Program Review - Overall Report

Student Services: Equity Programs

Data Review

2021 - 2024

Program Comparison

How does your program compare to the college in the following areas: age, gender, ethnicity, FT/PT enrollment status?

<u>Summary</u>: The equity programs represented serve a significantly high proportion of Latinx (66.53%) and Black (16.73%) students compared to Norco College (57.62% and 5.70%). These programs, aimed at supporting students from the beginning of their postsecondary journey through completion have developed strong partnerships with local K-12 schools which has resulted in serving younger students, particularly those who are 19 and younger, and 20-24. Due to comprehensive support structures, students in the below mentioned equity programs have a much higher rate of being enrolled full time (44%) compared to Norco (21.15%). One of the areas that the equity programs will continue to address is the gender gap, with program participants heavily skewed towards female students at 59.95%, compared to the college rate of 52.79%. Please note, all terms were selected. Specific program data is found below:

<u>PUENTE PROGRAM:</u>
- Puente is a one-year inclusive program that places an emphasis on the Latinx experience. Because the English courses incorporate the Latinx authors, most students are Latinx; however, Puente is an inclusive program and welcomes any interested student regardless of race, ethnicity or gender. Interested students take English 1A and GUI 48 in the fall semester, followed by English 1B and GUI 46 in the spring semester.

- The number of students who have participated in Puente during the fall 2017 -2019 term went from 23 to 49 in 3 years. This represents increased growth for this program. In age, all student groups appear to reflect the age of Norco College in general, except for age groups 40-49, and 50 or older. Puente's gender population served 37.1% of males in comparison to the General Norco population of 46.9%. For female students, Puente served 62.8% in comparison to the General Norco population of 52.1%.

- In addition, during the fall 2019 term there are 97.9% of full-time enrolled students in Puente which is higher than Norco College at 19.7% full-time. The ethnic breakdown of students in the program reflects 97.9% of Hispanic students and 2.0% of White students.

<u>MEN OF COLOR SCHOLARS PROGRAM</u>:
- Men of Color Scholars Program serves specifically male students of color. The majority of our students are Black/African American, Latino, and Filipino. Over 90% of our students are 30 years old or younger.

<u>UMOJA</u>

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The Norco College Umoja Program, (*a Kiswahili word meaning unity*) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas. Umoja is serving multiple demographics at Norco College regardless of age, gender, race, enrollment status, educational aspiration (certificate/transfer/associate degree), residency status, but predominantly services self identified African American/Black students and an emerging dual enrollment population with the new Umoja high school initiative at Eleanor Roosevelt and Centennial High School.

- The Umoja Program serves a higher percentage of students 19 and younger (49.81%) compared to Norco College (32.65%), and a significantly higher number of Black students at 54.16%, compared to the college at 5.70%.

TRIO, Student Support Services Programs

- The Student Support Services Programs (SSS, SSS RISE, and SSS STEM) guide and prepare students from traditionally from low-income, first-generation background, students with disabilities and veterans with disabilities through the academic pipeline from community college to four-year universities.

- Student Support Services provides targeted services designed to increase students' knowledge and skills necessary to improve academic performance and increase semester to semester, degree completion, and transfer rates.

- 71.2% of SSS Students who were enrolled in and were successful compare to 69.9% of the Norco College Student Population. The SSS students had higher GPA's compare to the Norco College Student Population.

- The majority of students that SSS services are students who in the age bracket of 20-24 and is very comparable to the Norco College Student Population.

- Also, Norco College is a Hispanic serving istitution and SSS services a majority of Hispanic students.

Program Comparison: Are there any gaps in demographic areas that need to be addressed?
Summary: Overall, the equity programs continue to serve a larger proportion of Latinx and Black students who are 24 years of age and younger. One of the demographic gaps that needs to be addressed is the gender gap, particularly in Puente (63.14%) and TRIO SSS (60.43%) Programs. These two programs serve a significantly higher number of female students, then the Men of Color (0%) and Umoja (57.64%) programs, and Norco College (52.79%). Please note, all terms were selected. Specific program details are found below:

PUENTE PROGRAM:

- From the data above, Puente serves a significantly larger number of female students than the Norco College general student population. Strategies to address this gap may include the hiring of an additional adjunct counselor/ed advisor specifically charged with male recruitment.

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- Puente can work with our Men of Color Scholars program to increase male participation in this program.

- Further, we can get a head start by outreaching to our local high schools and creating a relationship/partnership with our local Puente high school programs.

- To address the equity gap, financial support would help with the increased costs of food supplies from the Corral and outside vendors; as well as help pay for student set textbooks and supplies.

MEN OF COLOR SCHOLARS:

- Men of Color Scholars program is designed to serve students of different ethnicities. As of Spring 2021 (flagged students) our student population is- 75% Latino, 11% Black, African American, 6% Filipino. The rest of our students are Chinese, Arminian, Vietnamese, Middle Eastern, and other.

- Men of Color Scholars Program does not focus on one single ethnicity, the program needs to be mindful of recruiting other ethnicities (other than Latinos). The program has to be careful in not becoming a program whose student population is over 90% Latino.

- The Peer Mentors who serve the Men of Color Scholars program also have to be diversified. Our Peer Mentors cannot and should not be all Latinos.

UMOJA:

The 2019-22 Equity report details that black students at Norco College experience disproportionate impact in retention, completion of transfer-level English, Math, basic skills, certificate/degree completion, and transfer. The Umoja Program has been working to close this equity gap throughout the years. Based on the data from Fall 2019 the data shows that Umoja serves the following populations: 50% of Black/African-American/African, 30%Latinx, 7% White, 1.02% Asian, 2%Pacific Islander, and other underepresented communities in smaller numbers.

With the new Guided Pathway initiative and updated state funding formula, Umoja has increased its course offerings in alignment with student needs and current expectations at the local (RCCD) and state level. Umoja now offers English 1A, English 1B, and transferable math (statistics) along with Communications, Political Science, Guidance, Library, and Sociology. In these courses that provide embedded tutoring (English/Math) and staff wrap around services, students are able to access culturally relevant pedagogy and complete the California State University "Golden Four" requirements that are needed for acceptance to one of the 23 CSU schools across California. To pursue this endeavor of closing the equity gap with an initial focus on support, persistent, retention along with access to transferable gateway courses like English and Math, there is a need for consistent support from faculty, staff and funds. Given the increased demands on student equity funds across the campus, Umoja is working with limited resources for equipment, supplies, textbooks, events, activities and space. As the program continues to increase its capacity to address the equity gap and support success for Black students at Norco College, it is imperative to continue to provide resources, such as increased staffing and monetary resources, to support the work of faculty and staff committed to closing the equity gap at Norco College.

To help address the equity gap for our growing program, support Guided Pathways at Norco College, and adhere to the state funding initiative, the Umoja program will need, at minimum, the following:

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1. A permanent space on campus which is required in the yearly commitment from the Umoja State Community.

