

#### **Student Support Council**

#### Minutes for October 27, 2022

12:50-01:50pm

https://rccd-edu.zoom.us/j/82091335285?pwd=b1hOWWpCTWk3OVk3dGFqWkUzVU1mZz09

Meeting ID: 820 9133 5285

#### **Committee Members (total:16)**

#### **Meeting Participants**

#### **Committee Members Present**

Natalie Aceves (co-chair), Melissa Bader, Janelle Brekke, Lilia Garcia, Lisa Martin, Romi Mathews, Jethro Midgett (co-chair), John Moore, David Schlanger, Kaneesha Tarrant (co-chair)

#### Committee Members Not Present

Patti Brusca, Mark DeAsis, Dominique Hitchcock, Tenisha James, Leticia Martinez, Daniela McCarson

#### Guests

Gustavo Oceguera, Caitlin Busso

#### Recorder

Monica Esparza

#### 1. Call to Order

• Time 12:52pm

#### 2. Action Items

#### 2.1 Approval of Agenda

• MSC Tarrant/Moore

#### 2.2 Approval of September 22, 2022, Minutes

• MSC Tabled to November 10, 2022

#### 2.3 Student Services Resource Request Prioritization - attached

- MSG Moore/Martin
  - o Council reviewed ranking totals for the following resource requests

- Item Requests
- Budget Requests
- Staff Positions
- Approved by consensus

#### 2.4 Norco College Student Equity Plan - attached

- MSG Bader/Moore
  - o 2022-2025 Student Equity Plan presented by Dr. Gustavo Oceguera and Caitlin Busso
    - Integration with guided pathways and other campus wide equity efforts
    - Focus on racial equity
    - Integrated planning/college wide approach
    - No significant change from previous equity plan on student populations based on disproportionate impact
    - Reviewed next steps for communication of plan to various councils and groups
  - o Approved by consensus

#### 2.5 HOTEP Equity Audit Rankings - attached

- MSG Bader/Martin
  - o Council reviewed ranking totals from HOTEP Equity Audit
    - A total of 29 recommendations were ranked
      - Institutional
      - Strategic
  - Approved by consensus

#### 2.6 Racial Justice Task Force Charter - attached

- MSG Moore/Bader
  - o Presented by Dr. Monica Green, Norco College President
    - Review of Charter to other college wide efforts including:
      - Purpose-to advocate and foster a Pro-Black culture at Norco College
      - Charge-continued focus and advocacy on Black/AA students and employees
      - Alignment-with Educational Master Plan Goals 1,3,4 and 9
  - o Approved by consensus

