College Council

Meeting Minutes for October 13, 2022, 12:50 pm to 1:50 pm

Location: In person - CSS 217

Zoom Link: https://rccd-edu.zoom.us/j/84702028053?pwd=RWpXUXNIQnV2NEVQalRZTE9xSHBLUT09

Council Members Present (total# 18)

Ms. Natalie Aceves, Dr. Hayley Ashby, Ms. Makenna Ashcraft, Ms. Kimberly Bell, Dr. Courtney Buchanan, Dr. Michael Collins, Ms. Patricia Gill, Ms. Vivian Harris, Ms. Azadeh Iglesias, Dr. Tenisha James, Ms. Ashlee Johnson, Ms. Ruth Leal, Mr. Jethro Midgett, Dr. Jason Parks, Dr. Kaneesha Tarrant, Ms. Leona Vassale, Dr. Sigrid Williams and Ms. Patty Worsham

Council Members Not Present

Ms. Kimberly Bell, Dr. Michael Collins, Mr. Jethro Midgett, Dr. Jason Parks

Guest(s)

Ms. Paula Barrera, Ms. Monica Esparza, Mr. Joshua Fleming, Dr. Monica Green, Ms. Trisha Hodawanus, Ms. Denise Terrazas, Ms. Leslie Vargas, Mr. Aldo Yanez, Mr. Alex Zadeh

Recorder

Desiree Wagner

Quorum: # 10

Subject to Brown Act: No

1.   Call to Order

- 12.52pm

2. Action Items

2.1   Approval of Agenda (Mr. Midgett / Ms. Aceves)

- Approved by consensus

2.2   Approval of September 8, 2022, Meeting Minutes (Mr. Midgett / Ms. Aceves)

- Approved by consensus

2.3   Norco College Equity Audit Recommendations and Rankings Item (Ms. Aceves / Dr. Buchanan)

- The top ranked items from the HOTEP Equity Audit were presented as ranked by College Council in collaboration with the Office of Institutional Effectiveness. There was a brief discussion regarding next steps, which will include forwarding rankings from all the leadership councils to the Executive Cabinet with prioritized rankings from College Council.
- Approved by consensus

3. Information Items

3.1   2022-2025 Student Equity Plan (Dr. Gustavo Oceguera & Ms. Caitlin Welch)

- Reviewed PowerPoint on the new draft Student Equity Plan.
- Reviewed top 5 Metrics
- Planned Activities
    - Successful Enrollment
    - Persistence
    - Transfer English and Math
    - Vision Completion
    - Transfer
- Approval Timeline:
    - Academic Senate- 10/3 & 10/17
    - Classified Professionals-10/10
    - President's Executive Cabinet 10/12
    - Management Meeting-10/12
    - College Council-10/13
    - Student Services Council-10/27
    - Chancellor's Cabinet-10/24
    - Board of Trustees-11/1 & 11/15
    - Due Date: November 30
- Responses to the new template, along with the Executive Summary, will be submitted by November 30, 2022, once fully approved. The plan articulates which disproportionately impacted (DI) group we will focus on for each metric, with year 1 launching inquiry-based teams, year two as a pilot year for activities, and year three work focused on transformation.

3.2   KPI 1, 2 & 7 Review (Dr. Greg Aycock)

- **Reviewed KPI 1,2,7:** Dr. Greg Aycock led presentation on KPIs 1,2, and 7. All activity across the campus should be measured by our KPIs, and per the SPGM, College Council is charged with overseeing institutional planning, and monitoring institutional progress in achieving our Key Performance Indicators. As such, the new process includes tackling KPIs over the course of the year in bite sized pieces, and hearing updates from operational leads. Data coaches and workgroup leads for KPI provided the following KPI updates:
    - **KPI 1 FTES:** Ms. Charise Allingham presented KPI data regarding FTES. FTES data includes four years of data; however, we are in our second year of our strategic plan. The first two years of data serve as a baseline. For the 2020-21 year, we saw an 18% drop in FTES as a result of the pandemic. For the 2021-22 year we are at 72% of our projected target (5,676 FTES). The strategic plan projection was 7894 FTES.
    - **KPI 2 Headcount**: There was a 3% drop from 2020-21 to the 2021-22 year. Actual headcount is at 13,808 (88% of projected), while projected headcount was 15,712. Norco College experienced a 17% decline in headcount from the 2019-20 to 2020-21 years. Statewide, the Chancellors Office reported a decrease in headcount of 20% over the same two years. The Pathways and Enrollment Management Workgroup will be addressing headcount and student retention through a focus on holistic student support from start to finish.
    - **KPI 7 First-Time Full-Time**: Mr. Jethro Midgett presented on first-time full-time student enrollment. For the 2021-22 year our first-time full-time enrollment was 494 (70% of projected), while our projected goal was 704. There has been a 10.5% decrease in first-time full-time student enrollment from the 2020-21 to the 2021-22 year. Dr. Maureen Sinclair discussed the efforts of Outreach and College Promise to increase full-time enrollment.

3.3   Accreditation Update (Dr. Hayley Ashby)

- Postpone to next meeting

3.4   DSPC Update (Ms. Harris and Ms. Leal)

- Ms. Ruth Leal provided a brief update on the plan to restructure DSPC and its corresponding committees.