2. Additional counseling support to address the needs of the growth of the program. This would mean allocating adjunct hours from the general counseling funds to provide support for counseling, academic, and personal/career support since the program has grown from less than a hundred to close to 300 participants in all terms (Fall, Winter, Spring, and Summer).

   1. Such as 3-5 hours Umoja counseling (adjunct) for 21SUM, 21FAL, 22WIN, and 22SPR.

3. Financial support from general/equity funds to provide equipment, supplies, textbooks, campus/community events, etc.

4. Campus support from all stakeholders to provide opportunities to create courses reflecting access to transfer level courses that connect students to the African Diaspora.

5. Student mentors will help us to provide the vital support to our incoming students and provide support to our existing Umoja Scholars. For the upcoming year, we would like to request funds to support 8 mentors for the 2021-2022 academic year. Further funding would be essential in continuing efforts to provide University Peer Mentors which are Umoja alumni currently attending a UC campus with an Umoja program. University Peer Mentors focus on our second phase Umoja students preparing for transfer. This contributes to our completion goals by adding additional layers of support for transfer students.

6. With the growing population of our program and the new high school initiative at Centennial and Eleanor Roosevelt High School, there is a need for office staff especially with our current offices in SSV. Whenever all the staff members have to leave the SSV office for meetings or teaching, we have to close down the office which limits students access to the vital support in our PUMA space. Currently the PUMA center provides students with a place to study, connect, access a computer and printer, and provide a sense of community. The Student Support Specialist would be essential in providing such support in the absence of the Counselor Coordinator and Student Success Coach. In addition, focus on high school outreach efforts to expand community connections with local schools outside of Eleanor Roosevelt and Centennial High School to increase enrollment. An additional support staff would help to target continuation, private and other high schools; even middle schools in the growing area.

TRIO, Student Support Services Programs:

Our SSS returning Students had a lowere GPA during Sping 2020 compare to the Norco College Student Population.

For the academic year of 19/20 SSS served 387 students which out of 229 students were Female and 150 were Male. SSS serves a higher number of female students. Student Support Services will ensure to make an effort to collaborate with Men of Color and other special programs to ensure male students are aware of the services that SSS offers.

We serve a higher number of Hispanic Students, Goal will be to address this GAP and ensure we are making a concious effort to recruit and serve others Ethinicity's.

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Program Student Outcomes Comparison

How do student outcomes for your program compare to the college overall in Student Educational Planning, Success, GPA, and Persistence?

Summary: In the last three years the equity programs have demonstrated their ability to serve minoritized students successfully compared to Norco College. Program participants have either closed equity gap when compared to their peers, or exceeded college wide benchmarks. In regards to success and GPA, program participants in our equity programs, which serve a significantly higher population of Latinx and Black students have closed the equity gap in these two areas. The three year success rate for the equity programs is 72.5%, compared to Norco at 70.1%, and both groups have an average GPA of 2.75. For educational planning the programs significantly outpace the general population, with a comprehensive and abbrievated ed plan rate of 32.59% compared to Norco at 12.69%. Lastly, when it comes to persistence, students within our equity programs have persisted at higher rates in every category for the last three years, with increases from 10 to 20% higher than the general student population.

PUENTE PROGRAM:
- In looking at all enrollments during the fall 2019 term/academic year, Puente students achieved a 82.8% success rate. This rate is moderately higher than students at Norco College which is 71.3%

- When comparing GPA between the college and the program, Norco College students had a 2.74 GPA and Puente students had a 2.86 GPA.

- The one-semester program persistence rate for the spring 2019 term was 100.0% as compared to 63.0% for the college which is higher than the college's persistence rate. The one-year program persistence rate for this term was 71.4% as compared to 44.9% for the college which is higher than the college's persistence rate.

- Overall, Puente demonstrates increased effectiveness in ensuring program participants have ed plans and persist at higher rates than the general population.

MEN OF COLOR SCHOLARS:
- The Men of Color Scholars Program became a learning community in Fall 2020 (Covid-19 online environment). No data is available from Fall 2020 to compare. 70% of MoC Students taking the MoC Eng 1A passed the class with a 70% or better. 90% of MoC students will have a comprehensive student educational plan by the end of Spring 2021.

UMOJA:

Recently there was a meeting that included Dr. Aycock, Dr. James, Anita Bailey, Caitlin Welch, and me to address the lack of consistent data on the Norco College Umoja. Since there have been some inconsistent years of data uploads and flagging before the new Umoja Leadership team along with some communication breakdowns with district IT personnel and campus data leads, some of the Umoja data is inconsistent. With that internal knowledge, Anita and myself have meet with Caitlin to focus some of our data collection on Umoja courses versus non-Umoja courses.

Data Review

Based on Fall 2019 reports factoring Umoja analysis of self-identified Black/African-American Umoja students enrolled in Umoja sections in comparison to self-identified Black/African-American general population students in the same course shows the following in English 1A (Fall 2019): 33% of Umoja students versus 11% of general population students passed with an "A" in the course. With a 66.67% success rate in comparison to the campus in relation to Black/African-American students in the same course at 51.61%. In reference to all courses in equal comparison, Umoja students have an overall 67.21% success rate compared to the overall campus in equal comparison at 62.34% which are not enrolled in Umoja sections. With Umoja students at an 84.70% retention rate in comparison to 82.19% for self-identified Black/African-American general population students.

The Umoja Programs have demonstrated increased effectiveness in ensuring program participants completed abbreviated or comprehensive educational plans at 19% higher than the general population.

TRIO, Student Support Services Program:

TRIO SSS Students have higher rates of ed planning, success, GPA, and retention, compared to the general student population at Norco College.

Program Student Outcomes: Are there any gaps in student subgroups that need to be addressed?
Summary: Overall, the equity programs have done amazing work in both closing the equity gap for program participants, but also supporting the college in it's strategic goals to close the equity gap for Latinx and Black students in alignment with Vision for Success Goals. There is one area that might require further investigation and support is the GPA for First Time Transfer students in equity programs (2.06 GPA) compared to Norco College (2.67). The difference in GPA attainment is significant given the increasing competitiveness of transferring. The rates are different among the programs with data, with TRIO SSS boasting the highest GPA rate in this category at 3.16, Puente in the middle with 2.06, and Umoja at 1.60. The data provides an opportunity for the programs to perhaps learn from another and share best practices in TRIO with Puente and Umoja.

PUENTE PROGRAM:

- With the implementation of AB:705, many of our Puente students did not complete English 50, and were enrolled in English 1A and English 91 (as a support class). With this change there were a few students who did not pass English 1A, but it did not create a significant gap given the success rate of 100.0% of students passed English 1B in spring 2019.

MEN OF COLOR SCHOLARS:

There is no formal data for the Men of Color Scholars program in order to address this question.

