

2022-2025 NORCO COLLEGE STUDENT EQUITY PLAN

INQUIRY TEAM MEMBERS

Total Participants	Full Name	First Name	Last Name	Classification	Assigned Team
2	Greg Aycock	Greg	Aycock	ADMINISTRATIVE TEAM	ADMINISTRATIVE TEAM
3	Gustavo Ocegueda	Gustavo	Ocegueda	ADMINISTRATIVE TEAM	ADMINISTRATIVE TEAM
4	Tenisha James	Tenisha	James	ADMINISTRATIVE TEAM	ADMINISTRATIVE TEAM
5	Yvonne Olivares	Yvonne	Olivares	ADMINISTRATIVE TEAM	CONSULTANT
1	Caitlin Busso	Caitlin	Busso	CPRO	ADMINISTRATIVE TEAM
6	Charise Allingham	Charise	Allingham	CPRO	MOMENTUM & GRADUATION TEAM
7	Claudia Figueroa	Claudia	Figueroa	CPRO	MOMENTUM & GRADUATION TEAM
24	Dallas Carter	Dallas	Carter	CPRO	ONBOARDING & RETENTION TEAM
8	Desiree Wagner	Desiree	Wagner	CPRO	MOMENTUM & GRADUATION TEAM
9	Elizabeth Lopez	Elizabeth	Lopez	CPRO	MOMENTUM & GRADUATION TEAM
25	Gilbert DeLeon	Gilbert	DeLeon	CPRO	ONBOARDING & RETENTION TEAM
10	Natalie Aceves	Natalie	Aceves	CPRO	MOMENTUM & GRADUATION TEAM
26	Nelya Parada	Nelya	Parada	CPRO	ONBOARDING & RETENTION TEAM
11	Paula Barrera	Paula	Barrera	CPRO	MOMENTUM & GRADUATION TEAM
27	Ruby Valdovinos	Ruby	Valdovinos	CPRO	ONBOARDING & RETENTION TEAM
28	Samantha Cannon	Samantha	Cannon	CPRO	ONBOARDING & RETENTION TEAM
29	Shadon Sanders	Shadon	Sanders	CPRO	ONBOARDING & RETENTION TEAM
30	Vyvana Woolridge	Vyvana	Woolridge	CPRO	ONBOARDING & RETENTION TEAM
31	Ashlee Johnson	Ashlee	Johnson	FACULTY	ONBOARDING & RETENTION TEAM
12	Bibiana Lopez	Bibiana	Lopez	FACULTY	MOMENTUM & GRADUATION TEAM
32	Brittnee Quintanar	Brittnee	Quintanar	FACULTY	ONBOARDING & RETENTION TEAM
13	Daniel Turrubiarres	Daniel	Turrubiarres	FACULTY	MOMENTUM & GRADUATION TEAM
33	Dominique Voyer	Dominique	Voyer	FACULTY	ONBOARDING & RETENTION TEAM
34	Kevin Baccari	Kevin	Baccari	FACULTY	ONBOARDING & RETENTION TEAM
35	Kiandra Jimenez	Kiandra	Jimenez	FACULTY	ONBOARDING & RETENTION TEAM
14	Lisa Martin	Lisa	Martin	FACULTY	MOMENTUM & GRADUATION TEAM
15	Nancy Quinones	Nancy	Quinones	FACULTY	MOMENTUM & GRADUATION TEAM
36	Sean Davis	Sean	Davis	FACULTY	ONBOARDING & RETENTION TEAM
16	Steven Camacho	Steven	Camacho	FACULTY	MOMENTUM & GRADUATION TEAM
17	Svetlana Borissova	Svetlana	Borissova	FACULTY	MOMENTUM & GRADUATION TEAM
18	Hortencia Cuevas	Hortencia	Cuevas	MANAGER	MOMENTUM & GRADUATION TEAM
19	Juan Gonzalez	Juan	Gonzalez	MANAGER	MOMENTUM & GRADUATION TEAM
37	Kimberly Thomas	Kimberly	Thomas	MANAGER	ONBOARDING & RETENTION TEAM
38	Travonne Bell	Travonne	Bell	MANAGER	ONBOARDING & RETENTION TEAM
20	Bryan Morales	Bryan	Morales	STUDENT	MOMENTUM & GRADUATION TEAM
39	Bryce Woods	Bryce	Woods	STUDENT	ONBOARDING & RETENTION TEAM
21	Emiliano Vidrios	Emiliano	Vidrios	STUDENT	MOMENTUM & GRADUATION TEAM
40	Ezichi Emerueh	Ezichi	Emerueh	STUDENT	ONBOARDING & RETENTION TEAM
41	Jacob Nkwamba	Jacob	Nkwamba	STUDENT	ONBOARDING & RETENTION TEAM
22	Jocelyn Olivia	Jocelyn	Olivia	STUDENT	MOMENTUM & GRADUATION TEAM
42	Shara Williams	Shara	Williams	STUDENT	ONBOARDING & RETENTION TEAM
23	Teresa Garcia	Teresa	Garcia	STUDENT	MOMENTUM & GRADUATION TEAM



