoja Summer Institute, RP conferences, veterans	6,438
	Other	55,932
		Other Operation Expenses
		66,728
6000	Capital Outlay	19,212
7000	Other Outgo	-
	Total 2020-21 Expenditures	592,883
	Total 2020-21 Allocation	592,883

2021-2022 STUDENT EQUITY EXPENDITURES		
Object	Category	Expense
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	26,319
	Counselor, Umoja	53,997
	Equity Data Analysis and Coaching Faculty Lead	11,491
	Cultural Competency Faculty Lead	27,862
	Program to Career Connections Faculty Lead	11,054
	Faculty Advising Faculty Lead	11,468
	Men of Color Faculty	9,212
	PT-Counselor-Men of Color Mentoring Program	66,587
	PT-Counselor-Disability Resource Center	8,630
2000	Faculty Special Projects (Professional Development)	7,416
	Classified and Other Non-Academic Salaries	
	Student Success Coach-Umoja	68,351
	PT-Student Resource Specialist -Unity Zone	24,544
	Grants Administrative Specialist	54,481
	Tutors/Peer Mentors (Umoja and Man of Color)	40,829
	Other	183
		Salaries
		422,424
3000	Employee Benefits	Benefits
4000	Supplies and Materials	
	Office Supplies	18,813
	Books and instructional materials (Umoja, Puente, FYE, Next Phase,	14,359
	Copying and printing	-
	Outreach materials	
	Food for trainings, events, planning meetings, students orientations, flex	4,522
		Supplies and Materials
		37,694
5000	Other Operating Expenses	
	Professional Development Services	-
	Consultants (UCLA's Grit Training Program)	-
	Student Travel (Umoja statewide and regional conferences, A2MEND)	-
	Staff Travel (Umoja Summer Institute, RP conferences, veterans	39,726
	Other	109,335
		Other Operating Expenses
6000	Capital Outlay	20,012
7000	Other Outgo	741
	Total 2021-22 Expenditures	779,767
	Total 2021-22 Allocation	779,767

Section III: Student Support Integration Survey (Optional)

1. Summarize how your equity plan efforts align with meeting Guided Pathways goals.

We have leveraged our Student Equity and Achievement Project Teams to address systemic equity barriers at the institutional level using the GP framework and essential practices to address equity gaps. We have deployed 4-5 SEA Project Teams over the last two years to address equity gaps through Guided Pathways. One example of our alignment efforts is our work in Guided Onboarding with the launch of our Holistic Student Support Survey (HSSS). This work was jointly accomplished with a federally funded Title V grant focused on equitable pathways. The HSSS is embedded into the matriculation process within the online orientation. Five mini surveys comprise the HSSS, allowing students to identify needs around Academic Support, Financial Literacy, Career Decision-Making, Support Services, and Basic Needs. The information collected generates personalized support and interventions to address student needs at the onset of their college experience at Norco. This project draws upon the essential practices of Pillars 2 (Get on the Path) and 3 (Stay on the Path) of Guided Pathways by providing unique and timely resources, services, and support to our most vulnerable students, Black/AA and Hispanic/Latinx which are the highest disproportionately impacted student groups.

The need-based focus of our work is targeted and intentional and provides us the opportunity to address the barriers to student success for DI student groups. We have further clarified our efforts to align equity and Guided Pathways by adopting the Loss Momentum Framework as a guide for addressing equity gaps at critical points in the student journey. These efforts will be reflected in our new Student Equity Plan, as leaders from Equity and GP are assisting in crafting a plan that is intentional and specific in addressing systemic equity barriers through a focus on pathways and careers and a student's ability to successfully navigate those pathways to careers, regardless of background or demographic differences. Additional project team activities have included the establishment of Equity Data Coaching, Equitable Assessment, and Course Design for Racial Equity, to name a few. We intend to address equity gaps for Black/AA and Hispanic/Latinx students at critical student momentum points by addressing institutionalized barriers to student equity through integrating GP and equity.

2. What three actions your college will take that the college believes will yield the highest potential for increasing FAFSA participation on your campus?

- Student Financial Services is sponsoring an annual financial aid awareness event to increase FAFSA (Free Application for Federal Student Aid) and Dream Act application completion and to improve knowledge of financial aid resources available for students.

- Student Financial Services will launch the “It is Not Too Late to Complete a FAFSA or Dream Act” campaign to target students who have not completed a FAFSA or Dream Act application.
- Student Financial Services personnel will collaborate with categorical and grant-funded student program leads for in-reach and outreach, both in-person and virtual.

3. What are three actions that your college will take that the college believes will yield the highest potential for increasing PELL Grant recipient participation on your campus?