UMOJA:

A recent LA Times article reported that, of the 105 colleges that showed an enrollment drop, 35 saw a decline of at least 20%, with the highest more than 50%. The article reported that the downturn has been steepest among male students, older students, who are often parents, and Black, Latino and Native American students. These findings are relevant to the Norco College Umoja community. The Norco College Umoja Community students have dealt with consistent social unrest that has impacted students emotionally and at times manifested physically along with multiple aspects of COVID-19 on them and their

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families. This additional stress has manifested itself where students have reduced their enrollment or dropped out to help support their families financially and/or address COVID-19 related systems. Even with our best efforts in the Norco College Umoja Program to provide online support through workshops (academic, personal and counseling support), student activities, academic support (embedded tutors) in all courses, and social online events, many students have paused their educational journey because their personal needs outweighed their desire to earn a certificate, AA, or become transfer eligible which is understandable.

Moving forward, we will need to provide a greater level of outreach to current and past students with the use of additional counseling support that focuses on academics, personal/social, and career transition so we can respond to needs of our Umoja Community that has dealt with a tidal wave of adversity. This response should include but not be limited to additional adjunct counseling support so we can reach out to the affected students throughout the upcoming year beginning in 21SUM by making phone calls, texting, and reconnecting Umoja students to the support services that Norco College and the Umoja Program provides.

TRIO, Student Support Services:

There are no gaps in the student subgroups that need to be addressed for TRIO SSS programs.

Assessment Review

2021 - 2024

1. How does this student service area evaluate the quality of service delivery? ("Quality" can be measured various ways: speed of service, student satisfaction with services, accuracy of processing, responsiveness, achievement of SLOs, etc.)

Summary: All of the equity programs that participated in the last cycle of Program Review (Puente, Umoja, and TRIO SSS Programs) have implemented activities to collect quantitative and qualitative data to evaluate the quality of their service delivery. Qualitative data includes the use of student surveys, both pre and post to asses specific program activities and events (Puente, Umoja, and TRIO), satisfaction surveys (Umoja, and TRIO) as well as survey's to gauge the student instructional experience (Puente and Umoja). Additionally, all three programs review quantitative, direct success measures, such as success rates, persistence, GPA, and completion. Additionally, all four programs created and distributed specific surveys related to the student experience during the campus closure as a result of COVID-19 in order to meet student needs. The Men of Color Scholars program has plans to begin collecting and assessing data in the 2020-2021 year, as it is in it's first year operating as a Learning Community with a paired English and Guidance course.

PUENTE:

The Puente Program evaluates the quality of service by developing anonymous surveys that reflect quantitative and qualitative data. Students are able to complete these pre and post surveys during the beginning and end of the fall and spring semesters, after attending workshops, and attending CSU/UC tour visits. The data comes directly from students experiences in both English and Guidance classes, and it helps measure student learning outcomes, participation, and accessibility. This data is presented to our Dean of Student Services to ensure there is open communication about students satisfaction with services on campus.

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UMOJA:

Currently, the Umoja program works with the campus' department of Institutional Research (IR) to gather information on student's academic performance, but at this time we have not requested IR to gather data on quality of service. However, within the student services area Umoja evaluates quality of service by developing internal qualitative and quantitative data. This data comes directly from our students in a survey form to measure learning outcomes, holistic development, and student satisfaction. The following identities data collected thus far for our program:

ASSESSMENTS
Summer 2019, Umoja Math 12 - 96% pass rate based on students that stay enrolled in the course.
Spring 2019, Student Interviews - Qualitative data was collected from 2019 graduating/transferring Umoja students to gather narratives on the overall experience of being a part of Umoja.
Spring 2020, Remote Learning - Qualitative and quantitative data was gathered to gauge students need in the Spring 2020 remote learning environment.
Spring 2020, Umoja Dual Enrollment - 100% of students surveyed are satisfied with the GUID 47 course and feel that their knowledge of the African-Americans/Black experience has evolved as a result of this course.

In light of the global pandemic Umoja has taken extra steps to assess and measure student learning outcomes and persistence to ensure that our quality of service did not diminish, but elevate to meet the

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diverse needs of our students. At the end of Spring 2020 we conducted an internal survey to gather data on our students' response to how we were providing service in this pandemic. The overall summary of their responses are listed in the attached documents.

To address the current social injustice concerns facing blacks in America, a Racial Justice Task Force was established at Norco College to address the experiences and challenges that our black students face on campus. Our Student Success Coach, Counselor/Coordinator and English faculty member are all a part of this task force. Collectively with fellow committee members we have gathered data from blacks students on campus, with some being members of Umoja to share their personal narratives. Qualitative and quantitative data has been collected by the taskforce and will be shared with the campus as a whole.
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MEN OF COLOR SCHOLARS:

The quality of the program will be reviewed by the persistence and student success of the students. This data can be tracked with the MoC flag and student ID numbers with the support of the Institutional Research department.

Starting 2021-22 The MoC Scholars program will start providing a survey to students. Surveys will include:
-Peer Mentor Services: Survey would be given out in the middle of the fall semester and in March (Spring term). This will help collect data to improve the Peer Mentor component.
-Man Cave Talks: Most impactful topics, how it added to their growth as men of color in higher education. Survey once per semester (Fall and Spring only).
-Leadership Retreats: Pre and post surveys regarding their personal growth, growth in topics discussed, satisfaction with the retreat, quality of conversations.

TRIO, Student Support Services Program:

The Student Support Services Programs conducts various surveys after a service and activity has been offered. The programs also collects very specific data that measure each students persistence, academic performance, completion of certificate and degree, conduct an end of the year survey with students who will be transferring. We also have access to National Student Clearinghouse that assist the programs in verifying specific data for our objectives.

2. In what ways does this student service area support student learning?

Summary: All of our equity programs provide students with comprehensive and holistic academic, social, personal, and cultural support. This is done through accessibility via multiple modalities of student communication, tutoring support (in person and online), intrusive counseling and advising support, workshops targeted to increase the growth, development, and success of students, transfer support, cultural exploration, and holistic approaches to physical and psychological health. Additionally, our equity programs that offer courses (Puente, Umoja, and Men of Color) offer services such as embedded tutoring, study spaces, peer mentoring, access to technology and equipment, textbooks and supplies, and community space. As our Equity Learning Communities grow it will be important to scale their resources in order to help close the equity gap, particularly our Men of Color Scholars program given our need to provide greater support to Men of Color at Norco College in order to support learning and success.

PUENTE:

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Puente supports student learning by offering college tours to our students, and inviting CSU/UC representatives to class visits (due to Covid-19 this is being done remotely now). In addition to this we are able to provide textbooks and materials to our students in both the fall and spring semesters. Our Puente club helps students transition into leaders by having the opportunity to run in elections and also be an integrated part of ASNC.

Throughout the academic school year Puente has student socials, mentor/student socials, cultural events (i.e. Cinco de Mayo, Honoring Cesar Chavez), "Noche de Familia", and our traditional end-of-the-year banquet. To provide more student services and satisfaction, we have collaborated with other equity programs on campus (Umoja, Men of Color and Women's Lean in Circle), and have created fundamental workshops to target success strategies. We created Wednesday Workouts that are led by a Kinesiology faculty member (who was actually a Puente student at Norco College a few years ago). We also offer Students Health Services workshops to teach our students about time-management, goal setting, nutrition, and mental health topics. This is of great importance, given that our students are facing many challenges during Covid-19.