NORCO COLLEGE STUDENT EQUITY PLAN INQUIRY TEAM ORIENTATION

Yvonne Olivares, PhD

STUDENT EQUITY PLAN BACKGROUND

Director of Research

Yvonne Olivares

Passionate methodologist who understands data is only as good as its ability to tell actionable data stories.

Experience

2013 - Current

Director of Research *S4 Data Driven Solutions*

- Develop and manage multiple simultaneous qualitative and quantitative consumer and user research studies from initial strategic planning, collaboration, design, analysis to final presentation and implementation.
- Deliverables:
 - evidence-based recommendations in audience appropriate easy-to-digest, succinct data stories and visualizations
 - trainings and workshops in innovative qualitative methods (leveraging online)
- Methods: multi-modal cognitive method, surveys, online focus groups, cognitive and in-depth-interviews, ethnography, journaling, content analysis, and mixed methods.
- Projects focus on identifying key drivers and span industries: academic, retail/CPG, health, energy, nonprofit, workforce, automotive, and finance
- Manage: clients, projects, and vendors.
- Markets: U.S. LATAM, & Europe (SME hard-to-reach and multicultural populations).

2011 - 2013

Director of Research and Data Services *Community Research Partners*

- Developed and implemented best practices for online, interactive, user-friendly research reporting which increased client satisfaction and retention.
- Projects span industries: private, academic, government and nonprofit.
- Increased total revenue by more than 30% in role as research client service manager.
- Managed and mentored research and data staff.

2007 - 2011

Scientist / Methodologist *Nielsen*

- Led R&D of UX media communication increasing panel recruitment (30% to >90%).
- Managed multiple simultaneous U.S. and international media research projects and teams.
- Designed and implemented gold standard for LATAM consumer data collection.
- Methods: focus groups, cognitive interviews, surveys, journaling, & mixed methods.
- Markets: U.S. and Puerto Rico, LATAM, W. Europe, India, S. Africa, & China.

Education

PhD. Sociology,
Ohio State U.

MA, Applied
Sociology, Baylor
U.

- Project Management
- Strong written & verbal communication skills
- Expert in supporting and leading culturally diverse technical and nontechnical teams
- Expert in strategic planning & implementation
- Ability to tackle details while focused on big picture

- Bilingual: English & Spanish
- SPSS, Qualtrics, Survey Monkey, Qualboard, Mac Apps, Google Apps, Tableau, SAS, Liserl, AMOS, SQL, and MS Office (Excel, Word PowerPoint)

Contact

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CA 91730

614-747-3550


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RESEARCH SCIENTIST & METHODOLOGIST

DESIGNING INCLUSION-BASED STUDIES/TRAININGS FOR 20+ YEARS

DECREASE EQUITY GAPS AND BEGIN AN EQUITY MINDED CULTURE

- Research from the student's perspective on their barriers and opportunities for equity.
- Training teams in equity practices, research, cultural understanding and more to increase equity today and understand how to apply equity every day to improve our student (and employee) experience.
- Teams identify and support implementation of policies, practices and interventions based on research.

The background of the slide is a teal fabric with a pattern of small, light-colored polka dots. In the lower-left foreground, there is a white paper crane, folded with precision. To its right and slightly behind it, there are approximately eight crumpled white paper balls of various sizes, scattered across the surface. The lighting is soft, casting gentle shadows from the crane and the crumpled paper.

WHY ARE WE DOING IT THIS WAY?