4. Good of the Order

5. Future Agenda Topics

5.0   Accreditation Update (Dr. Hayley Ashby)
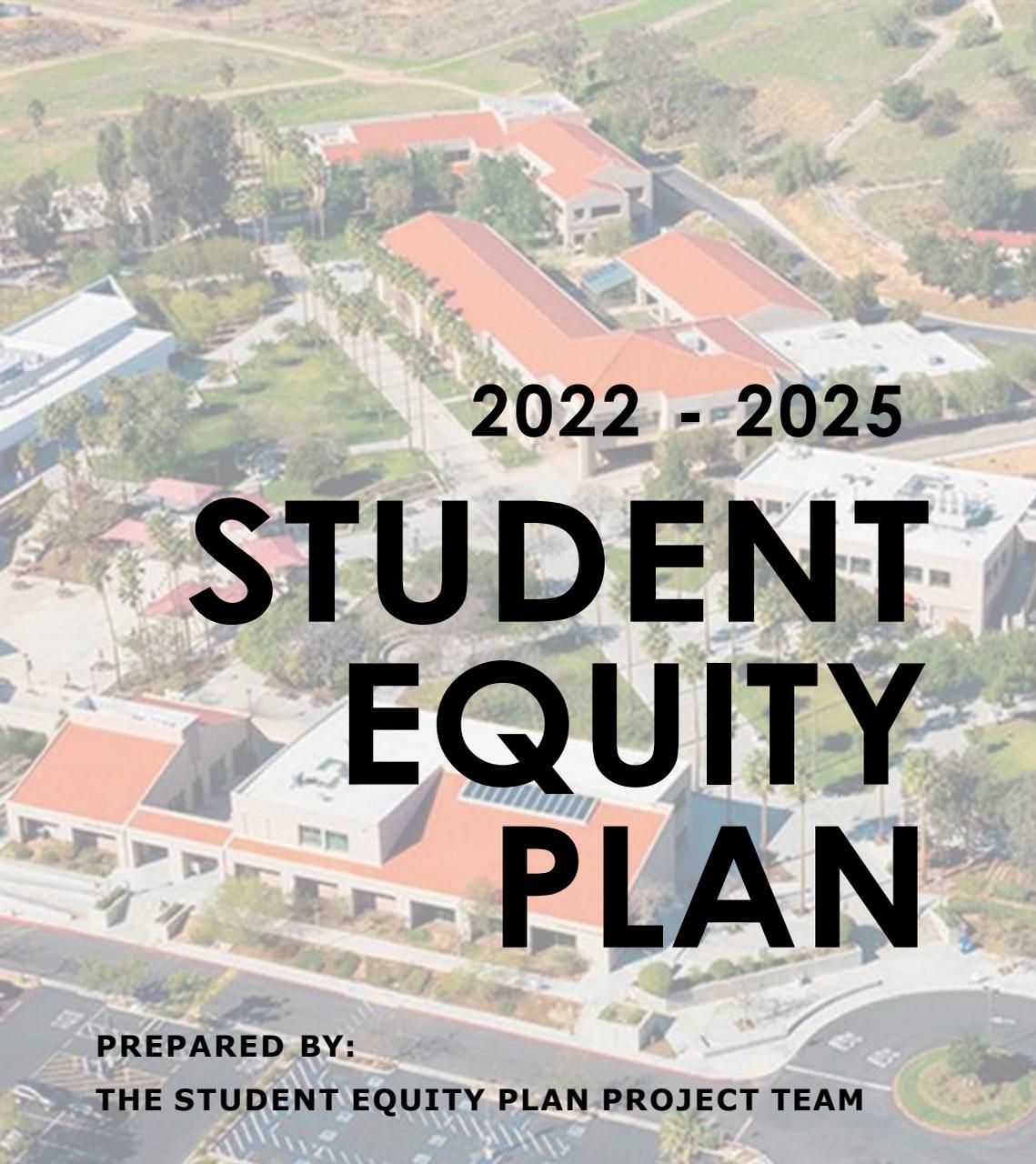
6. Adjournment
- Time 1:51 pm

Next Meeting

Date: November 3, 2022
Time: 12:50pm to 1:50 pm
Hybrid Meeting: In person: CSS 217 or zoom