Accessibility is key in student success, especially during Covid-19 and thus Puente faculty make themselves available through joint office hours, GroupMe communication, and Zoom meetings. Last but not least, we offer intrusive counseling and support services to all of our students in order to ensure students' questions about the transfer process are answered, and they are fully aware of their academic pathway.

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UMOJA:

Embedded Tutors - Equity funds have been allocated to hire Embedded Tutors for our Umoja courses. Tutors are current Umoja students that have excelled in these courses and now serve as tutors. To aid in these efforts Umoja has collaborated with the Learning Resource Center to provide the necessary training and guidelines for our tutoring program. Tutors are available in the following subjects: MA T12, ENG 1A/1B/20, COM 1/9/12, POLI 1 and SOC 1/9.

Student Success Coach - Provides holistic and academic support and resources to close retention gaps and aid students in course completion. In addition, providing resources, workshops and other tools to help students balance the intersectionality that exist between their personal and academic identity to address concerns.

Intrusive Counseling and Advisement - Weekly triage meetings occur every semester to target students that are experiencing academic difficulties in Umoja courses. Collectively the Umoja team implements inreach strategies to work with each student individually through meetings, phone calls, and text messages.

Workshops - Fundamental workshops to target success strategies.

Academic Incentives - Public acknowledgement of academic excellence in Umoja courses. This academic year we introduced Scholar of the Month, Week, and Together we Rise recognition. Honorees receive acknowledgement through our Umoja social media platforms and the campus website. In addition, a $25 gift card. Last, extra credit opportunities are available for students to attend workshops to learn subject matter relevant to their course.

Holistic Development - Umoja has collaborated with the RCCD Health Services and other equity programs to support mental health workshops for students. In addition, Umoja collaborated with our kinesiology program this Spring 2021 to offer physical fitness workshops.

Peer Mentoring - Levels of peer mentorship have been implemented to advance the success and

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persistence of students. We offer peer mentoring for incoming students that join Umoja whether they are first year students or currently enrolled Norco College students that recently join Umoja. This spring 2021 semester we hired University Mentors, which are Umoja alumni currently enrolled within the UC system and building Umoja programs on their campuses. University Mentors are tasked with the responsibility to help our second phase students in their preparation for transfer into a 4 year institution.

Village Space - Prior to the pandemic village space was offered on campus to create a positive and relaxed study environment for Umoja students to get faculty support, utilize laptops,grab a snack and work together in study groups. In this virtual environment we continue to hold village space via Zoom and now have extended service hours in the evenings.

Study Jams - Extended study sessions to help students prepare for midterms and final exams. In addition, Umoja instructor's lead study sessions during this time to assist students that need additional support.

Accessibility - Umoja staff, counselors and faculty make themselves available in varied communication methods (zoom, office hours, GroupMe, cell phone, village space, and email).
Leadership Opportunities - Umoja students have the opportunity to grow in the leadership component of Umoja. In addition, students have participated in campus events like, Read to Succeed giving students opportunities to lead educational discussions around topics relevant to the experiences of marginalized communities.

Textbooks and Materials - Textbook support, resources, calculator, backpacks and school supplies are provided for students throughout the academic year.

STEM - Collaboration with the STEM Center to provide additional resources and support for students. Currently involved in the planning and implementation of the 2021 Summer Math Institute to target students of color to aid in completion of college level mathematics.

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MEN OF COLOR SCHOLARS:

Embedded Tutors – Through the efforts of Umoja- Equity classes have Embedded Tutors. The goal is to hire an Embedded tutor for the MoC Eng 1A and 1B classes, and expand course offerings and Peer Mentor community with additional funding.

Intrusive Counseling and Advisement - Weekly triage meetings for Equity classes and MoC English instructor. However, resources are limited without a dedicated Student Success Coach and the limitations of an Adjunct Couselor.

Workshops - Fundamental workshops to target success strategies and personal development

Textbooks and Materials - Textbook support and school supplies are provided for students. As the program grows, the plan is to provide more school supplies support to students.

Peer Mentoring – Three Levels of peer mentorship have been implemented to advance the success and persistence of students and peer mentors. A peer mentor is assigned to all students how are taking and MoC or equity class.
Level 3) Peer Mentor Leads, mentor students, other Peer Mentors, and serve in committees.
Level2) Peer Mentors who serve in committees. Have assigned Peer Mentor Lead (Level 3) as mentor.
Level 1) Peer Mentors who does not serve in committees. Have assigned Peer Mentor Lead (Level 3) as mentor.

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Wisdom Box – currently a virtual environment via Zoom where students can come to office hours, socialize with Peer Mentors, and have organic conversations on selected topics. This space will be face-to-face when we return back to Norco College in person.

Man Cave Talk - A safe space for men of color to conversate on subjects that are not commonly spoken about within men of color communities

Accessibility – see above

Leadership Opportunities - see above

Holistic Development – see above

STEM – see above
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TRIO, Student Support Services Programs:

The Student Support Services Programs support learning by offering various workshops that address the needs of the students and meetings program and grant objectives. We offer one day college tours during the fall and winter terms and when permitted we will offer overnight college tours to Northern California, Central California, which offers an opportunity for our students to see campuses in various parts of the state, visit dormitories and ask questions about housing, majors, campus resources. During the Winter and Summer terms we will offer cultural field trips to introduce the appreciation of the arts and culture in California.

When student are accepted not only do they participate in a two day orientation but have the opportunity to create community while participating in team building ropes course.

Our office and team offers support for them, we have a computer lab designated for them for school work, to fill out transfer college applications.

3. What strategic goals does this student support service area align with to support the college mission?

All of the Equity Programs support our strategic goals aligned with Access, Equity, and Success (Guided Pathways). Our programs support access goals through their proactive outreach and partnerships with our feeder high schools. Most notably, is the newly launched Umoja dual enrollment course and subsequent partnership. The Umoja HS Partnership is aimed at creating a pipeline between Eleanor Roosevelt and Centennial HS students who are interested in transitioning to Norco through the Umoja program, with an emphasic on Black student success. Evidence of programmatic success is in the higher percentage of 24 and younger students within the equity programs compared to Norco College. Our programs support the equity strategic goals and equity plan via the targeted recruitment and resources directed to students who have been traditionally underserved at Norco College. While Norco is an Hispanic Serving Institution, our equity programs not only boast larger percentages of served Latinx students, but also higher success rates. The same is true for our Black/African American students. Our efforts to expand Umoja have resulted in narrowing and closing of the equity gap in completion of transfer level math via offering an Umoja Statistics. The program's mission and purpose, along with Puente and Men of Color, is to serve disproportionately impacted students and provide the appropriate level of support to facilitate student

success. Lastly, the programs support the scaling of Guided Pathways efforts through their intentional and purposeful efforts to move their students to completion and beyond. Each of the equity programs is focused on the successful transfer of their students and educational goal attainment. They provide the necessary support to help their students reach and cross the completion finish line.