Past interventions have been hit or miss, with limited student insight, and without a way to evaluate their impact

A close-up, artistic photograph of a glowing incandescent lightbulb. The bulb is the central focus, with its glass envelope and internal filament visible. It is illuminated from within, creating a warm, yellowish-white glow. The background is dark and out of focus, featuring soft, colorful bokeh lights in shades of blue, purple, and orange, suggesting a dimly lit room or a stage setting. The word "RESEARCH" is superimposed over the center of the bulb in a large, white, sans-serif font.

RESEARCH

NORCO COLLEGE CURRENT EQUITY GAPS

Black / African American Students

- Enrollment
- Persistence from 1st to 2nd semester

Hispanic / Latinx Students

- Successfully completing transfer-level math in their 1st year
- Successfully completing transfer-level English in their 1st year
- Attaining vision goal (degree or certificate completion) by their 3rd year
- Transferring to a 4-yr (independent of degree completion) by their 3rd year

EQUITY GAPS, EXTERNAL AUDIT AND INTERNAL RESEARCH TELLS US

Black / African American 1st year experience

- How do existing initial connection and engagement processes/communications impact Black/African American students' experience between orientation and registration?
- What elements of enrollment, course instruction and/or support services impact Black/African American students' likelihood to persist from the 1st to the 2nd semester?

Hispanic / Latinx 1st year & on-going experience

- What elements of engagement, enrollment, courses, and/or student services impact likelihood of Hispanic/ Latinx students:
 - Enrolling and successfully completing transfer-level math/English their 1st year?
 - Attaining vision-goal definition by 3rd year?
 - Transferring to a 4-year college?

MULTIMODAL COGNITIVE METHOD (MCM*)

► Cognitive interviewing

- Memory associations


► Journaling

- Emotion clarification & problem solving


► Focus Group

- Group dynamic w/o groupthink

► Survey

 **S3Q4 - Activity 7**
Congratulations! You have been hired as the new Dean, not really, but work with me 😊. I want you to imagine: Dean in charge of helping students (A) find and (B) work toward their major / specialization. Knowing your own make?

Be as detailed as possible to help Crafton understand how they could implement your changes

 **Maya**

Not employ...

College Enrollment: Part-ti...

Fem...

Age: 18-...

Two or more rac...


Grou...

Living Wage: ...

Number of children...

I first would help first year students make appointments, and help them with their educational educational plan. I would advi them choose a major if they have no major what so ever. Tell them to make an appointment to see a counselor and me after club, maybe that might help them pick a major see what they like. (pick a club for at least a semester).

[Follow Up](#) [Like](#) [Add Insight](#)

 **Justin C**

Employed part-ti...

College Enrollment: Full-ti...

M...

Age: 18-...

Hispanic/Lati...

of children...

Grou...

Living Wage: ...

*MCM designed to collect more reliable data from diverse populations

MCM ALLOWS US TO COLLECT DATA FROM STUDENTS NORMALLY EXCLUDED FROM RESEARCH

- Working students
- Students with family/sibling obligations
- Those reliant on public transport or ride-shares
- Students from underserved populations who are weary of unknown (uncontrollable) situations

Traditional studies over-represent middle-class
and well-connected students

ONLINE DATA COLLECTION VIA QUALBOARD

- Allows students to participate anytime, anywhere from any device including mobile phones (as well as borrowed devices)
- Students communicate in format that best suits their needs (written, video, image uploads)
- 45-60 minutes per day of data (over 3 days)
 - Unlike focus groups which collect about 5 minutes per student
- Allows for more reliable (unbiased) and faster data analysis

STUDY USES LAYERED ACTIVITIES THAT ALLOW FOR GREATER DEPTH OF UNDERSTANDING

As a fun way to explore the role your school plays in your life I'd like you to create a video showing how you feel about it. I'm looking for some epic "*I love you*" or "*It's not you, (actually it is you)*" videos. Your video should talk about:

- How you met
- How things have changed over time
- How you feel connected
- How you feel isolated
- Your plans for the future
- etc.....

Compare to focus group: "How do you feel about your school?" or "How does your school support you?"

