



### 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 Ocegüera, 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
  - 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
  - 2022-2025 Student Equity Plan presented by Dr. Gustavo Ocegüera 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
  - Approved by consensus

## **2.5 HOTEPEquity Audit Rankings - attached**

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

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

- MSG Moore/Bader
  - 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
  - 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

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[illegible]

Unit	Circle	\$ Amount Requested	Resource Type	Request related to EMP goal or Assessment?	Potential Funding Source(s)	This request for my area is Priority #	What resources do we already have?	What resources do you need?	The evidence to support this request can be found in:	Funding Status 2021-22	Notes	To what extent does this request support one or more EMP GOALS?	To what extent does this request support PROGRAM GOALS?	To what extent does this request support STUDENT SAFETY or COMPLIANCE?	To what extent does this request support OUTCOMES or ASSESSION DATA?	DEPT Ranking Highest Rank =10 Second Highest=9 Third Highest=8 Fourth Highest=7 Fifth Highest=6 Sixth Highest=5	1	2	3	4	5	6	7	8	9	10	TOTALS	COUNCIL NAME				
Program Review - Student Services: Special Programs	2022 - 2023	\$200,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 2 EMP Goal 3 EMP Goal 6 EM, Equity SSP SEA General Fund/CH		General Fund		1. One manager over 10 grants/programs: Dean Director of EOPS/CARE/NextUp, Cals Data Review/Program Review: Part 1, Program Review: Part 2			No Action-Insufficient Funding							10	10	30	35	24	25	20	21	26	26	23	240	1			
Program Review - Student Services: Enrollment Services	2021 - 2021	\$117,184	STAFF: Classified Fr. EMP Goal 1 EMP Goal 10		General Fund		1. One manager overseeing Enrollment Services Assistant Director of Admissions and Program Review: Part 1			No Action-Insufficient Funding							10	10	30	26	18	20	23	18	22	30	20	216	2			
Program Review - Student Services: Student Health	2021 - 2021	\$186,000	STAFF: Classified Fr. EMP Goal 3 EMP Goal 4 EMP Goal 9 EM, General Fund		General Fund		2. none			No Action-Insufficient Funding							8	8	24	27	28	24	19	19	14	24	22	214	3			
Program Review - Student Services: Advising and Course	2021 - 2021	\$239,462	STAFF: Classified Fr. EMP Goal 1 EMP Goal 1 EMP Goal 1		General Fund		1. 2 FT Educational Advisors			No Action-Insufficient Funding							10	10	14	22	19	10	22	21	24	24	25	211	4			
Program Review - Student Services: Athletics	2021 - 2021	\$95,000	STAFF: Classified Fr. EMP Goal 9		General Fund		1. Certified Athletic Trainer: Position was there Supplement Salary and Benefits to be Assessment Review/Program Review: Part 1			No Action-Insufficient Funding							10	10	22	20	18	22	23	18	26	22	23	204	5			
Program Review - Student Services: Special Programs	2022 - 2023	\$140,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 8 EMP Goal 9		Other/None General Fund,SSP S		2. None-oversees 10 budgets across many prog. Grants Administrative Specialist			Assessment Review/Program Review: Part 1,Data Review							8	8	28	26	24	19	15	19	20	23	19	201	6			
Program Review - Student Services: Enrollment Services	2021 - 2021	\$84,624	STAFF: Classified Fr. EMP Goal 1 EMP Goal 7 EMP Goal 9 EMP Goal 11		General Fund		2. 2 Student Services Technician to provide sup. Student Services Technician (1717) P. 2			Assessment Review							8	8	20	28	18	20	26	19	18	26	23	195	7			
Program Review - Student Services: Disability Resources	2021 - 2021	\$119,731	STAFF: Classified Fr. EMP Goal 5		Equity-Guided Pathways General I		3. One current staff includes 1 administrator, 1 Educational Advisor			No Action-Insufficient Funding							6	6	18	18	13	26	22	16	24	19	24	184	8			