4. How has assessment data been used to improve this student support program or service?
Summary: All of our equity programs that have previously participated in Program Review (Puente, Umoja, and TRIO) use assessment data to improve their programs and services. Assessment data is used to track and monitor participation in program activites and events, evaluate the effectiveness/usefulness of programs and activities, as well as provide for data-driven decisions regarding programmatic stuctures and processes. The Men of Color Scholars will begin distributing and using assessment data to improve their program and services.

Puente:

Assessment data has been used to track how many Puentistas are participating in our program events and workshops. Through the support of our two program assistants and our Puente graduate intern we are able to follow-up with our students on a weekly basis. We are able to meet as a collective team and create strategies that will guide and support our students in passing their classes. Mid-semester check-in's are done in English and Guidance classes for the fall and spring semesters as well. Students know they have access to joint office hours for English and Guidance classes. This gives us an opportunity to align the English curriculum and class assignments with the lesson plans in Guidance. As a result of our assessment data we were able to create study groups for our students who were in fear of failing, and had successful results.

UMOJA

Assessment data has been used to track student satisfaction and success rates in our first Math 12 course in Summer 2019. This helped give quantitative data to show the success rates of our black and underrepresented students' ability to thrive in a 6 week math course. Data from this course allowed for Umoja to advocate for additional Math 12 courses to date. Data has also been essential in this remote environment to assess how Umoja could best serve students academically and holistically during this time. Other qualitative and quantitative data has been used in our first Umoja dual enrollment course to measure SLO's and SAO's for the course. Finally, to increase enrollment qualitative data from our graduating Umoja class of 2019 has been vital to sharing the Umoja experience in a video format from the voices of our students to aid in recruitment efforts.

MEN OF COLOR SCHOLARS:

MoC will use the data in the following way to improve programs services
Starting 2021-22 The MoC Scholars program will start providing a survey to students. Surveys will include:
-Peer Mentor Services: Survey would be given out in the middle of the fall semester and in March (Spring term). This will help collect data to improve the Peer Mentor component (examples: how often should Mentors connect with Mentees, topics of interest)
-Man Cave Talks: Most impactful topics, how it added to their growth as men of color in higher education. Those topics that get rated lower can be replaced for other topics. Survey once per semester (Fall and Spring only).
-Leadership Retreats: Pre and post surveys regarding their personal growth, growth in topics discussed, satisfaction with the retreat, quality of conversations.

Assessment Review

TRIO, Student Support Services Programs:

Improvements and Recommendations SSS has and will continue to offer transfer application workshops, continue to partner with the Transfer Center and referred all of our students to attend hands on workshops being offered and to meet with Admission Representatives for specific questions as they prepare for the transfer process.
SSS will be purchasing a virtual Financial Literacy program that will be accessible to students twenty fours a day and at their convenience. The Financial Literacy program will address each cohort needs, one session for newly accepted participants and others for continuing participants.

The SSS Programs will purchase an online tutoring platforms to address the increase of persistence from one year, in ensuring our students feel they are being supported academically.

Program Review has also allowed us to address some of our intrusive counseling sessions and develop interventions workshops for students who have been at risk of dropping out.

5. How does this student support service area assure equitable access to appropriate, comprehensive, and reliable services?
Summary: Each of the equity programs assures their services provide equitable access to appropriate, comprehensive, and reliable services by clarifying their mission and purpose, which is focused largely on access, equity, and success for targeted student populations. The Puente, Umoja, and TRIO are part of larger statewide or national initiatives that guides their program based on research and data-driven assessment and outcomes. They utilize the institutional processes, such as Program Review, to engage in regular and ongoing assessment and program improvement. Program Review within equity programs always includes the collection of qualitative and quantitative data to ensure that programmatic changes direclty result in positive student outcomes, and recommendations and adjustments are made when objectives are not met. Organizationally, these programs report to the Dean of Student Services, but also are supported by the Dean of Instruction's office given the embedded courses with the learning communities. The deans provide a secondary level of oversight and accountability for equity program outcomes by reviewing student success data individually by program and collectively.

PUENTE:

The mission of Puente is to increase the number of educationally underserved students who enroll in four-year universities, earn degrees, and return as future mentors to succeeding generations. Developing a strong and cohesive learning community that has a sense of "family" while providing intensive academic writing instruction, intrusive counseling and career exploration through professional mentoring creates structure for academic success. These components work together to help Puente students transfer to a university and return as mentors. This helps create equitable, accessible, and reliable services that are offered to Puentistas every year. To ensure we are offering our workshops, study sessions, and Puente club meetings during a time that works best for all of our students, we have surveyed our students and found Tuesday and Thursday afternoons and evenings to be the best times for our students. To support the mentor-mentee relationship our students have we have created evening socials to accommodate the working and class schedules of both our mentors and students. In addition to this we utilize our Canvas shells to communicate weekly announcements, mentor spotlights, and share words of wisdom to motivate our students.

UMOJA:

Assessment Review

The Umoja program was established to address the disparity of services that directly targeted the persistence and retention of black students; more importantly, provided students with a curriculum and community that reflected their culture and history. To ensure equitable access to appropriate, comprehensive and reliable services Umoja targets the equity gaps that exist within the retention and completion of black students by utilizing leadership, mentorship, and additional specific resources to aid in academic success. Although Umoja targets black students it is an open access to all students that would like to learn about the black experience through the African Diaspora, no matter their race, gender, religion, sexuality or age. To support the varied needs of non-traditional students we have altered our hours of service into the evenings to provide equitable access for students that have to work while in school. In addition, we utilized online accessible resources through a Canvas shelve that is available 24/7. We employ students within Umoja to work as mentors and student administrative assistants to help them be able to have a flexible job that they can balance with their academic responsibilities. We connect the family component of Umoja by welcoming students with children to include their kids in activities provided by Umoja. Our program provides textbooks for Umoja specific courses to aid students in having to purchase textbooks for these specific classes. There are minimal requirements to enter the Umoja program to meet the diverse needs of our students that may not have a great deal of time to invest into our co-curricular activities outside of our courses. Lastly, we have open access points for students to join the Umoja program at any time during their academic journey at Norco College.

MEN OF COLOR SCHOLARS:

The target population are Latino, Black/African American, and Filipino male students. When students meet with counselor, they are asked how their mental state is, their "heart", and then their academics. Emphasized in their home and personal life is taken into account and how that is positively or negatively affecting their education. This is more holistic talk with the counselor versus a check in solely focusing on academics. The Man Cave Talk is a safe space for men of color to conversate on subjects that are not commonly spoken about within men of color communities. These talks happen twice per month. Another space where students can build community amongst themselves is the Wisdom Box- a weekly space where students can come to office hours, socialize with Peer Mentors, and have organic conversations on selected topics. Another space where students can develop community are our socials which happen twice per month.
Counselors, faculty, and Peer Mentors make themselves available in varied communication methods (zoom, office hours, GroupMe, cell phone, Wisdom Box, and email). In the future the plan is to have a MoC success coach available when students cannot reach the MoC counselor/coordinator. As of today student's have access to their MoC counselor and MoC Peer Mentors. As of 2021-22 Peer Mentors will be in contact at minimum with mentees 2 times per month during the Fall and Spring semesters.