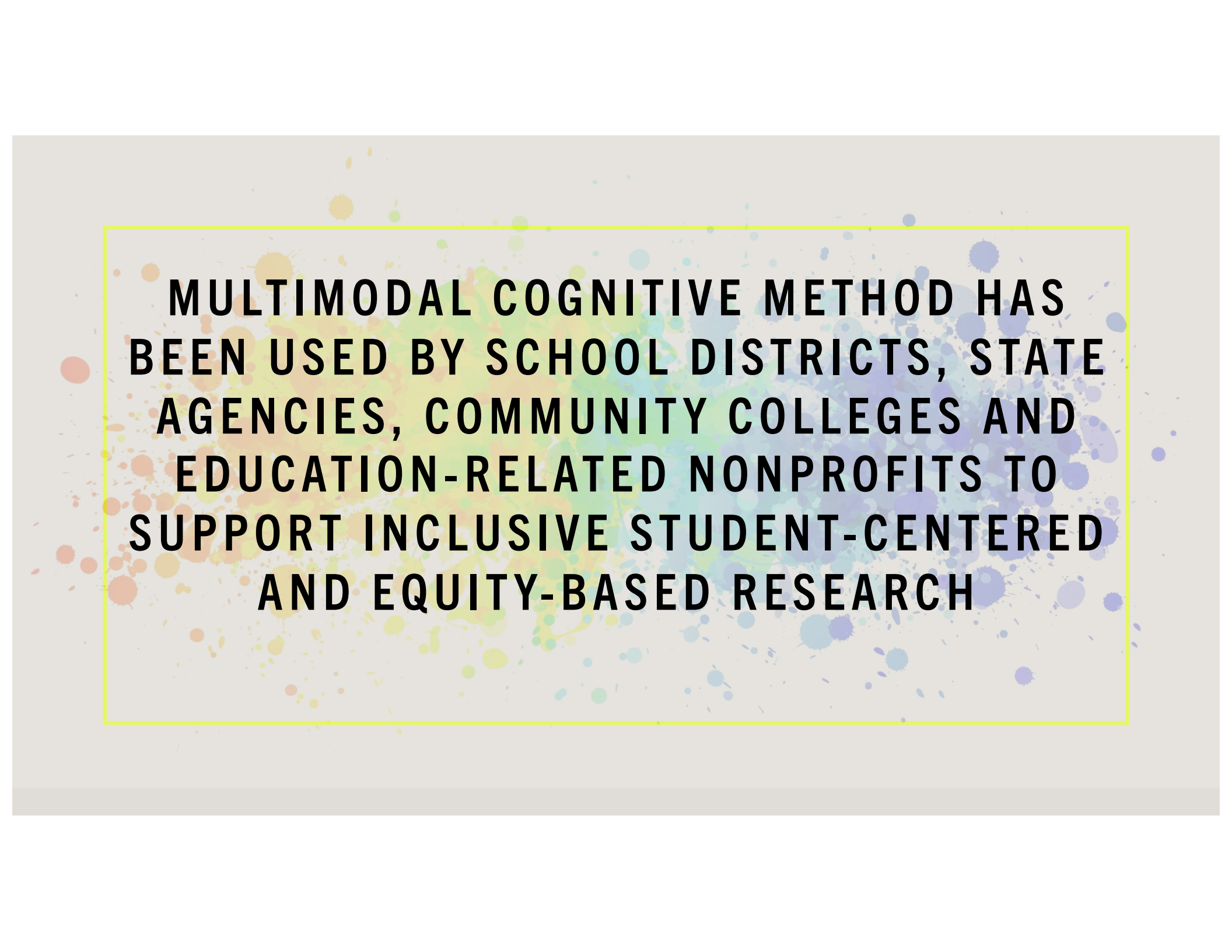
DIFFERENCES IN APPROACH

Focus Groups / Panels

- On-Campus participation (1 day/time)
- Recruits only those able to attend
- Students asked about what we think are barriers
- ~5 minutes (or less) of data per student
- Vulnerable to groupthink, lacks confidentiality

Multimodal Cognitive Method

- Participation at their convenience (3 days)
- Targeted recruitment with flexible participation
- Students identify the barriers they face through open-guided activities
- ~120-180 minutes of data per student
- Controls for groupthink & confidential



**MULTIMODAL COGNITIVE METHOD HAS
BEEN USED BY SCHOOL DISTRICTS, STATE
AGENCIES, COMMUNITY COLLEGES AND
EDUCATION-RELATED NONPROFITS TO
SUPPORT INCLUSIVE STUDENT-CENTERED
AND EQUITY-BASED RESEARCH**