Recommendations Category	Recommendation	Institutional Goal	Strategic Planning Body	1	2	3	4	5	6	7	8	College Council Rank	Notes Provided
Student Ready (Institutional)	Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, especially those that are focused on equity, announcing campus wide initiatives, and equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information. Examples: Closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities, especially those that focus on major the discussion of major initiatives and expectations for the academic year. Record Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities. Provide pay parity for adjuncts to participate in flex day	4.1; 4.2	Institutional Governance & Effectiveness Council; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network	0	0	1	0	0	0	5	1	2.33	
Student Ready (Institutional)	Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions. Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus. Example: CCCCO Definitions		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	2	1	17	1	2	0	1	8	4.57	
Student Ready (Institutional)	Conduct an equity map to catalog all of the equity related efforts on campus. Additionally, establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI related activities in one place where users can identify/filter to identify events/programs that are student facing, employee facing, and what experiences are open to the community. Example: UC Davis - Diversity and Inclusion Calendar		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	3	2	10	4	3	0	3	16	5.86	Developed along with a framework
Equity Minded (Individual)	Develop a Commitment to Equity Statement of Pledge and "Guide to Equity at Norco" for new employees to review. The purpose of these materials is to have a clear and concise narrative of the expectations of an equity-minded employee and the campus' key programs and initiatives they should become familiar with. Example: Mt. San Jacinto College 2019 & Pledge Form	8.3	Academic Senate; College Council; District Call to Action Climate Recruitment & Retention; Faculty Professional Development Committee (already done)	1	4	21	2	1	3	17	3	6.50	
Student Ready (Institutional)	Update the Resource Allocation Rubric to 1) explicitly uplift the specific ways in which the additional resource will/can contribute to the equity advancing goals of the institution; and 2) include how many times items or positions have been requested.	9.1	Resource Council	4	0	13	3	0	4	7	9	6.67	
Student Ready (Institutional)	Center equity within all Flex Day activities and campus professional learning experiences.	4.1	Institutional Governance & Effectiveness Council; Diversity, Equity, & Inclusion Committee; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network	0	0	11	0	0	0	2	10	7.67	
Student Ready (Institutional)	Develop an Equity Policy Guide to support decision- making, planning, and practices amongst staff, faculty and administrators. This is not intended to be a checklist but a process for critical self-reflection and examples of concrete actions that can be taken to advance equity. Examples: University of Virginia: Toolkit for Equity-Minded Decisions and Policies Hartnell College: Equity Rubric for Student Success	8	Institutional Governance & Effectiveness Council; Academic Senate; Program Review Committee; Assessment Committee; RJTF: Institution Commitment, Classroom & Campus Experience	0	3	14	0	0	2	8	12	7.80	
Student Ready (Institutional)	Recruit an Ombudsperson to educate students on their rights and assist students so they can make informed decisions about how to manage major issues they experience with college employees. Examples: Cal Poly Student Ombuds Services Pikes Peak Community College	8.3	College Council; RJTF: Black Student Care; RJTF: Institution Commitment, Classroom & Campus Experience	0	6	5	0	0	0	15	13	9.75	
Equity Minded (Individual)	Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies. - Examples include: Intercultural dialogue training series, developing a critical discussion protocol for meetings, and/or establishing guidelines for discussion and community within meeting spaces			0	0	6	0	0	0	9	15	10.00	Must go to other groups first and college council for final review and approval
Student Ready (Institutional)	Develop an internal process and guide on inclusive and equitable hiring practices that become the base for how to prepare, chair, and participate on a committee through an equity-minded lens. Examples: Metropolitan State University, Denver: Packet for Equitable Hiring Practices & Resources Cal Poly Pomona: Ensuring Equity & Inclusivity in Faculty Hiring Urban Sustainability Directors Network Equity, Diversity and Inclusion in Recruitment, Hiring, and Retention, University of Washington: Candidate Evaluation Form Tips & Guidelines, DEI Commitment Statement, & Staff Diversity Hiring Toolkit	9	Academic Senate; College Council; RJTF: Institution Commitment, Classroom & Campus Experience	0	5	15	0	0	0	13	7	10.00	
Student Ready (Institutional)	Evaluate job postings across all Discipline and Job Type to explicitly state the expectation of candidates and future employees, including student employees and adjunct faculty to engage in equity advancing initiatives and practices within the institution. Example: Norco College STEM Biological Sciences - Faculty Posting	9.1	College Council; RJTF: Institution Commitment, Classroom & Campus Experience	0	8	16	0	0	0	14	6	11.00	Must go to other groups first and college council for final review and approval
Transformative (Service)	Scale up efforts for Developing Communities of Practice		Student Support Council; Academic Council; Professional Development Committees; TLC; RJTF: Campus & Classroom Experience	0	0	9	0	0	1	24	0	11.33	
Equity Minded (Individual)	Utilize the Intercultural Development Inventory to assess the college's baseline as it relates to intercultural competency and fluency.			0	0	20	0	0	0	4	11	11.67	Yes
Student Ready (Institutional)	Review Student Discipline Process Including 1) an update to the new faculty handbook regarding how and why we might submit a complaint or engage College Police; and 2) consistency in outcomes by race and gender, based on incident in order to establish more consistent norms in outcome expectations		Academic Council; Student Support Council; Racial Justice Task Force: Black Student Care; RJTF: Institution Commitment	0	0	12	0	0	0	6	17	11.67	Should come to college council for review and approval
Student Ready (Institutional)	Implement a campus-wide bias incident reporting system with support for victims and transparent methods for addressing all reports effectively. Provide this information widely across campus including throughout campus websites, within Canvas shells, and on syllabi. Ensure that data on incidents are disseminated for analysis, policy improvements, and prevention. Examples: Presbyterian College- Bias Incident Reporting Whittier College- Bias Incident Reporting	9	Student Support Council; Institutional Governance & Effectiveness Council (reporting & analysis); RJTF: Black Student Care; RJTF: Institution Commitment	0	7	4	0	0	0	25	0	12.00	
Transformative (Service)	Departments facilitate a rebranding of their area to be more aligned with values of diversity, equity, inclusion, and belonging. Some guiding questions that departments can consider are... · How does our department express its role in the college's vision for equity and student success · How much flexibility is there within department procedures and practices to be more equitable? · How are conversations about disproportionate impact facilitated?	9.2	Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural Competency	0	9	7	0	0	0	12	20	12.00	CSEA, CTA, HR
Equity Minded (Individual)	Managers reflect on how to utilize one-on-one meeting spaces, department meetings, and committee spaces to empower and guide classified professionals and faculty members in utilizing equity-minded practices.	4; 9.2	College Council - Department Deans & Chairs & Managers	0	0	8	0	0	4	20	18	12.50	CSEA, CTA, HR, Academic Senate, Department Chairs
Student Ready (Institutional)	Invest in regular zoom community-building events centered on keeping Norco College stakeholders connected during the pandemic. Solicit feedback from the Associated Students of Norco College (ASNC), Classified Senate, and the Academic Senate on ways the College can support campus-community connection in person.	9.2	Institutional Effectiveness & Governance Council; RJTF: Classroom & Campus Experience	0	0	3	0	0	0	26	0	14.50	Student Support Council
Student Ready (Institutional)	College themed "days" or "weeks" to create a sense of community for students who are not part of a special program or club. Deciding on themes can be a collaborative process with student leaders and the Diversity, Equity, Inclusion Committee (DEIC).		Student Support Council; Diversity, Equity, & Inclusion Committee; RJTF: Celebrating Black and African American Culture	0	0	2	0	0	0	27	0	14.50	
Student Ready (Institutional)	Revise the Resource Allocation Report to be more encompassing of the overall budget report. There should be some analysis of the # of items and positions what was requested, the total amount of the requested items, what was funded (items/positions), and the total amount of requests funded (dollars)	9.1	Resources Council	5	0	19	0	5	0	29	0	14.50	
Equity Minded (Individual)	Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional development needs of faculty, staff, and administrators.			0	0	22	0	0	0	18	5	15.00	
Transformative (Service)	Establish frequent opportunities for feedback on the development and continuous use of equitable teach tools and methodology; syllabi; course materials; assessments; & grading	9; 4	Academic Senate; Academic Council: Faculty Professional Development Committee; Teaching & Learning Committee; RJTF: Campus & Classroom Experience	0	0	27	0	0	0	11	14	17.33	
Transformative (Service)	Utilize time within Department/Division meetings to facilitate dialogue with staff, faculty, and admin about how to implement culturally sustaining practices within their work. Example: Transitioning department meetings from status updates to professional learning and reflection opportunities		Department Deans & Chairs; Academic Senate; RJTF: Campus & Classroom Experience	0	0	26	0	0	0	10	19	18.33	Come to College Council for review and approval