#### 3. Discussion Item

None

#### 4. Information Items

#### None

#### 5. Good of the Order

#### 6. Adjourn:

• Time 01:50 pm

#### Next Meeting:

Date November 10, 2022

Time: 12:50pm

Location: In person: IT211 and Via Zoom

													; 2=Low; 1=Very Low; 0	=NA									
													RANKING										
													Highest Rank = 10										
													Second Highest= 8										
													Third Highest= 6										
												SAFET or OUTCO	Fourth Highest= 4										
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			Request related to		This request f						GOALS? GOAL?	NCE? ASSESSI	Sixth Highest= 0										
			EMP goal or																				
Unit	Cycle Reque	sted Resource Type		Potential Funding Source(s)		What resources do we already have?		found in:	Funding Status														
Program Review - Student Services: Athletics	2022 - 202	\$75,000, ITEM: Equipment	. 5 EMP Goal 10.EMP	Go: Lottery Instructional Supplies	Sen	3 none	Lights for the Soccer Field	Program Review: Part 1			5	4 4	4 10	27	26	30	22	24	28	21	22 2	9 29	258 1
Program Review - Student Services: Advising and Counseling	2022 - 202	\$7,500. ITEM: Equipment	, S EMP Goal 9,EMP G	ioal Department Regular Funding,0	ien	2 Older and antiquated computer equipmen	t New computers with dual monitor	ors, Data Review					10	10	30	26	20	21	21	21	30 2	8 25	232 2
Program Review - Student Services: Disability Resource Center	2022 - 202	\$37.500. ITEM: Technolog	v EMP Goal 11	General Fund.Equity		4 SAM (Student Accommodation Manager) -	I Update to system/funding for ne	w   Data Review.Program Review: Part 1					10	10	15	28	21	21	24	25	30 3	0 25	229 3
Program Review - Student Services: Disability Resource Center	2021 - 202	\$40,000. ITEM: Equipment	, 1 EMP Goal 2,EMP G	ioal Equity, General Fund, Guided P.	athi	8 The DRC office does not currently have an	y a laptop card with 25 laptops to	loa Program Review: Part 1, Program Review: Pa	irt In Progress	HEERF				0	29	0	0	0	0	0	0	0 0	29
Program Review - Student Services: Disability Resource Center	2021 - 202	\$2.250. ITEM: Equipment	. 1 EMP Goal 2.EMP G	ioal Equity.General Fund.Guided P.	athi	10 We not not currently have an apple laptop	1 1 apple laptop in order to provid	e ti Program Review: Part 2	In Progress	BSI				0	16	0	0	0	0	0	0	0 (	16
Program Review - Student Services: Disability Resource Center	2021 - 202	\$15,000, ITEM: Equipment	.1 EMP Goal 11	Equity.Guided Pathways.Gene	ral	7 The office is equipped with desktop compa	at 7 laptop computers (for each sta	ff, Assessment Review, Program Review: Part 1	Prc In Progress	BSI				0	16	0	0	0	0	0	0	0 0	16
Program Review - Student Services: Enrollment Services	2021 - 202	\$400. ITEM: Equipment	. 1 EMP Goal 12	General Fund		2 Printer	Laseriet Printer, Replacement for	r Ev Assessment Review Program Review: Part 1	In Progress	Admissions Budget				0	16	0	0	0	0	0	0	0 (	16
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Program Review - Student Services: Special Programs	2021 - 202	\$5,000 ITEM: Foultoment	1 FMP Goal 9 FMP G	ioal Equity.SSSP SEA.General Fund.	Oth	10 Regular doors to area offices	5-Dutch/Pony Doors-replace regu	ula Assessment Review Program Review: Part 1	No Action-Request not					-			-	-	-		-		
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				What resources do we already have?	What resources do you need? The evidence to support this request can	be found in: Funding Status	Notes	GOALS? GOAL? NCE? D.	ATA?										RANK