INCLUSIVITY AND EQUITY AT EVERY STAGE

- Inclusive, nonjudgmental, communications during recruitment and study
- Recruiting with personal calls and personal email reminders
- Participants allowed to complete the study at their convenience, allowing accommodation for work, family, and/or personal needs
- Allowing participants to communicate in mode that works best for them
- Guided study activities that allow participants to direct the conversation, highlighting details and connections that would have been otherwise missed
- Interactive experience lets participants know their thoughts and experiences are heard

CONSIDERATIONS

Research considers pandemic exhaustion and social determinants of health by using trauma informed lens including:

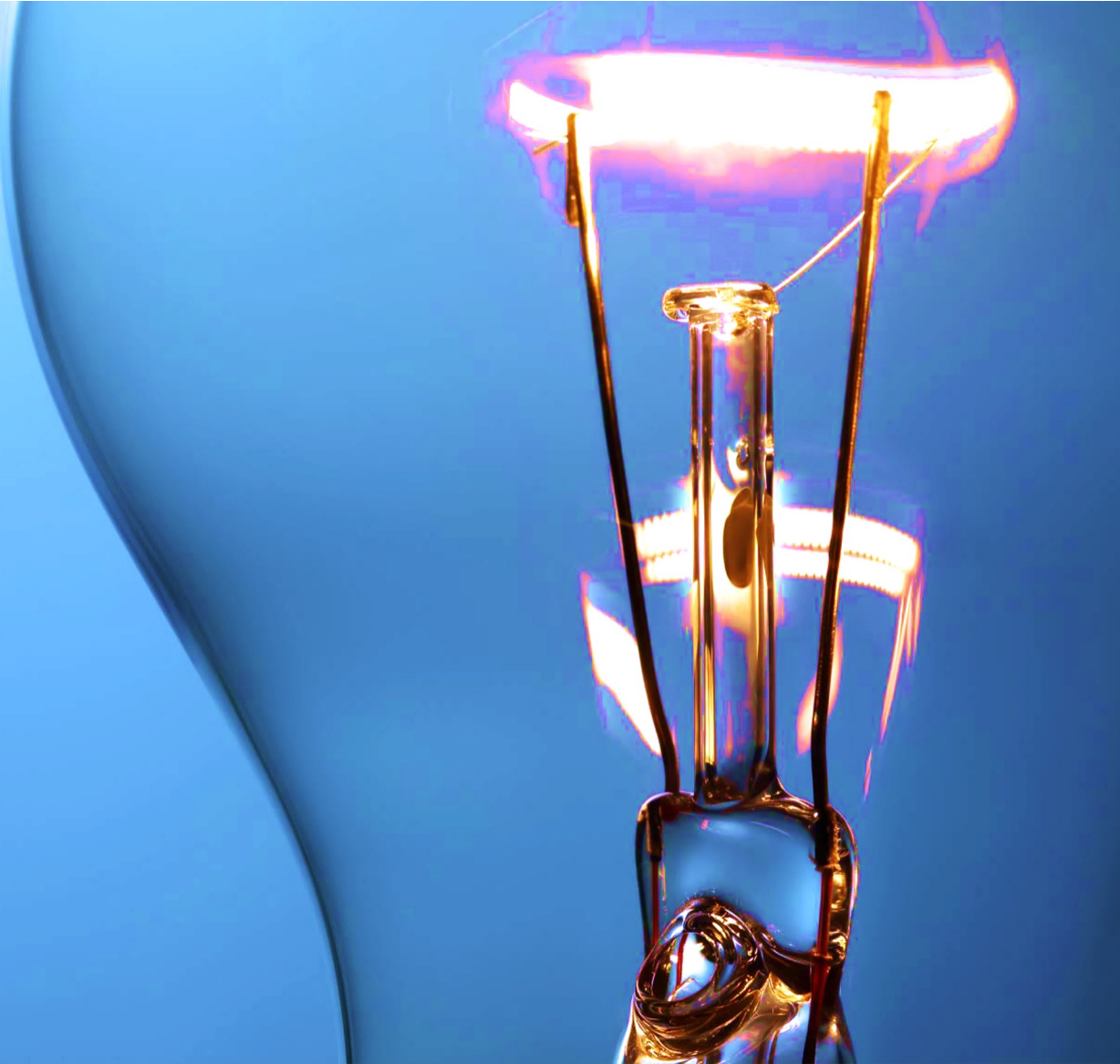
- Simpler questions which lower cognitive fatigue and
- Question content and order specifically aimed at decreasing stress response and increasing resilience through positive, empowering, and/or hope building activities.