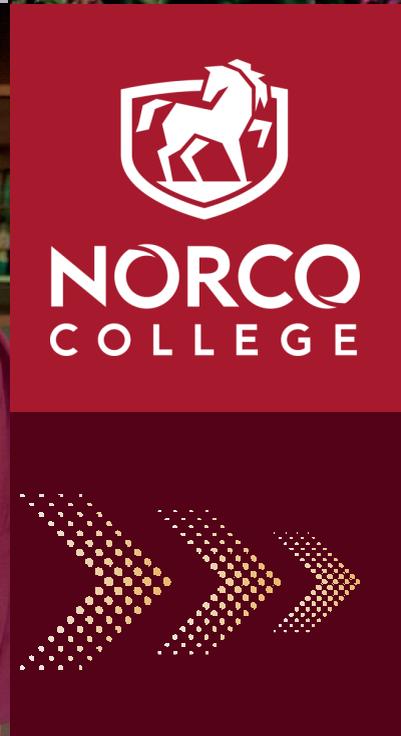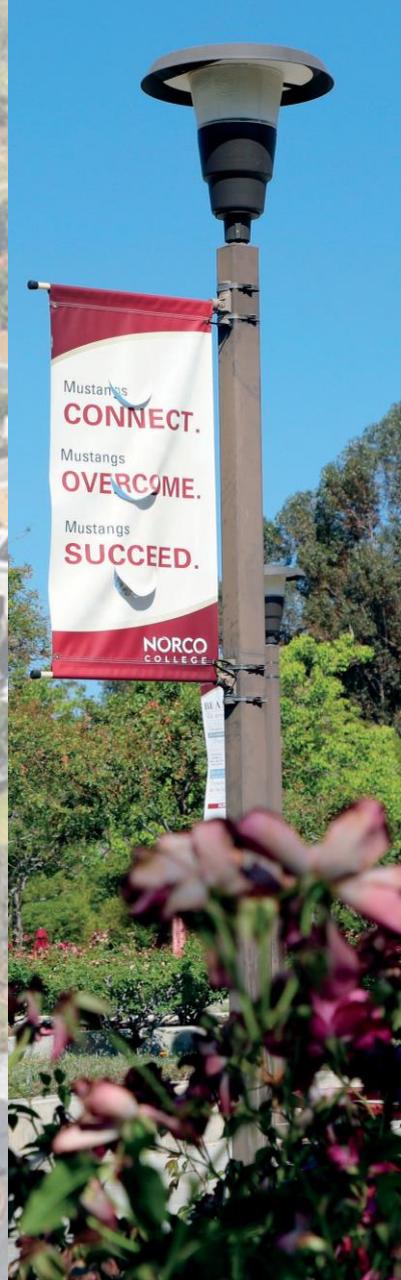| Category	Description	Score	Partners									Total	
Transformative (Service)	Establish a forms committee to review the effectiveness of required forms, update language, and evaluate the submission and review process on a regular basis (annually)		Marketing Committee; Department Deans & Chairs; RJTF: Institution Commitment	0	0	28	0	0	0	16	0	22.00	
Equity Minded (Individual)	Develop training modules/workshops for students leaders & employees so they are prepared to create a welcoming environment for their peers.	9.2	Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural Competency	0	0	24	0	0	0	21	0	22.50	
Equity Minded (Individual)	Establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.			0	0	23	0	0	0	19	4	23.00	
Student Ready (Institutional)	Conduct an Equity-Minded Web-Scan for all department pages and special programs to help ensure that students who are in need of services are invited and informed about how to access them	6.5	Student Support Council; Marketing Committee; Department area deans/chair; RJTF: Institution Commitment	0	0	18	0	0	0	28	0	23.00	
Equity Minded (Individual)	Developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.		Student Support Council; Associated Students of Norco College; Student Life; RJTF: Campus & Classroom Experience	0	0	25	0	0	0	23	0	24.00	
Transformative (Service)	Departments provide "Student Spotlights" where every semester, there are 2-3 students whose interests, academic successes, and narrative are shared with other students. This is an opportunity to intentionally connect with each and every student within a discipline.		Student Support Council; Associated Students of Norco College; Student Life	0	0	29	0	0	0	22	0	25.50	

2022 - 2025

STUDENT EQUITY PLAN

PREPARED BY:

THE STUDENT EQUITY PLAN PROJECT TEAM

Mustangs
CONNECT.
Mustangs
OVERCOME.
Mustangs
SUCCEED.

NORCO COLLEGE

NORCO COLLEGE

NORCO COLLEGE

2022-2025 Student Equity Plan

Table of Contents

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

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. Considering the research and documentation provided (Center for Urban Education 2019-2022 Equity Plan Review), 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 activities below 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 SEP (Student Equity 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 disproportionally 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 CCCCO'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 HOTEP 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 acerbated 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 fined-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 faculties 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/AA, 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.