Program Review - Student Services: Disability Resource Center		S8,000. BUDGET: Request ( EMP Goal 4	Equity.General Fund.Guided Path	1 0	Professional Development Funds Assessment Review			5 5 5	5	10 30	25	24	20	26	19	21 10	30	23	229
Program Review - Student Services: Advising and Counseling	2022 - 202	\$38.638. BUDGET: Request ( EMP Goal 2 EMP Goal 3 EMP Goal 4 EMP Goal 8.	EM Equity.SSSP SEA.General Fund.Gu	<ol> <li>A counseline discipline that is part of the</li> </ol>	he S. A separate Counseline Department. Assessment Review Program Review: Part	1 Program Review: Part 2 Data Review				10 10	30	22	23	27	29	23 10	27	26	227
Program Review - Student Services: Athletics	2022 - 202	\$125,000. BUDGET: Request ( EMP Goal 1 EMP Goal 7 EMP Goal 10	General Fund		by a Sufficient Departmental Budget for Assessment Review Program Review: Part	1 Program Review: Part 2				10 10	26	23	21	25	26	21 10	29	22	213
Program Review - Student Services: Athletics	2022 - 202	\$100,000. BUDGET: Facilities. EMP Goal 10,EMP Goal 11	General Fund.Instructional Equip	2 Utilizing an Electrical Room for an Athl-	letic Two Portable Classroom/Office Mox Program Review: Part 1			5 5 5	5	8 28	24	20	18	22	20	19 E	25	21	205
	2022 - 202	\$30,000. BUDGET: Request ( EMP Goal 7.EMP Goal 30	Guided Pathways General Fund		hose Increase budget for Commencemen Assessment Review Program Review: Part					6 6	22	19	17	14	16	20 6	25	26	172
Program Review - Student Services: Advising and Counseling		\$0. BUDGET: Facilities EMP Goal 1,EMP Goal 2,EMP Goal 3	General Fund	7 9 General Counseling Offices	Additional private offices for Cours Assessment Review	No Action-Insufficie				0	21	0	0	0	0	0 0			21
Program Review - Student Services: Disability Resource Center	2021 - 202	\$250,000. BUDGET: Facilities. EMP Goal 2,EMP Goal 3	General Fund.Guided Pathways.E	<ol> <li>We currently utilize a dedicated room i</li> </ol>	in th We need a large enough testing so: Program Review: Part 1	In Progress	This is a space allocation issue			0	20	0	0	0	0	0 0		0	20
Program Review - Student Services: Disability Resource Center		\$10,000, BUDGET: Facilities, EMP Goal 11	Other/None		foor. We are currently requesting a pony. Program Review: Part 2	No Action-Request					17	0	0	0	0	0 0			17
Program Review - Student Services: Enrollment Services	2021 - 202	\$150. BUDGET: Request ( EMP Goal 3,EMP Goal 6	General Fund, Other/None	3 Minimal Upward Bound funds for profe	essic \$150 to purchase membership for L Data Review,Program Review: Part 1,Progr	am Review: Part 2,4 In Progress	VPSS budget			0	15	0	0	0	0	0 0		0	15
Program Review - Student Services: Equity Programs	2021 - 202	\$2,600. BUDGET: Request ( EMP Goal 3	General Fund	6 Equity	Retreat Supplies and equipment for Program Review, Part 1	In Progress	Equity Funds				34	0	0	0	0	0 0			14
Program Review - Student Services: Special Programs	2021 - 202	\$15,000. BUDGET: Request ( EMP Goal 1 EMP Goal 2 EMP Goal 3 EMP Goal 5.	EM Equity.SSSP SEA.General Fund.Ot	6. We do not have desktop computers for	r stu-14 Desktop Computers for Special F. Assessment Review Program Review: Part	1 In Progress	Hold until space allocation is determined			0	14	0	0	0	0	0 0		0	14
Program Review - Student Services: Student Health	2021 - 202	\$150,000. BUDGET: Facilities. EMP Goal 10	General Fund	2 none	Funding for facility build-out Assessment Review. Program Review: Part	1.Program Review: In Progress	Partially complete- More space is needed			0	9	0	0	0	0	0 0		0	9