TRIO, Student Support Services Program:

Student Support Services programs guide and prepare students from traditionally low-income, first-generation background, students with disabilities and veterans with disabilities through the academic pipeline from community college to four-year universities.

Student Support Services Programs provides targeted services designed to increase students' knowledge and skills necessary to improve academic performance and increase semester to semester, degree completion, and transfer rates.•   Increase the persistence rate of participants from one year to the next. Our goal is to:
•   Improve participants' academic performance
•   Increase participants' graduation and transfer rates.
•   Increase their knowledge about personal finances and debt management.

Assessment Review

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

<u>**GOALS AND ACTIVITIES**</u>
What are you doing now in support of this goal?
<u>**UMOJA**</u>

- **Expand Course Offerings**: Offering multiple course sections that meet the varied needs of our Umoja students that meet the CSU GE Pattern and IGETC.

- **High School Partnerships:** Collaborate with local high schools that have a high black student population to increase program awareness and aid in recruitment efforts. In addition, a dual enrollment course in Guidance 47.

- **Equity Program Based Courses:** Increased student enrollment by offering cross-cultural courses that align with the pedagogy and mission of other equity programs like, Puente and Men of Color. Courses include MATH 12, COM 1/9/12 and POLI 1

- **Online Courses**: Providing online courses to meet the needs of students that would like to enroll in Umoja courses, but can not commit to face-to-face courses. Spring 20/Fall 21/Winter 21/Spring 21/Summer 21 and Fall 21

- **Academic Incentives**: Offering free textbooks *(hardcopies and online resources)* for Umoja courses, providing school supplies and embedded tutors.

- **Open Enrollment:** Umoja students can enter the program during the beginning of any semester for Umoja courses, or at any time to be a part of the program just to receive resources.

- **Online Support/Resources**: asynchronous and synchronous learning opportunities to meet our student needs by supporting them in a virtually and face to face environment.

- **Early Recruitment:** Recruitment for Umoja begins in April and continues throughout the academic year. The program offers on campus visits to the local high schools with workshops and support to register for classes. In this virtual environment we have transitioned to online information sessions to meet with parents and students looking to gain insight about Umoja. As a program we conduct inreach and outreach to connect with students that could benefit from the support and community of Umoja.

What are your plans/goals (3-year) regarding this goal?
<u>**UMOJA**</u>

- Expanding course offerings to include the CSU Golden Four options in the major terms Fall/Spring.

- Dedicated Umoja space for student success meetings, tutoring, academic preparation, and holistic and social needs.

- Dedicated Umoja classroom LIB 121, IT 101, or IT 117

- Provide an Umojified course that meets the new CSU diversity and inclusion section

- Expanding course offerings to the **High School Partnership** that provide cross listed courses to the Umoja courses at Norco College.

- Expanding the Umoja faculty and staff team to address the growing community of learners that are self identified Black/African American and other underrepresented communities such as Asian Pacific Islands along with Latinx.

- Expand support for our non traditional/returning students by expanding support hours, additional evening course offerings, and online services.

- Expand our Umoja pathways to include two separate cohorts (full and part time).

EVIDENCE
Do you have assessment data or other evidence that relates to this goal?
UMOJA

- Course offerings have expanded by more than 50% by including additional instructors and course options that meet CSU/IGETC requirements.

- An increase in enrollment data throughout the years. See attached data report *1A from IR on Umoja enrollment numbers.

RESOURCES
Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES
What are you doing now in support of this goal?
Men of Color Scholars:

- **Peer Mentors**: The Peer Mentors are the core of this Program. They are key to developing the community (brotherhood) in the program. The peer mentors are in contact with their assigned student's at least 2 times per month. They have more contact with the program's students than any other person in the program. Peer Mentors are trained to have thought provoking conversations with the scholars. They also serve as an "safety net" for their assigned students. For example, if a student has an issue, either the student or their peer mentor will let me know. This prevents the student from not reaching out for assistance. Peer Mentors are students with at least one year of college experience. Peer Mentors also serve in committees such as Man Cave Talk, Social Media, Marketing, Peer Mentor Development

- **Man Cave Talk**: These talks are held twice a month and a core component to the program. These talks are a space where Men of Color can be vulnerable and have conversations on how to further develop themselves as men in life and higher education. This space helps Goal 2 by having motivating and healing conversations that help them persist towards completing their goal at Norco College. Once we go back to college, having funds to have food for our scholars in these meetings would motivate more male students to come to the Man Cave Talks.

Program Review: Part 1

- **Counselor/Coordinator/Instructor**: This program needs a counselor Coordinator who is also partly a general counselor. This will allow the counselor to outreach to male students in the general population in those meetings. Being a Counselor/Coordinator/Instructor of a new learning community requires that person to dedicate time to each of those roles. This role is not simply meeting with the program's students once per semester. It requires proactive outreaching, meeting with multiple professors and equity coordinators, collaborating on projects, constantly recruiting, developing the peer mentors each week, overseeing the peer mentors committees, developing comprehensive plans for the students, constantly looking at how to improve aspects/weekly events, and how to keep building the program's brotherhood. All these aspects support Goal 2 by holistically serving it's students to empower them to accomplish their academic goals.

- **Success Coach/Educational Advisor**: The role of the success coach (Male, Person of Color) is to co-support the development of the Peer Mentors, be another contact with the students when the counselor is not available, verify and update information on our website, social media, and discord. Look for community resources that may support the scholars and attend Program events. They will assist the Counselor/Coordinator develop and grow the program. All these aspects support Goal 2 by holistically serving it's students to empower them to accomplish their academic goals.

- **Academics/ Incentives**: Provide/Loan MoC and Equity Courses Textbooks, provide school supplies. Providing textbooks and school supplies will help students feel less financially burdened and focus more on completing their classes.

- **Online and Face-to-Face with MoC Counselor/ Success Coach:** This will allow the MoC counselor to meet the students needs while being flexible in the meeting format. This allows the student's to meet with counselors easier.

- **Comprehensive Student Educational Plans:** 95% of all students in the program will have a comprehensive student educational plan developed. This is much higher than the general student population. Having a comprehensive student educational plan supports goal 2 by giving students the knowledge what classes they must accomplish to reach their educational goals.

TRIO, Student Support Services Programs:

- **Intrusive and Intentional Academic Advising:** Student Success Coach assessment meetings offered each term.

- **Student Educational Plans:** Have all SSS students complete a comprehensive student educational plan after acceptenace into the program.

- **Workshops:** Provide multiple workshops that addresses the transfer process, CSU and UC application workshops and assistance, FAFSA and Financial Aid workshops. .

- **Online Tutoring:** offer students access to online tutoring for subjects that are not offered at Norco College.