- Student Financial Services will continue implementing Campus Logic, an electronic workflow that allows students to seamlessly complete and submit documents online.
- At the suggestion of the Department of Education, Student Financial Services will continue waiving most verification requirements. The strategy of waiving documents alleviates the burden on students completing their files, resulting in faster processing of Pell Grant awards to students.
- Student Financial Services will continue using the developed system to identify students whose income may have changed from prior years compared to current financial circumstances. Notifications are sent to inform students of Professional Judgment consideration which may allow Pell grant increase or new eligibility for Pell Grant.

4 Did your college provide additional aid to students other than Federal Financial Aid and Pell Grant? If yes, please describe.

Student Financial Services has provided California Emergency Financial Aid, Disaster Relief Emergency Funds, HEERF/CARES Grants, Finish Line Scholarships, Summer Math Institute grants, Foundation Scholarships, and Dreamer Incentive Grants. In 2022-2023, The California Corps and State Education Grant will also be available to students who meet program requirements.

5. Does your college have a Basic Needs Center/ If not, what are your plans to establishing a Basic Needs Center?

In the summer of 2022, the Basic Needs Center was established in the Center for Student Success Building 205 B. Kimberly Thomas was also hired as the new Supervisor for Basic Needs and Wellness at Norco College. She is an experienced Social Service practitioner who has experience working with Foster Youth, EOPS (Extended Opportunities Programs and Services) and CARES students. Ms. Thomas will be the point person for any student experiencing homelessness, food insecurity, or financial hardships. She will also work closely with Student Health Services to ensure students receive timely help for their physical and mental health needs.

6. What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

Any student experiencing food insecurity can visit the Corral Student Dining and Lounge on campus to receive “hunger-free” grab-and-go bags of food from any staff member with a valid student ID during regular business hours. The Basic Needs Center also helps with Cal Fresh applications and referrals to the Settlement House food pantry in Corona, in which students can receive groceries once a week by showing a valid NC ID. The Basic Needs Center and NC Basic Needs website also support students engage with other college resources such as Library reserve textbooks, the laptop, and Wi-Fi program, the CARE (Cooperative Agencies Resources for Education) network, CalWORKs, EOPS/CARE/NextUp, mental health and counseling services, financial services, and financial literacy, the DRC (Disability Resource Center), and Career Center, the Veteran’s Resource Center, and Student Services. The Center also provides an access point for students to engage in Student Life and a wide range of affinity groups. The Basic Needs Center also provides students experiencing housing insecurity access to the Student Life Emergency Fund, which offers temporary hotel and motel housing to eligible students. Eligible individuals will also be referred to the HomeConnect hotline.

7. How do you plan on increasing participation in your college’s Basic Needs Center?

The Dean of Student Life, Dr. Mark Hartley (also Homeless Student liaison), and the new Supervisor of Basic Needs and Wellness, Ms. Thomas, will continue to update the recently created Basic Needs Website prominently placed on Norco College’s website. They will also coordinate to integrate Basic Needs information into our recruitment, onboarding, and professional development opportunities.

8. Please describe your Food Pantry efforts. If you do not have one, please share why?

NC provides “hunger-free” grab-and-go bags to students with valid NC IDs. The bags are available M-F during the Corral dining and lounge business hours from any Corral staff member. The previous NC Food Pantry in the STEM (Science, Technology, Engineering, and Math) building was closed during the Covid-19 shutdown. The college has provided grab-and-go groceries and referrals to the Settlement House food pantry since 2020.

9: Please discuss your plans for integrating a Zero-Textbook Cost Program on your campus.

In the spring of 2022, the OER (Open Educational Resources) Task Force gained approval from the NC Academic Senate to establish the “Course Materials Affordability Committee,” - which has a charter and stated purpose of “to ensure equal opportunities for students’ success regardless of socio-economic circumstances by providing equitable access to course materials.”

The new committees’ charge includes increasing “access to information about alternative methods, modes, or materials to reduce the costs of courses for students. To increase the number of disciplines and faculty using Open Education Resources (OER), Zero Textbook Costs (ZTC), Low Textbook Costs (LTC), other open access resources, or more affordable options, applications, or techniques for course materials and textbooks.” The expected deliverables include:

- To provide FLEX opportunities and disseminate information to faculty about alternative methods, modes, or materials to reduce the costs of courses for students.
- Create a database identifying the current use of OER, ZTC, LTC, and other open access resources and how disciplines identify alternatives to lower course costs.
- Increase the number of disciplines and faculty using OER, ZTC, LTC, and other open access resources, or more affordable options, applications, or techniques for course materials and textbooks.
- Identify a process for communicating the use of ZTC and LTC by faculty into the college schedule and at the bookstore.