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Program Review - Student Services: Special Programs         2022 - 202         \$130,           Program Review - Student Services: Services         2011-202         \$111,           Program Review - Student Services: Errollment Services         2021 - 202         \$111,           Program Review - Student Services: Administ and County 2021 - 202         \$151,           Program Review - Student Services: Athletics         2022 - 202         \$85,           Program Review - Student Services: Introllment Services         2021 - 202         \$114,	0.000. STAPF: Classified PF. EMP Goal 1, EMP Goal 3, EMP Goal 5, EMP Goal 6 1,910. STAFF: Classified PF. EMP Goal 5, EMP Goal 6 1,701. STAFF: Classified PF. EMP Goal 7 1,701. STAFF: Classified PF. EMP Goal 7 1,001. STAFF: Classified PF. EMP Goal 2 1,001. STAFF: Classified PF. EMP Goal 2, EMP Goal 3, EMP Goal 9, EMP Goal 1 1,001. STAFF: Classified PF. EMP Goal 1,2,EMP Goal 3, EMP Goal 9, EMP Goal 1 1,001. STAFF: Classified PF. EMP Goal 1,2,EMP Goal 3, EMP Goal 1 2,001. STAFF: Classified PF. EMP Goal 1,2,EMP Goal 1 2,001. STAFF: Classified PF. EMP Goal 1,2,EMP Goal 1 2,001. STAFF: Classified PF. EMP Goal 1,2,EMP Goal 1 2,001. STAFF: Classified PF. EMP Goal 1,2,EMP Goal 1 2,001. STAFF: Classified PF. EMP Goal 1,2,EMP Goal 1 2,001. STAFF: Classified PF. EMP Goal 1,2,EMP Goal 2,001. STAFF 2,0	Equity, SSSP SEA, General Fund, Ott General Fund General Fund General Fund General Fund, Equity, Guided Path General Fund, SSSP SEA, Guided P P	4 PT Student Resource Specialist for Foster Yc 3 PT Classfied Professional 2 2 Student Financial Services Specialist 4 1 FT Classified Professional 3 none	FT Student Resource Specialist-Foste Data Review, Assessment Review, Program Review: Part 1, Prog FT Employment Placement Coordina Program Review: Part 1 additional Student Financial Servic Program Review: Part 1 1 FT Manager (Transfer) Program Review: Part 1	ram Review: Part 2 No Action-Insufficient funding				12 22				
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Program Review - Student Services: Enrollment Services 2021 - 202         \$119,           Program Review - Student Services: Advising and Course 2021 - 202         \$151.           Program Review - Student Services: Athletics         2022 - 202         \$85,           Program Review - Student Services: Enrollment Services 2021 - 202         \$114,	7,731. STAFF: Classified PF EMP Gool 1,EMP Gool 9  1.08. STAFF: Classified PF EMP Gool 2  1.00. STAFF: Classified PF EMP Gool 2,EMP Gool 3,EMP Gool 9,EMP Gool 10  1,041. STAFF: Classified PF EMP Gool 1,EMP Gool 6,EMP Gool 12  9,041. STAFF: Classified PF EMP Gool 1,EMP Gool 6,EMP Gool 12  9,082. STAFF: Classified PF EMP Gool 1,EMP Gool 3,EMP Gool 3	General Fund General Fund, Equity, Guided Paths General Fund, Equity, Guided Paths General Fund, SSSP SEA, Guided Pa	2 2 Student Financial Services Specialist 4 1 FT Classified Professional 3 none	1 additional Student Financial Servic Program Review: Part 1 1 FT Manager (Transfer) Program Review: Part 1				4 4	20 28	18 14	11	0 20	23 18 24 21
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Program Review - Student Services: Enrollment Services 2021 - 202 \$114,	4,041. STAFF: Classified Pr EMP Goal 1,EMP Goal 6,EMP Goal 12 8,982. STAFF: Classified Pr EMP Goal 1,EMP Goal 2,EMP Goal 3	General Fund, SSSP SEA, Guided Pa		Academic Success Coordinator, Athly Program Review: Part 1	The state of the s			6 6	6 22	15 22	14	7 13	19 19
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Program Review - Student Services: Equity Programs 2021 - 202 \$108,		General Fund	5 No Classified Professional Support	FT Student Success Coach Data Review, Assessment Review	No Action-Insufficient funding			2 2	14 16	13 14	11	4 22	20 17
Program Review - Student Services: Student Health 2021 - 202 \$180,	2,000. JIM I CHARING FI CHT GOM J,CMP GOM 4,EMP GOM 5,EMP GOM 9,EM I			Funding for a Full-Time Associate So. Assessment Review, Program Review: Part 1, Program Review: I				2 2	18 13	16 18	11	7 18	14 16
		General Fund	3 Customer Service Clerk at 19 hours a week	Increase hours of Customer Service C Program Review: Part 1	No Action-Insufficient funding			4 4	16 18	12 17	- 11	5 14	20 16
	0,000. STAFF: Classified Pr EMP Goal 1,EMP Goal 3,EMP Goal 2,EMP Goal 10	General Fund, Other/None, SSSP SI	7 A Dean who serves as the Director	1 FT Director of VRC Data Review, Program Review: Part 1, Assessment Review	No Action-Insufficient funding			0	10 18	12 16	9	8 20	20 11
				PT Student Resource Specialist (Puer Data Review, Assessment Review ASNC Administrative Assistant I Assessment Review, Program Review: Part 1		4 4	3 2 .	4 14	20 11	13 10	11	3 12	18 8 20 4
				To compete at the highest level of at Program Review: Part 1		4 4	4 3	15	15 17	10 1	10	1 7	14 11
	5.000. STAFF: Classified Pr EMP Goal 3.EMP Goal 5.EMP Goal 6.EMP Goal 9.EM	General Fund	9 none	Part-time Nurse Practitioner (Profes: Assessment Review.Program Review: Part 1.Program Review: I	P No Action-Insufficient funding			0	15 12	14 16	4	2 16	12 16