- **College Tours:** Offer college field trips to four year-universities local and overnight when necessary.

- **Cultural Field Trips:** Expose our students to cultural events such in the areas of the arts that would not be available to them.

- **Professional Conferences:** Have our female students participate in the HOPE, Hispanas Organized for Political Equality, series. Have our male students participate in in the HACU annual conference.

- **Career Conferences:** Have our students participate and attend conferences that are geared towards their field of study.

- **Transfer Application Boot-Camp:** offer a summer week program, aimed at the cohort that will be applying for transfer in the upcoming fall, where they are start on their CSU and UC application, have various admission presentations from the various 4-year institutions, visit a CSU and UC, and close off the week with a leadership program.

- **Guidance 46 and Guidance 48:** Offer Guidance courses to our particpants thought by one of our adjunct faculty.

<u>**Puente Program**</u>:

- **Academic Incentives:** Continue to offer free textbooks (hardcopies and online resources) for Puente courses, provide student supplies.

- **Counseling Support**: Provide ongoing, intrusive academic and personal counseling to prepare students to transfer to a four-year university. Develop Student Educational Plans for transfer and counsel former, current and prospective Puente students to make wise educational decisions.

- Culturally Relevant Events: Coordinate workshops and events such as student socials, mentor/student socials, cultural events (Cesar Chavez, Cinco de Mayo), "Noche de Familia," and our end of the year ceremony.

- **Class Curriculum**: Provide English Instruction for two semesters (English 1A + 1B), and offer Guidance courses to support community student learning. Cultural identity is a major component of Puente thus students are writing about topics that are relevant to the experience of Latinos Students are introduced to multicultural authors who address topics such as immigration, language, family, heritage **and acculturation Having a strong cultural identity affirms the student's self-confidence and status at the college which promotes the goal of transfer.**

- **Inclusivity/Mentorship**: Developing a strong and cohesive learning community that has a sense of "family" while providing intensive academic writing instruction, intrusive counseling and career exploration through professional mentoring creates structure for academic success. Assign each student a faculty, staff or a professional mentor within the community. These components work together to help Puente students transfer to a university and return as mentors.

- **High School Partnerships and Recruitment**: Collaborate with local high schools to increase program awareness and help Puente's recruitment efforts.

What are your plans/goals (3-year) regarding this goal?
<u>**Men of Color Scholars:**</u>

- **2021-22**

- o Serve 60-70 scholars

- o Need 12 Peer Mentors

  - ▪ 3 Peer Mentors Leads at 15-20 hours per week, 9 Peer Mentors at 10 hours per week

- o Hire Success Coach

- **2022-23**

  - o Program will serve 80-90 scholars

  - o Fly Men of Color Counselor/Coordinator/Instructor position in Fall term, have official person by Winter term. This way if there is a change in leadership, I can mentor them for Spring Semester

  - o Fall term, start networking with feeder high schools to create bridges to MoC Scholars Program.

  - o Need: 13 Peer Mentors

    - ▪ (3 Peer Mentors Leads at 15-20 hours per week, 10 Peer Mentors at 10 hours per week)

- **2023-24**

  - o Program will serve 100-110 scholars

  - o Need 15 Peer Mentors

    - ▪ (4 Peer Mentors Leads at 15-20 hours per week, 11 Peer Mentors at 10 hours per week)

Puente Program:
- Expand course offerings by including additional course options and curriculum that meet CSU/IGETC requirements, and supports inclusivity.

- Provide a Puente space/center for student program meetings, academic support, and mentorship.

- Create partnerships with our local fedar high schools and help students transition from their senior year to their first-year at Norco College. This will help with recruitment and retention strategies.

- Build a strong partnership amongst co-coordinators to ensure students feel supported by English and Counseling faculty.

TRIO, Student Support Services Programs
FALL 2021, 2022, 2023
1. Student Assessment done by the Student Success Coach

2. Offer online tutoring

3. Offer Guidance 48 for 2nd year cohort students

4. Mandatory counseling appointments

5. Fall College Tour, Exposure to a 4 year-university

6. HOPE, Young Professinals Summit for our female students

7. HACU Annual Conference for our male students

8. Workshops: Transfer Application Assistance, Career, Study Skills

9. SSS Computer Lab: hours to be accessible for students to be able to complete CSU, UC Transfer Applications

10. Scholarship Workshops and assistance

WINTER 2022, 2023, 2024

1. Career and Field of Study Conferences

2. Cultural Field Trip

3. Offer Online Turtoring

4. Offer Counseling

5. Workshops: Financial Aid Workshop and CSU and UC Housing applications

6. Online Tutoring

SPRING 2022, 2023, 2024

1. Professinal Conference, HOPE, Latina History Day

2. Professional Conference, HOPE Latina Action Day

3. Spring Break College Tours

4. Offer Online Tutoring

5. Student Assessment conducted by Student Success Coach

6. Offer Counseling

7. Career Conferences for students who are in those field of studies.

8. Student Educational Plans for newly accepted students

9. Workshops: Transfer Q&A, Mental Health

SUMMER 2022

1. Offer Guidance 46 for cohort of students who will be transferring the upcoming fall.

2. Transfer Application Boot-Camp, (1 week summer program)

3. Offer Counseling

EVIDENCE
Do you have assessment data or other evidence that relates to this goal?
Men of Color Scholars:

- MoC was established in Fall of 2020. It was tasked to bring in 30 scholars. It brought over 40 scholars for Fall 2020. In Spring 2021, The program serves over 55 scholars.

Puente Program:

- 100% pass rate of ENG 1B in spring 2019

- Significant number of students completed at least 12 units, spring 2019

- Significant number of students maintained satisfactory academic progress, spring 2019

- 100% of students attained Student Educational Plans

RESOURCES
Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES
What are you doing now in support of this goal?
Men of Color Scholars:

- **MoC English**: Have Men of Color Students (Black/African American & Latino) complete Eng 1A and Eng 1B at a higher rate than the general population. Need to identify an instructor who wants and can to build community (Brotherhood) inside and outside of his classroom. Need funds to compensate for developing and attending program events, and weekly meetings regarding proactive outreach to students.

- **Enrollment:** Students can join MoC or Equity classes at the beginning of any semester.

- **Leadership Development/ Brotherhood Retreats:** Students in good standing with the program and the college will be invited to attend leadership Development retreats in the format of Camping in group Campsites in tents and sleeping bags. Group campsites can typically hold from 15-20 individuals. Typical Leadership Development camping trips will be three days, 2 nights.   These trips will allow attendees to have deep conversations

- **Socials:** Brotherhood (community) is a main pillar within the program. Brotherhood serves as an anchor for scholars to persist towards their educational goals. In these spaces, students can normalize that they to belong in college (Imposter syndrome).

- **Expand Course Offerings**: Offering multiple course sections that meet the varied needs of our Equity students that meet the CSU GE Pattern and IGETC.

- **High School Partnerships:** Collaborate with local high schools that have a high black student population to increase program awareness and aid in recruitment efforts.