Object Code	Category	Expense
	2022-2023 STUDENT EQUITY PROPOSED BUDGET	
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	**$45,000**	
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	**$86,037**	
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	Black/AA	4.66%	0.00%	3.48%	➡
Reduce The Equity Gap in Transfer English and Math Completion by 40%	Hispanic/ Latinx	7.7%	4.4%	0.3%	⬆
Degree Attainment	Black/AA	2.26%	1.76%	0.28%	⬆
Reduce The Equity Gap in Degree Attainment by 40%	Hispanic/ Latinx	0.7%	1.2%	0.0%	⬆
Certificate Attainment	Black/AA	3.45%	0.00%	2.56%	➡
Reduce The Equity Gap in Certificate Attainment by 40%	Hispanic/ Latinx	1.5%	1.3%	0.0%	⬆
Transfer	Black/AA	0.69%	0.61%	0.0%	⬆
Reduce The Equity Gap in Transfer by 40%	Hispanic/ Latinx	6.4%	4.8%	8.7%	⬇

Legend
➡ Little Change
⬆ Improvement
⬇ No Improvement

Object	Category	Expense
	2019-2020 STUDENT EQUITY EXPENDITURES	
	Academic Salaries	
1000	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	**465,974**
3000	**Employee Benefits** **Benefits**	**211,837**
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	**20,497**
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	**47,899**
6000	**Capital Outlay**	**24,848**
7000	**Other Outgo**	**6,856**
	Total 2019-20 Expenditures	**777,910**
	Total 2019-20 Allocation	**777,910**

Object	Category	Expense
	2020-2021 STUDENT EQUITY EXPENDITURES	
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**

Object	Category	Expense
	2021-2022 STUDENT EQUITY EXPENDITURES	
	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
1000	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
	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
2000	Grants Administrative Specialist	54,481
	Tutors/Peer Mentors (Umoja and Man of Color)	40,829
	Other	183
	Salaries	**422,424**
3000	**Employee Benefits** **Benefits**	**149,836**
	Supplies and Materials	
	Office Supplies	18,813
	Books and instructional materials (Umoja, Puente, FYE, Next Phase,	14,359
4000	Copying and printing	-
	Outreach materials	
	Food for trainings, events, planning meetings, students orientations, flex	4,522
	Supplies and Materials	**37,694**
	Other Operating Expenses	
	Professional Development Services	-
	Consultants (UCLA's Grit Training Program)	-
5000	Student Travel (Umoja statewide and regional conferences, A2MEND)	-
	Staff Travel (Umoja Summer Institute, RP conferences, veterans	39,726
	Other	109,335
	Other Operating Expenses	**149,061**
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 compromise 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 appraised 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.

College Contacts

Tenisha James
Dean, Student Services
SEAP Administrator
Tenisha.James@NorcoCollege.Edu
951-372-7130

Gustavo Oceguera, Ed.D.
Dean, Grants and Student Equity Initiatives
Gustavo.Oceguera@NorcoCollege.Edu
951-739-7885

Acknowledgments

Student Equity Plan Project Team Members & Contributors

Natalie Aceves, Educational Advisor, Transfer Center

John Alpay, Assistant Professor, Business

Greg Aycock, Dean, Institutional Effectiveness

Melissa Bader, Associate Professor, English

Quinton Bemiller, Dean of Instruction

Gilbert DeLeon, Clerk, Counseling Department

Dominique Hitchcock, Professor, Spanish

Caroline Hutchings, Associate Professor, Mathematics

Tenisha James, Dean, Student Services

Lisa Martin, Assistant Professor, Counseling

Jethro Midget, Associate Professor, Counseling

Gustavo Oceguera, Dean, Grants and Student Equity

Sandra Popiden, Associate Professor, Political Science

Caitlin Welch, Research Specialist, Institutional Effectiveness

KEY PERFORMANCE INDICATORS 1, 2, AND 7

COLLEGE COUNCIL

NORCO COLLEGE

KPI 1: GO FROM 7,366 TO 8,759 FTES

- Highlights
  - 2021-22 Actual = 5,676 (72% of projected)
  - 2021-22 Projection = 7,894
- Concerns
  - 18% drop from 2020-21

WHAT IS FTES (Full Time Equivalent Student)?
1 FTES is the equivalent of 1 student taking 15 units for two semesters