Program Review - Student Services: Athletics 2022 - 202 \$175,	5,000. STAFF: Classified Pr. EMP Goal 8,EMP Goal 9	General Fund	<ol> <li>Dean of Student Life is the de facto Athletic</li> </ol>	Full Time Athletic Director Program Review: Part 1		4 4	4 4	16	20 9	9 14	9	9 7	12 11
Program Review - Student Services: Enrollment Services 2021 - 202 \$244,		SSSP SEA, Guided Pathways, Gener	13 One Educational Advisor supporting all of ou	Two Educational Advisors to provide Program Review: Part 1, Assessment Review	No Action-Insufficient funding			0	20 14	10 17	5	1 12	16 15
				Athletic Equipment Manager Program Review: Part 1		4 4	4 4	16	20 8	10 10	12	8 7	12 11
		General Fund, Other/None	12 A&R provides support to all onboarding and	Student Services Technician (Dual En Program Review: Part 1, Assessment Review	No Action-Insufficient funding				20 11	8 12		9 12	20 15
				2 Part-Time Athletic Academic Coun: Program Review: Part 1 Part-Time Athletic Compliance Office Program Review: Part 1		4 4	3 2	1.5	15 11	8 14	- 5	0 7	14 15
	0,000. STAFF: Classified Pr EMP Goal 3,EMP Goal 4,EMP Goal 5,EMP Goal 9,EM	General Fund	7 none	Funding for Part-Time Associate Mar Assessment Review, Program Review: Part 1, Program Review: I	P. No Artino Josufficient funding	* *	• •	0	20 11	14 16	4	1 16	12 9
Program Review - Student Services: Athletics 2022 - 202 \$30,	0,000. STAFF: Classified Pr EMP Goal 2,EMP Goal 3,EMP Goal 9,EMP Goal 10			Part-Time Athletic Educational Advis Program Review: Part 1		3 3	3 3	12	15 12	9 17	9	8 7	14 13
Program Review - Student Services: Veterans 2021 - 202 \$53,	3,918. STAFF: Classified Pr. EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 4,EM I	Department Regular Funding, Equi	9 FT Veterans Services Specialist and two Adju	Administrative Assistant I, The Veter Data Review, Assessment Review, Program Review: Part 1	No Action-Insufficient funding			0	15 11	13 13	5	1 16	16 11
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Program Review - Student Services: Enrollment Services 2021 - 202 \$24,		CTE: Strong Workforce Project (SV	6 Two Academic Evaluation Specialists / 1 Sen	1 PT Academic Evaluation Specialist I Data Review, Program Review: Part 1, Assessment Review				0	5 17	10 17	10	8 15	20 11
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	0,000. STAFF: Classified Pr EMP Goal 1,EMP Goal 3,EMP Goal 7,EMP Goal 10 5.000. STAFF: Classified Pr EMP Goal 1.EMP Goal 9	General Fund Department Regula		Head Women's Basketball Coach Program Review: Part 1 Increase hours for Administrative As Program Review: Part 1	No Action-Insufficient funding	3 3	3 3	12	5 15	0 1	5	0 12	10 11
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	0,000. STAFF: Classified Pr EMP Goal 1,EMP Goal 3,EMP Goal 7,EMP Goal 10			Head Men's Basketball Coach Program Review: Part 1		3 3	3 3	12	16 12	10 4	5	8 7	12 11
Program Review - Student Services: Athletics 2021 - 202 \$60,	0,000. STAFF: Classified Pr EMP Goal 7,EMP Goal 9	General Fund	10 Historically, athletic coaches' stipends have I	Athletics is requesting sufficient func Assessment Review, Program Review: Part 1	No Action-Insufficient funding			0	20 12	9 12	4	8 6	13 11
		General Fund	11 Currently, 25% of a Student Support Speciali	We need resources to pay for a 50% Assessment Review, Program Review: Part 1	No Action-Insufficient funding			0	10 14	10 17	10	8 5	13 11
				Increase hours of Customer Service C Program Review: Part 1	No Action-Insufficient funding			0	15 11	7 12	7	1 8	15 7
				Director of Sports Information Assessment Review, Program Review: Part 1		2 2	2 2		15 9	9 4		8 7	12 11
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				Student Assistant Salaries Program Review: Part 2, Program Review: Part 1	No Action-Insufficient funding			0	10 8	8 17	3	1 6	12 11
Program Review - Student Services: Disability Resource ( 2022 - 202 S13.)	3.500. STAFF: Classified Pr. EMP Goal 2.EMP Goal 3.EMP Goal 9	Equity, General Fund	1 .9 Senior Interpreter	.1 senior interpreter funding (in orde Assessment Review, Data Review	Completed Compl								d Completed
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	0,000. STAFF: Classified Pr. EMP Goal 2,EMP Goal 3	General Fund, Equity, Guided Pathr	5 1 administrator, 1 FT Counselor, 1 disability:	Educational Advisor Program Review: Part 1	DUPLICATE DUPLI	CATI DUPLICATE DUPLICATE DUPLICA	ATE DUPLICATE DUPLICATE	E DUPLICATE DUPLI	CATE DUPLICATE	DUPLICATE DUPLICATE	DUPLICATE DUPLICAT	DUPLICATE DUPLICAT	E DUPLICATE
Program Review - Student Services: Special Programs 2022 - 202 S120.	0.000. STAFF: Classified Pr. EMP Goal 1.EMP Goal 2.EMP Goal 3.EMP Goal 6.EM	Other/None Department Regular	1 PPT Student Resource Specialist-Unity Zone	FT Student Resource Specialist Data Review	in Procress In Proc	eres: In Progress In Progress In Progre	ess in Progress in Progress	In Progress In Prog	neress in Progress	In Progress In Progress	In Progress In Progres	In Progress In Progres	in Progress