2023 NORCO COLLEGE STUDENT EXPERIENCE STUDY

- Deeply explore student experiences, barriers and needs
- Identify solutions to increase equity and eliminate equity gaps



TEAMS





COMMITMENT

- Aug 14-15 | 2-Day In-Person Trainings at Eagle Glen Golf Club
- Fall 2023 | 2-hour Monthly* Online Trainings
- 3-hour Research Findings Presentation & Discussion
- Winter/Spring 2024
 - 1-2-hour Monthly* Meetings — to identify and prioritize promising practices, policies, and provide progress reports on team efforts
 - Additional Meetings, as identified by Inquiry Teams- to successfully execute identified policies, practices, and/or interventions

*Team members will choose regular day/time

TRAINING

- Inclusive Student-Centered Equity Practices
- Understanding Qualitative vs. Quantitative Research
- Logic Model Training
- Effective Team Training
- Overview of Norco College's extensive internal research and external audit
- Various culturally-specific trainings

TRAINING

TURN RESEARCH
FINDINGS &
STUDENT
RECOMMENDATIONS
INTO ACTION

- Inclusive Student-Centered Equity Practices
- Understanding Qualitative vs. Quantitative Research
- Logic Model Training
- Effective Team Training
- Overview of Norco College's extensive internal research and external audit
- Various culturally-specific trainings

TRAINING

**SUPPORT ABILITY
TO COMMUNICATE
RECOMMENDATIONS**

- Inclusive Student-Centered Equity Practices
- Understanding Qualitative vs. Quantitative Research
- Logic Model Training
- Effective Team Training
- Overview of Norco College's extensive internal research and external audit
- Various culturally-specific trainings

TRAINING

EFFECTIVELY WORK
TOWARD SHARED
GOALS

- Inclusive Student-Centered Equity Practices
- Understanding Qualitative vs. Quantitative Research
- Logic Model Training
- Effective Team Training
- Overview of Norco College's extensive internal research and external audit
- Various culturally-specific trainings

Target based on equity gaps,
not absolute requirement

INQUIRY TEAM TARGET COMPOSITION

Onboarding & Retention Team

- 4 Black & African American students
- 5 Classified Professionals (3 from Fin. Aid, Counseling, or an Engagement Ctr, the other 2 from any office)
- 5 Faculty (any dept., 1 counselor, 1/2 part-time)
- Manager (connected to 1st year experience)

Momentum & Graduation Team

- 4 Hispanic / Latinx students
- 3 Classified Professionals (Transfer, Engagement Center, and LRC)
- 5 Faculty (2 from English, 2 from Math 1, counselor with 1/2 part-time)
- Manager (connected to instruction or student services)

MINIMUM 1-YEAR APPOINTMENT

- Option to continue into subsequent years in new teams and/or to serve as advisors for new team members.
- At the end of each term, the team will identify direction for next school year (based on progress of Equity Gaps, learnings from research, and implemented policies, practices and/or interventions).

INQUIRY TEAMS WILL ELECT THEIR LEADERS

Team Support

- Dr. Yvonne Olivares will attend team meetings to serve as support and reference for data-driven decision making, equity, and research.
- Equity Administrative Team members will also attend team meetings to provide support.

EXPECTATIONS OF TEAM LEADERS

- Serve as primary contacts to consultant and administrative team
- Schedule and facilitate team meetings
- Assist with processing faculty special projects
- Provide regular updates to campus community
- Co-present on research results and interventions

2023-2024 EQUITY ADMINISTRATIVE TEAM

- Tenisha James
- Gustavo Ocegüera
- Greg Aycock
- Caitlin Busso

COMPENSATION

Primary Benefit is the training and application that team members will be able to use in their everyday lives at Norco College and beyond. In addition:

- Faculty will receive a special project stipend and should plan to set aside an FTE equivalent to allow time to attend training and meetings.
- Classified Professionals should expect this time to be part of their normal work hours.
- Students will receive hourly pay and a student research assistant title.

QUESTIONS?

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