KPI 1 - Go from 7,366 to 8,759 FTES
● KPI 1-Actual ● KPI 1-Projected

https://www.norcocollege.edu/sd/ie/ir/Pages/strategic.aspx
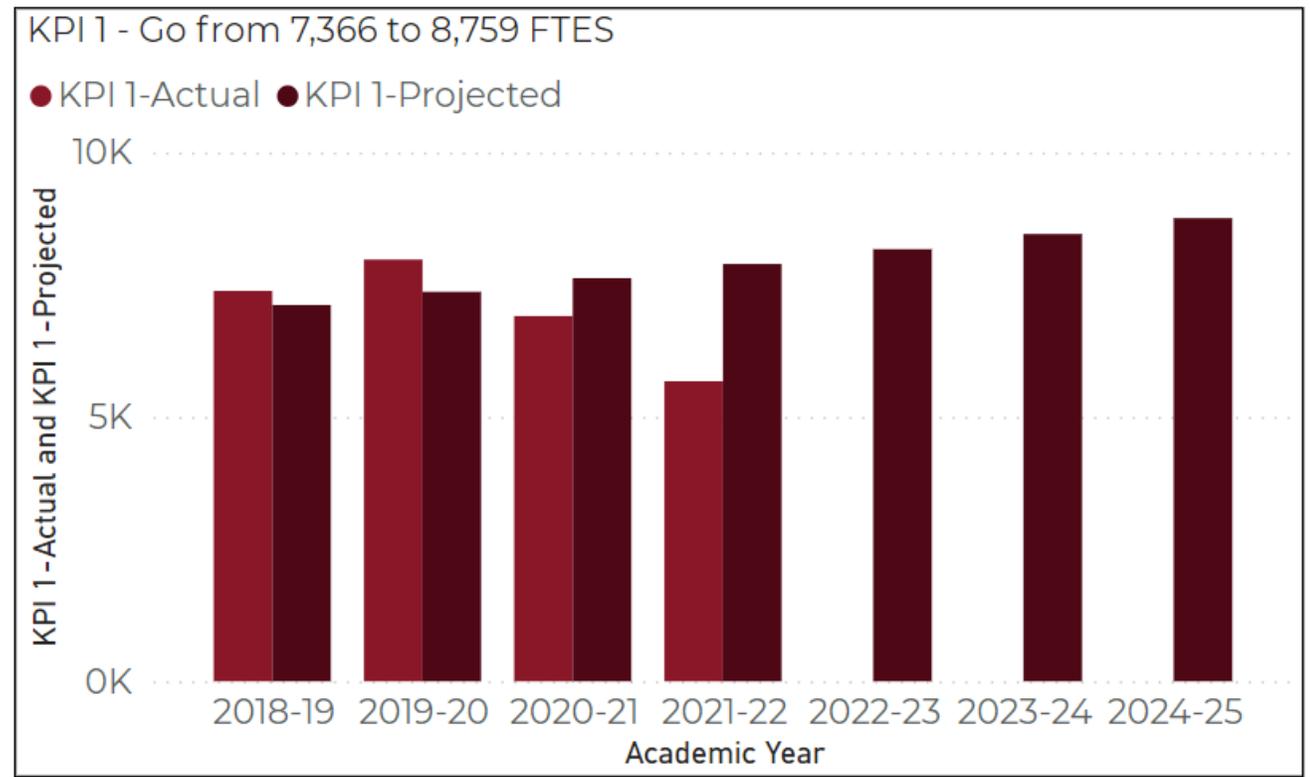
KPI 2: GO FROM 14,624 HEADCOUNT TO 16,581 TOTAL HEADCOUNT

- Highlights
  - 2021-22 Actual 13,808 (88% of projected)
  - 2021-22 Projected 15,712
- Concerns
  - 3% drop from 2020-21

KPI 2-Go from 14,624 Headcount to 16,581 Total Headcount

● KPI 2-Actual ● KPI 2-Projected

https://www.norcocollege.edu/sd/ie/ir/Pages/strategic.aspx
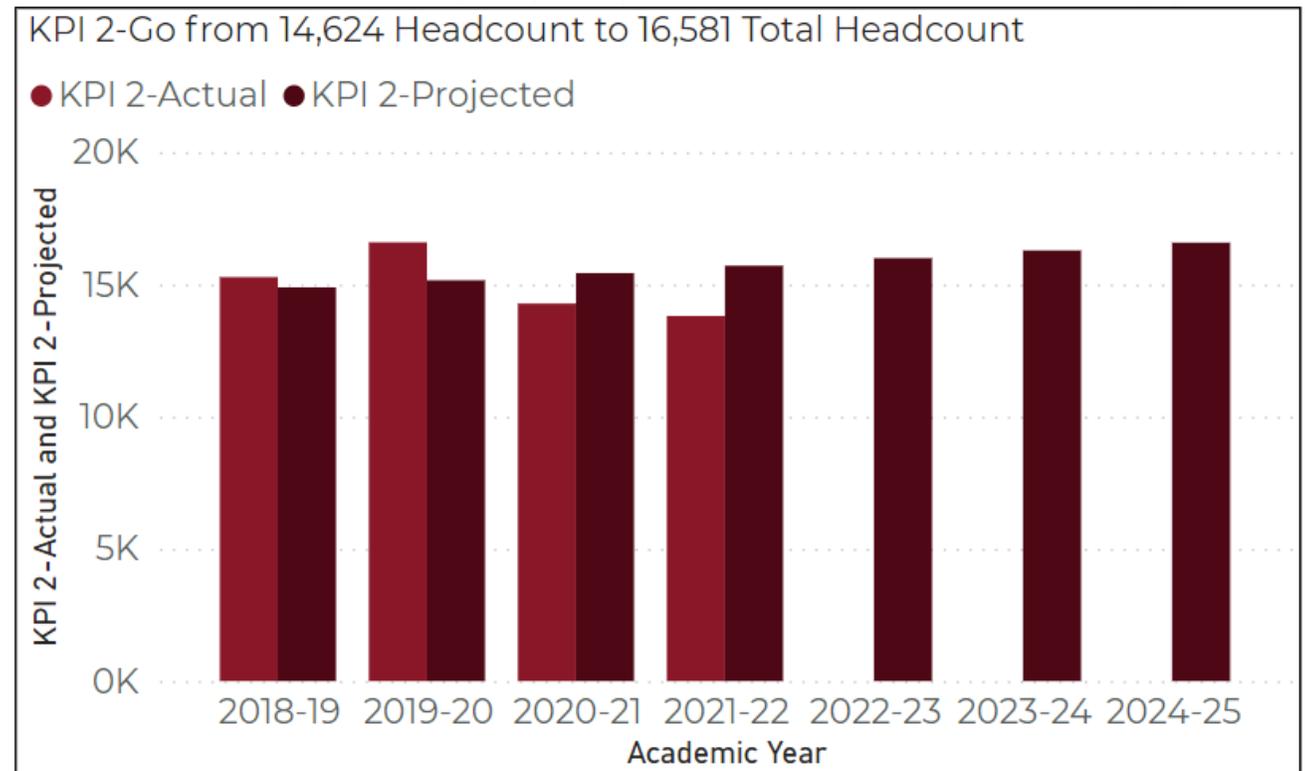
KPI 1 AND 2: ACTION PLAN