# 2022-2025 Student Equity Plan

Dr. Dominique Hitchcock

Caitlin Welch

Dr. Gustavo Oceguera



## **Planning Framework**

- ► 2019-2022 Plan Reflection
- ► Integration with GP and other campus wide equity efforts
- ▶ Q&A focused on current structure and ideal structure
- Focus on race-consciousness
- ► Integrated planning/ college wide approach
- ▶ Required to address populations with the highest disproportionate impact (DI)

### Plan Requirements

- ► Plan must be approved by the College President, Vice Presidents, Academic Senate, and GP Coordinator
- ▶ Plan must be submitted in NOVA by November 30
- ► A link to the Executive Summary is also required

### Plan Requirements-Populations

- 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 they are defined by the United States Census Bureau 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

# Plan Requirements-Metrics

# Student Equity & Achievement (SEA) Metrics



#### Successful Enrollment

Percentage of firsttime in college students who applied and enrolled in the same year\*



### Transfer Math & English

Percentage of firsttime in college students who completed transferlevel math and English in first year\*



#### Persisted from Term to Term

Percentage of firsttime in college students who enrolled in the subsequent semester\*



### Vision Goal Completion

Percentage of firsttime in college students who completed a degree or certificate in three years\*



### Transferred to a 4-Year

Percentage of firsttime in college students who transferred to a fouryear institution in three years\*\*

<sup>\*</sup>first-time in college students who were credit enrolled and not special admit

<sup>\*\*</sup>first-time in college students who were credit enrolled and not special admit who earned 12+ units any time in three years and exited CCC

### Plan Requirements

- ► Methodology: PPG-1
- ▶ Outcomes: 1-3 years, quantitative or qualitative
- ▶ Data: Student Success Metrics Dashboard or local
- ► Must address populations with the highest DI
- ► Activities: Minimum of 1 per metric, 5 maximum
- ► Student Support Integration Survey (optional)

# Disproportionate Impact Findings-Racial Categories

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

# Disproportionate Impact Findings All Other Groups

	#1 Successful Enrollment (7)	#2 Completion Eng/Mat (10)	#3 Persistence (9)	#4 Vision Completion (7)	#5 Transfer (6)
Female	<u>6</u>	1	1	0	0
Male	0	<u>2</u>	3	<u>3</u>	3
Multiple Values Reported	0				
Non-Binary	0	<u>2</u>	0		
Unknown/Non-Respondent	1	0	0	0	1
First Generation	-	<u>7</u>	<u>6</u>	2	<u>5</u>
DSPS	-	1	0	0	2
Foster Youth	-	3	1	<u>3</u>	<u>2</u>
Veteran	-	2	0	0	0
LGBTQ+*	-	<u>2</u>	1	1	1
Perkins	-	1	0	0	4

# **Priority Populations**

Group	Metric Number	Metric Description	Students to close gap (most recent DI year)
Black/African American Students	1	Successful Enrollment	15/105
5% of FTCS 3% of First Gen students	3	Persistence	17/130
Hismonia/Latiny Ctudents	2	Compl Transfer Eng/Mat	36/1100
Hispanic/Latinx Students 60% of FTCS 75% of First Gen Students	4	Vision Completion	53/1567
73/0 OFF ITST GETT Students	5	Transfer	93/628

### **Planned Activities**

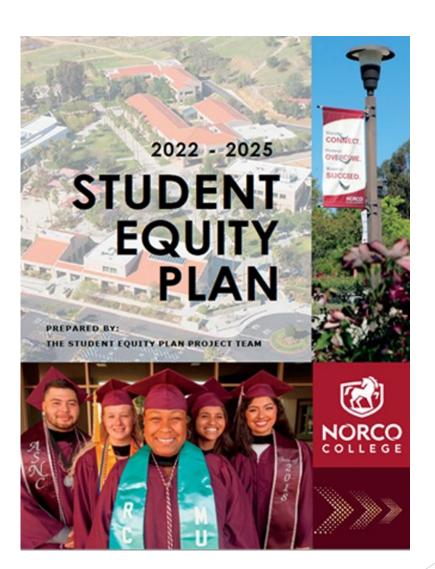
Metric	Successful Enrollment	Persistence	Transfer						
Population	Black/ African American	Black/African American	Hispanic/Latinx						
DI	7/7	6/9 4/10 3/7 6/6							
Outcome	Decrease equity gap by 40% by 2025 (KPIs)								
Action Plan	Implement inquiry-based process to identify and eliminate equity gaps								
Year I (2022-23)	Using an action research lens, form 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 for activities and interventions.								
Year 2 (2023-24)	Pilot recommendations, collect quantitative and qualitative data, evaluate efficacy of activities/interventions, make adjustments, or pivot if necessary								
Year 3 (2024-2025)	Implement changes, collect data, evaluate efficacy, and finetune interventions. Changes deemed effective will be operationalized until gap is reduced by 40%.								