Program Review - Student Services: Advising and Course	2021 - 2021	\$95,965	STAFF: Classified Fr. EMP Goal 2 EMP Goal 1		General Fund		2. 1 FT Classified Professional			No Action-Insufficient Funding							8	8	12	20	16	24	14	19	20	28	23	188	9			
Program Review - Student Services: Special Programs	2022 - 2023	\$120,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 1 EMP Goal 5 EMP Goal 6		Equity SSP SEA General Fund/CH		4. FT Student Resource Specialist for Foster Care			FT Student Resource Specialist- Foster Care Data Review Assessment Review/Program Review: Part 1, Program Review: Part 2							4	4	20	29	18	14	11	20	20	23	16	176	10			
Program Review - Student Services: Advising and Course	2021 - 2021	\$111,991	STAFF: Classified Fr. EMP Goal 2 EMP Goal 2		General Fund		3. FT Classified Professional			FT Employment Placement Coordinator							6	6	14	14	14	26	17	17	22	24	21	175	11			
Program Review - Student Services: Enrollment Services	2021 - 2021	\$119,731	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund		2. 2 Student Financial Services Specialist			1 Additional Student Financial Service							6	6	18	17	14	18	21	17	17	26	21	175	11			
Program Review - Student Services: Advising and Course	2021 - 2021	\$155,108	STAFF: Classified Fr. EMP Goal 3		General Fund		4. 1 FT Classified Professional			1 FT Nurse (Coordinator)							4	4	12	12	13	16	16	14	24	19	18	157	13			
Program Review - Student Services: Athletics	2022 - 2022	\$85,000	STAFF: Classified Fr. EMP Goal 2 EMP Goal 3 EMP Goal 9 EMP Goal 10		General Fund Equity-Guided Path		3. none			Academic Success Coordinator, Athl. Program Review: Part 1							6	6	6	20	15	22	14	17	13	19	19	153	14			
Program Review - Student Services: Enrollment Services	2021 - 2021	\$114,641	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 10		General Fund SSP SEA General Fund/CH		5. We'll have part-time Outreach Specialists: Data Outreach Specialist (1 FT)			Program Review: Part 1,Assessment Review							2	2	16	20	12	14	9	13	17	18	8	120	15			
Program Review - Student Services: Special Programs	2021 - 2021	\$108,982	STAFF: Classified Fr. EMP Goal 1 EMP Goal 2 EMP Goal 3		General Fund		5. No Classified Professional Support			FT Student Success Coach							2	2	14	16	13	14	11	14	22	20	17	143	16			
Program Review - Student Services: Student Health	2021 - 2021	\$180,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 5 EMP Goal 9 EM, General Fund		General Fund		5. none			Reserve for a Full-Time Associate Soc. Assessment Review/Program Review: Part 1, Program Review						2	2	18	19	16	18	11	17	18	14	16	144	18				
Program Review - Student Services: Enrollment Services	2021 - 2021	\$50,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund		6. Customer Service Clerk at 10 hours a week			Increase hours of Customer Service C. Program Review: Part 1							4	4	16	18	12	12	14	10	14	20	18	138	19			
Program Review - Student Services: Equity Programs	2022 - 2023	\$150,000	STAFF: Classified Fr. EMP Goal 2 EMP Goal 3 EMP Goal 9		Equity SSP SEA General Fund/CH		7. A Dean who serves as the Director			1 FT Director of CHC							0	0	10	18	12	16	9	8	20	20	11	124	19			
Program Review - Student Services: Student Life	2022 - 2023	\$175,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund		8. none			FT Student Resource Specialist (Data Review Assessment Review)							16	20	11	9	6	7	13	12	18	8	120	20				
Program Review - Student Services: Athletics	2022 - 2023	\$150,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund		8. none			ASAC Administrative Assistant							3	2	9	2	4	14	4	14	13	15	12	11	20	21		
Program Review - Student Services: Athletics	2022 - 2023	\$150,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 10		General Fund		8. Athletics work out on their own in our WOB at			As a support of the highest level of at							15	15	19	10	12	10	11	7	14	11	117	22				
Program Review - Student Services: Student Health	2021 - 2021	\$156,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 6 EMP Goal 9 EM, General Fund		General Fund		9. none			Part-time Nurse Practitioner, Provider							0	0	15	19	14	16	9	19	16	12	16	117	23			