- Strong focus on retention

- Providing the strongest start possible for students

- Address and provide services and resources for any potential barriers to success

- Ongoing support with Peer Advisors and forthcoming Student Success Teams

8/2/2023

KPI 7: INCREASE THE NUMBER OF FIRST-TIME FULL-TIME ENROLLED STUDENTS FROM 508 TO 900

- Highlights:
  - 2021-22 Actual 494 (70% of Projected)
  - 2021-22 Projected 704
- Concerns:
  - 10.5% drop from 2020-21

KPI 7-Increase the Number of First-Time Full-Time Enrolled Students from 508 to 900
● KPI 7-Actual ● KPI 7-Projected

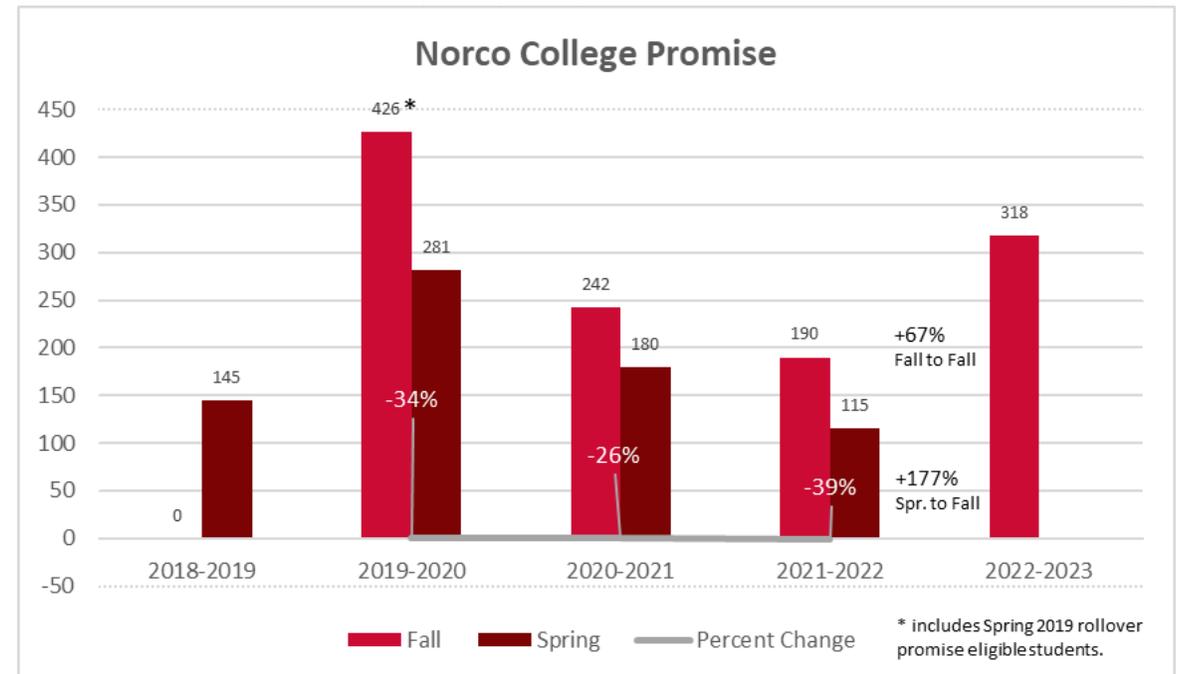https://www.norcocollege.edu/sd/ie/ir/Pages/strategic.aspx
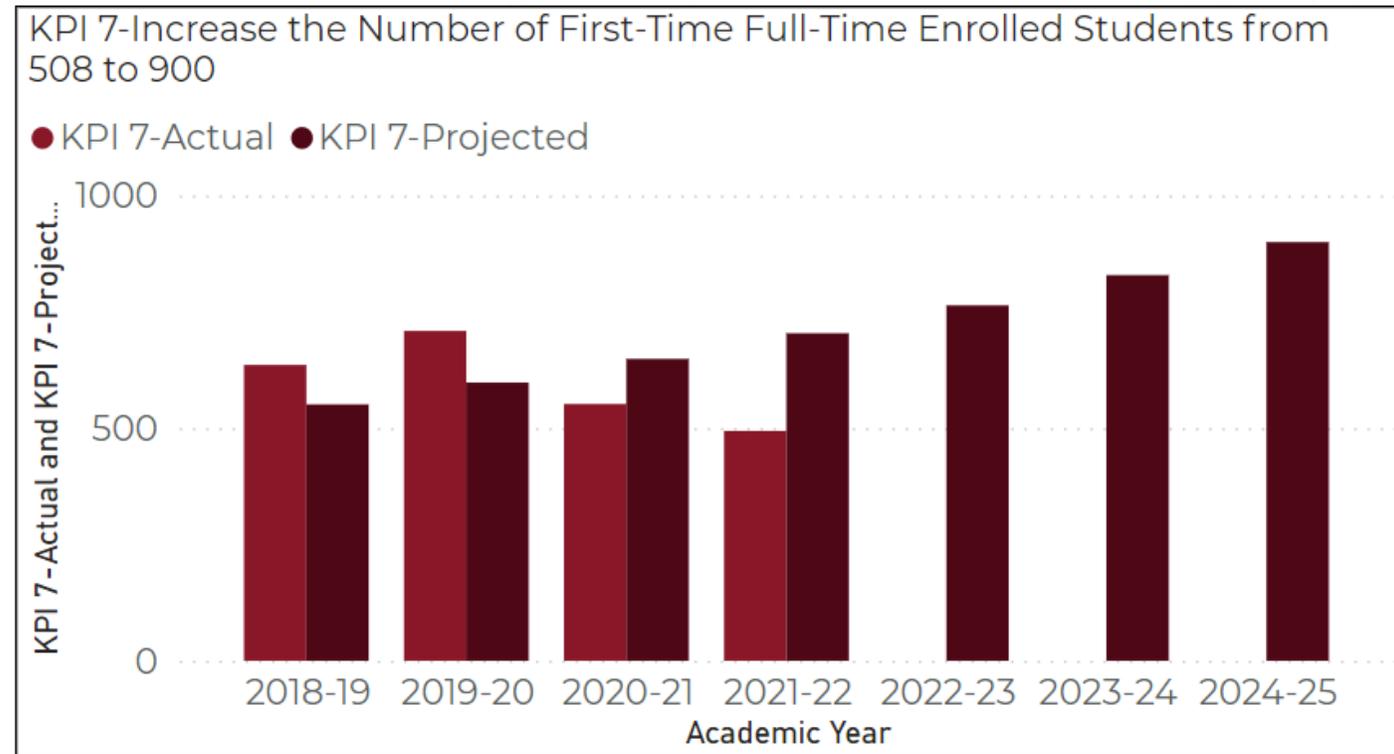
NORCO COLLEGE PROMISE- Supporting Full-time Enrollment Of First-time College Students