### **Timeline**

- Academic Senate- 10/3 & 10/17
- President's Executive Cabinet-10/12
- Classified Professionals-10/10
- 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

### **Questions?**

2022-2025 NorcoCollege StudentEquity Plan



Spring 2022 Norco College Equity Audit

	Recommenda	tions		
Recommendations Category	Recommendation	Institutional Goal	Strategic Planning Body	Student Support Council Totals
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 antiracism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.			ı
Student Ready (Institutional)	Develop an Equity Policy Guide to support decision-making, planning, and practices amongst CPROS, 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.  Harnell College: Equity Rubric for Student Success	8	Institutional Governance & Effectiveness Council; Academic Senate; Program Review Committee; Assessment Committee; RJTF: Institution Commitment, Classroom & Campus Experience	2
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			3
Equity Minded (Individual)	Utilize the Intercultural Development Inventory to assess the college's baseline as it relates to intercultural competency and fluency.			4
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, & classified professionals Dissersity. Hiring. Taolkir.	9	Academic Senate; College Council; RJTF: Institution Commitment, Classroom & Campus Experience	5
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 syllabl. 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	6
Equity Minded (Individual)	Develop a "Commitment to Equity" Statement or 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 compus '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)	7
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	8
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	9
Transformative (Service)	Scale up efforts for Developing Communities of Practice		Student Support Council; Academic Council; Professional Development Committees; TLC; RUTF: Campus & Classroom Experience	10
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	11
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 that were 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	12
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	13
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	14
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	15
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	16
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:  CCCCCD Definitions		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	17
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 activities as well	4.1; 4.2	Institutional Governance & Effectiveness Council; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network	18
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	.9

	Department	/Operational	Responsibility	
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	
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.		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	
Student Ready (Institutional)	Example: UC Davis - Diversity and Inclusion Calendar Review Student Discipline Process Including 1) an update to the new faculty handbook regarding how and why one 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	
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	
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	
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, CPROS, and administrators.			
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	
Transformative (Service)	Utilize time within Department/Division meetings to facilitate dialogue with CPROS, 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	
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	
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	



#### **Charter for Racial Justice Task Force**

2022-2023

This Charter is established between the *Racial Justice Task Force: Fostering a Pro-Black Culture* and the Student Support Council to structure the process and planned outcomes included herein during the 2022-2023 academic year.

#### **Purpose**

The purpose of the Racial Justice Task Force is to advocate and foster a Pro-Black culture at Norco College.

#### Charge

The Norco College Racial Justice Taskforce was created in the summer of 2020 in response to the tipping point in our history of the killing of George Floyd and many others, in light of the Black Lives Matter movement and the California State Chancellor's Call to Action. We are committed to inclusivity and creating a college environment wherein the diverse group of students and employees we proudly serve are supported and thrive. The RJTF's continued focus and advocacy are on Black/AA students and employees. We adopted the <a href="10-Point plan for addressing Anti-Blackness">10-Point plan for addressing Anti-Blackness</a> and are focusing our efforts this year on the Black/African American Student Journey at Norco College. (Established summer 2020)

#### **EMP Alignment**

- Goal 1: (Access) Expand college access by increasing both headcount and FTES.
  - Objective 1.3: Expand enrollment with strategic groups (operational group to lead implementation) Goal 2: (Success) *Implement Guided Pathways framework.*
- Goal 3: (Equity) Close all student equity gaps.
  - Objective 3.1: Reduce equity gap for AA students by 40% (operational group to lead implementation)
- Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equityframework; foster a culture of ongoing improvement.
- Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellentworkplace culture.
  - Objective 9.2: Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers (support role aligned with DEI Committee lead)

#### **Equity**

The RJTF purpose and charge are aligned with the 2022-2025 Student Equity Plan with a focus this year on the persistence of Black and African American students and enhancing the student experience inside and outside of the classroom. The four areas of focus include: 1) Black Student Care; 2) Associate Faculty Professional Development; 3) Celebrating Black Culture/Sawubona; 4) supporting the Title V onboarding enhancement efforts.

#### **Guided Pathways**

The RJTF's purpose and charge seek to support the Loss-Momentum Framework in the early stages of college enrollment and engagement of our Black and African American students from Connection (interest in college enrollment to application) to Entry (enrollment to completion of first college-level course). The primary focuses this year for the RJTF are in Pillar 3 (holistic student support) and Pillar 4 (ensuring learning) of the Guided Pathways model with developing a better understanding of the obstacles to persistence and completion so institutional changes are data-driven and strategic.

#### **Guiding Principles and Assumptions**

The RTJF collaborates with the Student Equity Project Team focused on successful enrollment and persistence among our Black and African American students.