Program Review - Student Services: Athletics	2022 - 2023	\$117,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund		17. Dean of Student Life is the de facto ATHLETIC			Full Time Athletic Director							16	20	9	9	14	9	9	7	12	11	116	24				
Program Review - Student Services: Enrollment Services	2021 - 2021	\$244,100	STAFF: Classified Fr. EMP Goal 2 EMP Goal 3 EMP Goal 12		SSP SEA Guided Pathways General		13. One Educational Advisor supports all of the			One Educational Advisor to provide							0	20	19	10	12	9	11	12	16	11	115	25				
Program Review - Student Services: Athletics	2022 - 2023	\$85,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 8 EMP Goal 10		General Fund		16. none			Athletic Equipment Manager							16	20	8	10	10	12	8	7	12	11	114	26				
Program Review - Student Services: Enrollment Services	2021 - 2021	\$84,624	STAFF: Classified Fr. EMP Goal 1		General Fund/Other/None		17. Add services support to all delegating and			Student Services Technician (Data R							No Action-Insufficient Funding			20	15	8	12	7	12	20	15	114	26			
Program Review - Student Services: Athletics	2022 - 2023	\$80,000	STAFF: Classified Fr. EMP Goal 8 EMP Goal 10		General Fund		9. We currently use the expertise of Athl. Mgr. 1			Part-time Athletic Academic Coun. Program Review: Part 1							4	4	3	2	2	13	11	8	14	7	14	115	27			
Program Review - Student Services: Athletics	2022 - 2023	\$40,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 12		General Fund		19. Limiting the Student Life Admin. Asst. III to			Part-time Athletic Compliance Officer							8	15	14	11	11	12	8	7	12	15	113	28				
Program Review - Student Services: Student Health	2021 - 2021	\$50,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 4 EMP Goal 5 EMP Goal 9 EM, General Fund		General Fund		2. none			Guided for Part-Time Associate Mgr. Assessment Review/Program Review: Part 1, Program Review: P							0	20	11	14	16	6	11	16	12	9	111	28				
Program Review - Student Services: Athletics	2022 - 2023	\$50,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 9 EMP Goal 10		Guided Pathways/Equity General I		13. Athletics directs Student Athletics to the Eds			Part-Time Athletic Educational Advic							12	15	12	9	12	9	8	7	14	13	111	31				
Program Review - Student Services: Veterans	2021 - 2021	\$53,618	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 4 EMP Goal 4 EM, Department Regular Training Fund		General Fund		9. FT Veterans Services Specialist and two Adm			Administrative Assistant I, The Veter							0	15	11	13	11	5	11	16	16	11	111	31				
Program Review - Student Services: Veterans	2021 - 2021	\$180,718	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 4 EMP Goal 4 EM, Equity-Guided Pathways General		General Fund		11. Veterans Services Specialist and two Adjuc			Service Specialist, Technical, This W							10	15	9	15	9	10	12	19	18	10	109	33				
Program Review - Student Services: Enrollment Services	2021 - 2021	\$24,562	STAFF: Classified Fr. EMP Goal 3		CHE Strong Workforce Project ES)		10. Academic Evaluation Specialist (1 Sem)			1 FT Academic Evaluation Specialist I							0	5	17	10	12	10	8	15	20	11	108	34				
Program Review - Student Services: Enrollment Services	2021 - 2021	\$156,081	STAFF: Classified Fr. EMP Goal 1		General Fund Equity-Guided Pathways/C		10. 1 FT A&T Resources Data Entry needs but we			1 FT Business Systems Analyst							20	21	9	12	6	11	8	18	15	106	34					
Program Review - Student Services: Athletics	2022 - 2023	\$150,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 7 EMP Goal 10		General Fund		24. none			Head Men's Volleyball Coach							12	20	12	10	4	5	8	7	14	11	103	36				
Program Review - Student Services: Athletics	2022 - 2023	\$150,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 7 EMP Goal 10		General Fund		18. none			Head Women's Basketball Coach							12	20	10	10	4	5	8	7	12	11	101	37				