- State Funded AB19/AB2

- 12 Units = Promise Full-Time

- Financial Aid App. completed

Outreach Efforts

- High school & Community Tabling

- High School Presentations

- Application workshops

- On-campus application assistance

- Building on marketing through flyers and brochures

Norco College Promise

Chart data — Fall / Spring / Percent Change:
- 2018-2019: Fall 0, Spring 145
- 2019-2020: Fall 426 *, Spring 281, -34%
- 2020-2021: Fall 242, Spring 180, -26%
- 2021-2022: Fall 190, Spring 115, -39%
- 2022-2023: Fall 318

+67% Fall to Fall
+177% Spr. to Fall

Legend: Fall, Spring, Percent Change

* includes Spring 2019 rollover promise eligible students.

Action Plan: Further Funding Permitted

- ✓ Targeted Student Support (Ed. Advising)

- ✓ 2 Year Promise Program

- ✓ Book Vouchers

FALL 2022 ACCREDITATION UPDATE
PRESENTATION TO COLLEGE COUNCIL

PRESENTED BY DR. HAYLEY ASHBY, FACULTY ACCREDITATION LEAD
IN COORDINATION WITH DR. JASON PARKS, ALO

NORCO COLLEGE

ACCJC UPDATED DRAFT STANDARDS

Why did ACCJC revise the Standards?

- To align with accountability requirements based in federal regulations (CFR 602.21) and commission *Policy on Review of Accreditation Standards*

- Models continuous learning and improvement

- Respond to member feedback about usability and effectiveness

- Reflect an evolving higher education landscape

PRINCIPLES GUIDING REVISION

- Balance accountability and improvement

- Emphasize equity and inclusion

- Use clear language and minimize redundancy

- Reflect and be appropriate for the diversity of ACCJC's membership

- Focus on outcomes and improvement rather than processes

- Support a systems approach to institutional elevation

- Remain grounded in broader norms for higher education

CURRENT STANDARD	REVISED STANDARD

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
    A. Mission (4)
    B. Assuring Academic Quality & Institutional Effectiveness (9)
    C. Institutional Integrity (14)
	Standard 1: Institutional Mission and Effectiveness
	• Questions 1-5
	• Checklist

Standard II: Student Learning Programs & Support Services
    A. Instructional Programs (16)
    B. Library and Learning Support Services (4)
    C. Student Support Services (8)
	Standard 2: Student Success
	• Questions 1-11
	• Checklist

Standard III: Resources
    A. Human Resources (15)
    B. Physical Resources (4)
    C. Technology Resources (5)
    D. Financial Resources (16)
	Standard 3: Governance and Decision Making
	• Questions 1-8
	• Checklist

Standard IV: Leadership and Governance
    A. Decision-Making Roles and Processes (7)
    B. Chief Executive Officer (6)
    C. Governing Board (13)
    D. Multi-College Districts or Systems (7)
	Standard 4: Infrastructure and Resources
	• Questions 1-10
	• Checklist

128 Responses Required	**34 Responses Required**

FEEDBACK PROVIDED TO ACCJC

- More explicit language about libraries and learning support resources including tutoring and counseling

- Clarify/strengthen expectations for institutional decision-making bodies other than the governing board including communicating decisions

- Clarify/strengthen expectations for outcomes assessment in student support and administrative areas

- Strengthen alignment with policy on social justice in Standards 3 and 4

- Revise Standard 4.3 (employee evaluations) to include growth mindset

MIDTERM 2024 REPORT TIMELINE

College	Gathering Evidence/Preparing Draft	1/02/2023-06/05/2023
College	Pull Together Final Draft	06/06/2023-07/31/2023
College	Draft #1 for College Leadership	8/31/2023
College	1st Read CC	10/9/2023
College	1st Read Academic Senate	10/2/2023
College	2nd Read CC	11/13/2023
College	2nd Read Academic Senate	10/16/2023
District	Item Due for District Strategic Planning Agenda	10/16/2023
District	District Strategic Planning	10/27/2023
District	Item Due for Chancellor's Cabinet	11/6/2023
District	Present at January Board Meeting	1/10/2024
District	Approval January Board Meeting	1/24/2024
College	Submit Midterm Report to ACCJC	2/1/2024
College/ACCJC	**Submission Deadline**	**3/15/2024**

CURRENT ACCREDITATION FOCUS

To prepare for the Midterm Report, Norco College is …

- Reviewing the Quality Focus Essay (QFE) projects and improvement plans
- Updating documentation to reflect status and progress
- Integrating Equity Audit recommendations and report status
- Identifying and cataloging evidence