In 2021-2022, the RJTF refined its commitment and considers the University of Arizona's Campus Racial Climate Model in its practices:

- 1) Historical Legacy of Inclusion/Exclusion
  - a) Resistance to Desegregation
  - b) Mission
- 2) Compositional Diversity
  - a) Diverse Student Enrollments
  - b) Diverse Faculty & Staff Hires
- 3) Psychological Dimension
  - a) Perceptions of Racial/EthnicTension
  - b) Perceptions of Discrimination
- 4) Organizational/Structural Dimension
  - a) Definition(s) of Merit
  - b) Admissions Practices
  - c) Hiring Practices
  - d) Tenure Practices
  - e) Content of the Curriculum
  - f) Budget Allocations
  - g) Policies and Procedures
- 5) Behavior Dimension
  - a) Social Interaction AcrossRace/Ethnicity

#### **Scope & Expected Deliverables**

2022-2023 RJTF Focus – Black/African American Student Journey at Norco College.

- 1) Black Student Care Persistence
  - a) Black Student Network (Virtual and On-Campus) VPs of Student Services and Planning & Development
    - i) Provide **intentional** and personal outreach and **support** for Black/AA students, as well as **mentoring**
    - ii) Broader conversation on holistic support of students (scholarship, financial aid, and resources).
    - iii) Create a **Black Ally** program to connect students to safe spaces (virtually and on-campus) with trusted Black Allies in a flash mentoring mode, with online spaces for community dialogue
  - b) Student Advocacy Umoja/ASNC Partnership with Equity Faculty Coordinator
    - i) Create a **team/ group of allies** who will assist students in the grievance process

#### **Scope & Expected Deliverables**

- ii) Implement **Restorative Justice** procedures on campus for student conduct and for the college
- iii) Clarify the **grievance process** for racial discrimination
- iv) Adoption of the **Threat Assessment tool for use by the CARE Network and Student Discipline at Norco** College as a means of improved data collection and assessment.
- v) Recommendation for the CARE Network Members, Student Government Officers, and Conduct/Discipline Dean is **required training & professional development aimed at addressing implicit bias and/or cultural competency.**
- vi) Recommend that the CARE Network increase its visibility on campus for all constituents, particularly faculty, to ensure that there is institutional knowledge regarding supports and services offered.
- 2) **Associate Faculty Professional Development** Persistence (Equity Faculty Coordinator)
  - I) Inquiry about CORA course completion for associate faculty to date
  - II) Assess PD needs to support pro-Black competency
  - III) Create a Canvas course
- 3) **Celebrating Black Culture/Sawubona** Persistence (DEI)
  - a) Make the campus more welcoming and inclusive for Black/ AA students.
    - i) Continue to work with NC Library to ensure that the collection supports anti-racism and pro-Blackness.
    - ii) Display **positive**, **inclusive**, and **celebrative** visuals such as murals and messages on campus and the college website, including collaborations with the art department.
    - iii) Cultural events that celebrate Black/ AA culture (year-round)
- 4) **Title V Entry/Onboarding Update** Successful Enrollment (PACES Director)
  - i) Identification of loss momentum points for Black/African American students in Onboarding (application through initial enrollment)
  - ii) Inescapable student connections to basic needs and holistic student supports
  - iii) Development of a common/single eligibility application for special funded programs, with prioritized enrollment for Black/African American students

#### Membership

The RJTF will have a chair and co-chair. Membership is open and voluntary to all constituent groups. RJTF members must commit to completing at least one or more CORA courses made available by Norco College.

#### Meeting Time/Pattern

The RJTF meets on the  $2^{nd}$  and  $4^{th}$  Mondays in the fall and spring semesters from 1:30 pm to 3:00 pm.

#### **Roles of Chairs and Members**

The Chair/Co-Chair(s) are accountable to Student Support Council to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agendas and facilitating meetings of the *Racial Justice Taskforce: Fostering a Pro-Black Culture* (RTJF) basedon best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the RJTF that can help to achieve the RJTF charter deliverables.

Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the RJTF. While representing the perspectives of the constituency group to

#### **Roles of Chairs and Members**

which they belong members are expected to engage in effective dialogue with RJTF peers with the intention of finding consensus on all issues that come beforethe RJTF.

A co-chair or a designated delegate shall prepare a brief summary of the RJTF progress at each Student Support Council meeting and send it to the College community within 24 hours of the meeting to fulfill transparent communication reporting.

#### **Meeting Procedures and Expectations**

The Chair(s), and members of this governance entity will adhere to meeting and governance best practices as follows (established in summer 2020):

Ascribe to and practice established group norms:

Be visible • Open, honest conversation • Listen to learn • Share airtime • Be present in the conversation • Be open to new perspectives • Establish a level of confidentiality • Call in culture • Lean into discomfort and be brave •No titles, no positions •

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem-solving to move the work of the group forward. Either minutes or notes are taken to record the groups' progress OR a final summary report is to be submitted/posted.

#### Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests, and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- follow through on tasks that are committed to outside of scheduled meetings.