Program Review - Student Services: Enrollment Services	2021 - 2021	\$25,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund Department Regular		3. Admin Assistant II at 29 hours a week			Head Women's Basketball Coach							0	5	15	8	12	8	12	10	11	11	101	38				
Program Review - Student Services: Athletics	2022 - 2023	\$40,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 10		General Fund		20. none			Head Women's Volleyball Coach							1	20	12	10	4	5	8	7	12	11	97	39				
Program Review - Student Services: Athletics	2021 - 2021	\$40,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund		10. Historically, athletic coaches' stipends have			1							0	20	12	9	12	4	8	6	13	11	95	41				
Program Review - Student Services: Athletics	2021 - 2021	\$45,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund		11. Currently, 23% of a Student Support Specia			l's need stipends to pay for a 30%. Assessment Review/Program Review: Part 1							0	10	14	10	12	10	8	6	13	11	89	42				
Program Review - Student Services: Enrollment Services	2021 - 2021	\$130,000	STAFF: Classified Fr. EMP Goal 1		General Fund		11. Customer Service Clerk at 34 hours a week			Increase hours of Customer Service C. Program Review: Part 1							15	11	7	12	7	11	8	15	7	13	89	43				
Program Review - Student Services: Athletics	2022 - 2023	\$150,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 7 EMP Goal 10		General Fund		14. This only is being filled by the Dean of Stud			ent Director of Sports Information							2	2	2	2	2	8	15	9	9	4	8	7	12	11	91	44
Program Review - Student Services: Athletics	2022 - 2023	\$150,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 7 EMP Goal 10		General Fund		22. none			Two Women's Assistant Basketball C. Program Review: Part 1							8	20	8	10	4	1	8	7	12	11	91	44				
Program Review - Student Services: Athletics	2022 - 2023	\$150,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 7 EMP Goal 10		General Fund		23. none			Two Women's Assistant Volleyball C. Program Review: Part 1							8	20	8	10	4	3	8	7	12	11	91	44				
Program Review - Student Services: Athletics	2022 - 2023	\$150,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 7 EMP Goal 10		General Fund		23. none			Two Assistant Men's Basketball Coach							8	20	8	10	4	3	8	7	12	11	91	44				
Program Review - Student Services: Athletics	2022 - 2023	\$150,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 7 EMP Goal 10		General Fund		23. none			Two Assistant Men's Volleyball Coach							8	20	8	10	4	3	8	7	12	11	91	44				
Program Review - Student Services: Athletics	2021 - 2021	\$115,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 7 EMP Goal 10		General Fund		23. none			Two Assistant Men's Volleyball Coach							8	20	8	10	4	3	8	7	12	11	91	44				
Program Review - Student Services: Enrollment Services	2022 - 2023	\$115,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 3 EMP Goal 7 EMP Goal 10		General Fund		23. none			Two Assistant Men's Volleyball Coach							8	20	8	10	4	3	8	7	12	11	91	44				
Program Review - Student Services: Disability Resources	2022 - 2023	\$110,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund/Equity		23. none			23. Student Assistants needed for Game Manag							No Action-Insufficient Funding			0	10	8	12	11	6	12	13	81	48			
Program Review - Student Services: Disability Resources	2022 - 2023	\$110,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund/Equity		23. none			23. Student Assistants needed for Game Manag							No Action-Insufficient Funding			0	10	8	12	11	6	12	13	81	48			
Program Review - Student Services: Disability Resources	2022 - 2023	\$110,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund/Equity		23. none			23. Student Assistants needed for Game Manag							No Action-Insufficient Funding			0	10	8	12	11	6	12	13	81	48			
Program Review - Student Services: Disability Resources	2022 - 2023	\$110,000	STAFF: Classified Fr. EMP Goal 1 EMP Goal 9		General Fund/Equity		23. none			23. Student Assistants needed for Game Manag							No Action-Insufficient Funding			0	10	8	12	11	6	12	13					