The CMAC (Course Materials Affordability Committee) will comprise faculty from across the schools and departments to provide well-rounded input and insight to support all students, a student representative, and an administrative representative.

Norco College faculty must also now report which classes are Zero Textbook Cost (ZTC), Low Textbook Cost (LTC), No Instruction Materials (NIM), or Free Instruction Materials Course (IMC).

10. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Norco College opened a dedicated safe space called the Unity Zone in 2018 to serve LGBTQIA+ and undocumented students. More recently, a full-time Student Resource Specialist was hired to support the varying needs of these student groups. LGBTQIA students can build community in the zone, foster friendships, meet as a PRISM club, and receive referrals to internal and external sources. Ally trainings are available to students and personnel, events are hosted on LGBTQIA awareness days, and a Faculty LGBTQIA Advocates Committee is in place to facilitate discussions, build awareness, host events and work to assure a supportive college environment for students. The current shared space is limited in square footage; thus, the faculty advocates committee is developing a proposal to request a dedicated zone for only LGBTQIA students on campus.

11. Please discuss your plans or current efforts to create mental health-related programs to serve hard-to-reach, underserved populations.

Some of our efforts to create mental health-related programs to serve hard-to-reach, underserved populations include closely partnering with special programs and student groups on campus that currently serve these populations. Through these partnerships, we can listen to and understand these populations' unique challenges and experiences and create customized mental health programming to meet their needs. We also address the intersection of mental health and culture where needed. In addition, as a mental health team, we have double-downed our efforts to gently rebrand mental health services to reduce stigma and encourage help-seeking behaviors. This includes efforts to incorporate peer ambassadors for mental

health campus-wide, which helps raise the student voice and advocacy. To improve accessibility, we are working to increase the number and diversity of providers available to serve our students and campus. And finally, we are collecting and analyzing data in ways that we have not traditionally done, including looking closely at data that helps us see and respond to equity gaps in our services.

12. Summarize critical initiatives/projects/activities your college plans to implement and are focused on improving to support accessibility of all curriculum and technology across the campus.

The library implemented a Laptop Loan and a Hotspot Loan program available to all students. In addition, the library partnered with ASNC (Associated Students of Norco College) to provide copies of textbooks to students that were available for 21-day checkout. We have instituted online Library and LRC (Learning Resource Center) services for students in addition to traditional face-to-face services. The Library/Learning Resource Center has added powered study stations to a substantial portion of our overall areas. The library purchased exterior lockers for students that can be accessed outside of Library hours to pick up needed materials and resources. The college extended the Wi-Fi coverage to student parking areas. All these initiatives are intended to positively affect student success, retention, and completion at our college.

13. Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

NC is committed to regularly updating the Board of Trustees about its equity efforts to keep them apprised and engaged in student equity efforts. Faculty, staff, managers, and students participating in inquiry activities are committed to making regular presentations to Board members to discuss their work and progress. NC will also advocate for the Board of Trustees to adopt and support the Professional Development Plan & Structure developed by the RCCD (Riverside Community College District) Call to Action Professional Development workgroup. The plan is comprehensive and provides a districtwide framework for implementing professional development focused on equity-mindedness and racial and cultural proficiency for all employees and Board members.

14. Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

In the last three years, we have been able to redirect a portion of SEAP (Student Equity and Achievement Program) funds, combined with Guided Pathways, to provide financial resources in four significant areas/initiatives: 1.) Special program support (Umoja, Men of Color, Women's Lean in Circle) that facilitated the expansion of our learning communities and numbers of students served; 2.) Faculty-led project teams focused on equity activities, including a Math Community of Practice; 3.) Equity-focused professional development; and 4.) Institutional research staff support and operational funding. Additionally, we were awarded a U.S. Department of Education Title V grant (Pathways to Access, Completion, Equity, and Success)

that we have been able to leverage to advance equity-focused GP work, including but not limited to revisions to orientation which include a Guided Onboarding focus and the Holistic Student Support Survey, the launch of faculty mentoring launch of a peer mentoring program, and launch of an online financial literacy program. Our Title V grant has also provided financial resources for establishing a Basic Needs Center. We have supplemented this equity-focused work during the pandemic using federal relief (HEERF) funding, Student Enrollment and Retention funding beyond support for equity programs, and the expansion of a fully scaled peer mentoring program.

15. Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Students and alums will be selected to serve on inquiry project teams to advance institutional equity goals. In partnership with the college's equity and anti-racism groups, we will honor student voices via intentional and targeted quantitative and qualitative data collection efforts. Students will not only inform collected data through panels and conversations but will also help inform any decisions regarding proposed interventions, programs, or institutional changes to advance institutional equity goals.

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