# 2022-2025 Student Equity Plan

Dr. Dominique Hitchcock

Caitlin Welch

Dr. Gustavo Ocegueda



**NORCO**  
**COLLEGE**

# 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 first-time in college students who applied and enrolled in the same year\*

...



### Transfer Math & English

Percentage of first-time in college students who completed transfer-level math and English in first year\*

...



### Persisted from Term to Term

Percentage of first-time in college students who enrolled in the subsequent semester\*

...



### Vision Goal Completion

Percentage of first-time in college students who completed a degree or certificate in three years\*

...



### Transferred to a 4-Year

Percentage of first-time in college students who transferred to a four-year institution in three years\*\*

...

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

*\*\*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	<u>6</u>	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>	<u>3</u>	<u>3</u>	<u>3</u>
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	<u>1</u>	1
Perkins	-	1	0	0	<u>4</u>

# Priority Populations

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

# Planned Activities

Metric	Successful Enrollment	Persistence	Transfer English & Math	Vision Completion	Transfer
Population	Black/ African American	Black/African American	Hispanic/ Latinx	Hispanic/Latinx	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 1 (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%.				

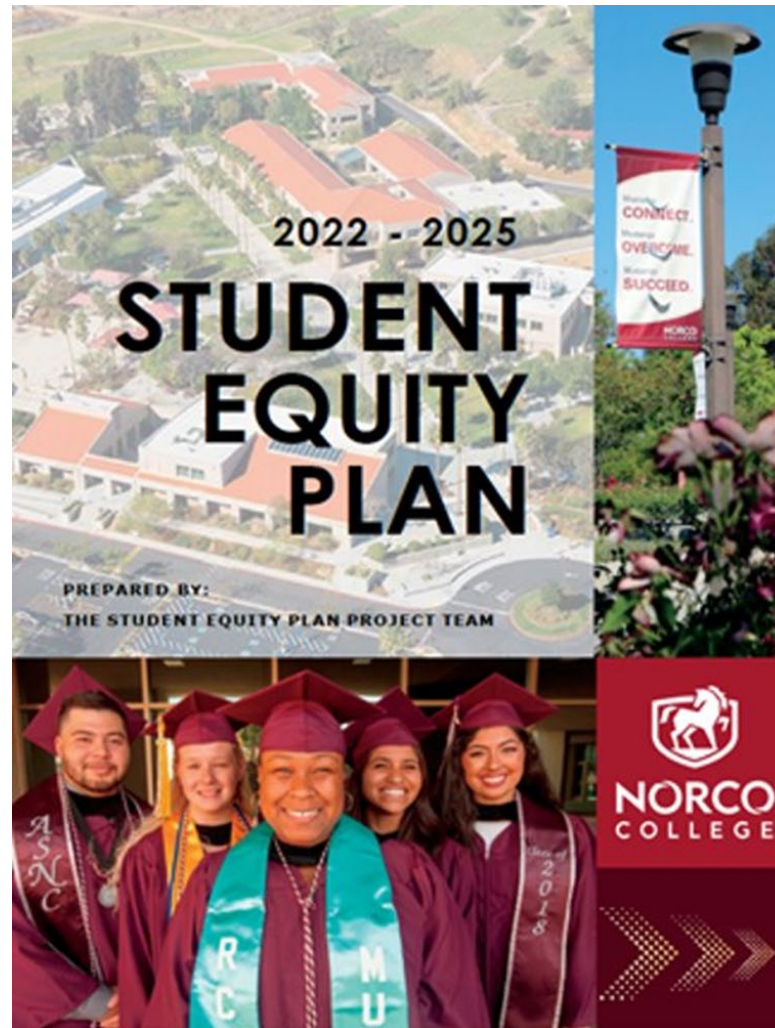


# Timeline

- ▶ 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 Norco College Student Equity Plan](#)



# Spring 2022 Norco College Equity Audit

## Recommendations

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 anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.			1
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: <a href="#">University of Virginia: Toolkit for Equity-Minded Decisions and Policies</a> <a href="#">Hartnell College: Equity Rubric for Student Success</a>	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 <a href="#">Diversity Hiring Toolkit</a>	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 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	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 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)	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; RJTF: 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: <a href="#">CCCCO Definitions</a>		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	19

	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.  Example: UC Davis - Diversity and Inclusion Calendar		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	
Student Ready (Institutional)	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
<p>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</a> and are focusing our efforts this year on the Black/African American Student Journey at Norco College. <i>(Established summer 2020)</i></p> <p><b>EMP Alignment</b></p> <ul style="list-style-type: none"><li>• Goal 1: (Access) <i>Expand college access by increasing both headcount and FTES.</i><ul style="list-style-type: none"><li>◦ Objective 1.3: Expand enrollment with strategic groups (operational group to lead implementation)</li></ul></li><li>• Goal 2: (Success) <i>Implement Guided Pathways framework.</i></li><li>• Goal 3: (Equity) <i>Close all student equity gaps.</i><ul style="list-style-type: none"><li>◦ Objective 3.1: Reduce equity gap for AA students by 40% (operational group to lead implementation)</li></ul></li><li>• Goal 4: (Professional Development) <i>Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.</i></li><li>• Goal 9: (Workplace/Employees) <i>Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.</i><ul style="list-style-type: none"><li>◦ 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)</li></ul></li></ul>



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.

October 24, 2022

### 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 RJTF 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/Ethnic Tension
  - 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 Across Race/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

October 24, 2022

### 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<sup>nd</sup> and 4<sup>th</sup> 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* (RJTF) based on 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 before the 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.