- **Academic Incentives**: Offering free textbooks *(hardcopies and online resources)* for Umoja courses, providing school supplies and embedded tutors.

- **Online Support/Resources**: asynchronous and synchronous learning opportunities to meet our student needs by supporting them in a virtually and face to face environment.

- **Early Recruitment:** Recruitment for MoC begins in May and continues throughout the academic year.

- **Student Educational Plans:** Have Men of Color students have a comprehensive student educational plan completed at a higher rate than the general population

TRIO, Student Support Services Programs

- **Intrusive and Intentional Academic Advising:** Student Success Coach assessment meetings offered each term.

- **Student Educational Plans:** Have all SSS students complete a comprehensive student educational plan after acceptenace into the program.

- **Program Orientation:** Two day Program Orientation inclusive of a team building activity sucha team ropes course to create community amongst newly accepted participants.

- **Workshops:** Provide multiple workshops that addresses the current needs of our participants, such us and not limited to mental health, career advisement, financial literacy, study skills, resume building, transfer workshops.

- **Online Tutoring:** offer students access to online tutoring for subjects that are not offered at Norco College.

- College Tours: Offer college field trips to four year-universities local and overnight when necessary.

- **Cultural Field Trips:** Expose our students to cultural events such in the areas of the arts that would not be available to them.

- **Professional Conferences:** Have our female students participate in the HOPE, Hispanas Organized for Political Equality, series. Have our male students participate in in the HACU annual conference.

- **Career Conferences:** Have our students participate and attend conferences that are geared towards their field of study.

- **Transfer Application Boot-Camp:** offer a summer week program, aimed at the cohort that will be applying for transfer in the upcoming fall, where they are start on their CSU and UC application, have various admission presentations from the various 4-year institutions, visit a CSU and UC, and close off the week with a leadership program.

- **Guidance 46 and Guidance 48:** Offer Guidance courses to our particpants thought by one of our adjunct faculty.

What are your plans/goals (3-year) regarding this goal?
Men of Color Scholars

- **2021-22**

  o Fall term

    ▪ Fall 2021, Have one MoC Eng 1A/91.

    ▪ Identify one male Latino or Black/African american instructor who can teach Eng 1A and Eng 1B Fall and Spring semesters

    ▪ Instructor must want to build community (Brotherhood) inside and outside the classroom

- dedicated MoC/Equity Space for student success meetings, peer mentor meetings, academic preperation, holistic and social needs

- Dedicated MoC classroom next to Umoja classroom.

o Spring

- HAve Eng 1A and Eng 1B taught by same MoC Instructor

- Those that did not pass Eng 1A but developed a good relationship with MoC English professor can retake class with him

- **2022-23**

o Fall and Spring Term offer both Eng 1A and Eng 1B, same MoC instructor

o Offer at least two equity (PUMA) general education classes

o start to identify a male instructor of color who can teach an MoC SCholars only General Education class

o Expand course offerings to include the CSU golden four in major terms

- **2023-24**

o same as 2022-23 points

o Offer an MoC only General Education course with an instructor who is a male of color

TRIO, Student Support Services Programs
2021-2022
FALL 2021

1. Student Assessment done by the Student Success Coach

2. Offer online tutoring

3. Offer Guidance 48 for 2nd year cohort students

4. Mandatory counseling appointments

5. Offer two-day orientation to newly accepted participants at the end of the term

6. HOPE, Young Professinals Summit for our female students

7. HACU Annual Conference for our male students

8. Student Educational Plans for newly accepted students

9. Workshops: Transfer Application Assistance, Career, Study Skills

WINTER 2022

1. Career and Field of Study Conferences

2. Cultural Field Trip

3. Offer Online Turtoring

4. Offer Counseling

5. Workshops: Financial Aid Workshop

SPRING 2022

1. Professinal Conference, HOPE, Latina History Day

2. Professional Conference, HOPE Latina Action Day

3. Spring Break College Tours

4. Offer two-day Orientation to newly accepted participants during Spring Break

5. Offer Online Tutoring

6. Student Assessment conducted by Student Success Coach

7. Offer Counseling

8. Career Conferences for students who are in those field of studies.

9. Student Educational Plans for newly accepted students

10. Workshops: Transfer Q&A, Mental Health

SUMMER 2022

1. Offer Guidance 46 for cohort of student who will be transferring the upcoming fall.

2. Transfer Application Boot-Camp

3. Orientation for newly accepted students

4. Offer Counseling

2022-2023

FALL 2022

1. Student Assessment done by the Student Success Coach

2. Offer online tutoring

3. Offer Guidance 48 for 2nd year cohort students

4. Mandatory counseling appointments

5. Offer two-day orientation to newly accepted participants at the end of the term

6. HOPE, Young Professinals Summit for our female students

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9. Workshops: Transfer Application Assistance, Career, Study Skills

WINTER 2023

1. Career and Field of Study Conferences

2. Cultural Field Trip

3. Offer Online Turtoring

4. Offer Counseling

5. Workshops: Financial Aid Workshop

SPRING 2023

1. Professinal Conference, HOPE, Latina History Day

2. Professional Conference, HOPE Latina Action Day

3. Spring Break College Tours

4. Offer two-day Orientation to newly accepted participants during Spring Break

5. Offer Online Tutoring

6. Student Assessment conducted by Student Success Coach

7. Offer Counseling

8. Career Conferences for students who are in those field of studies.

9. Student Educational Plans for newly accepted students

10. Workshops: Transfer Q&A, Mental Health

SUMMER 2023

1. Offer Guidance 46 for cohort of student who will be transferring the upcoming fall.

2. Transfer Application Boot-Camp

3. Orientation for newly accepted students

4. Offer Counseling

2023-2024

FALL 2023

1. Student Assessment done by the Student Success Coach

2. Offer online tutoring

3. Offer Guidance 48 for 2nd year cohort students

4. Mandatory counseling appointments

5. Offer two-day orientation to newly accepted participants at the end of the term

6. HOPE, Young Professinals Summit for our female students

7. HACU Annual Conference for our male students

8. Student Educational Plans for newly accepted students

9. Workshops: Transfer Application Assistance, Career, Study Skills

WINTER 2024

1. Career and Field of Study Conferences

2. Cultural Field Trip

3. Offer Online Turtoring

4. Offer Counseling

5. Workshops: Financial Aid Workshop

SPRING 2024

1. Professinal Conference, HOPE, Latina History Day

2. Professional Conference, HOPE Latina Action Day

3. Spring Break College Tours

4. Offer two-day Orientation to newly accepted participants during Spring Break

5. Offer Online Tutoring

6. Student Assessment conducted by Student Success Coach

7. Offer Counseling

8. Career Conferences for students who are in those field of studies.

9. Student Educational Plans for newly accepted students

10. Workshops: Transfer Q&A, Mental Health

SUMMER 2024

1. Offer Guidance 46 for cohort of student who will be transferring the upcoming fall.

2. Transfer Application Boot-Camp

3. Orientation for newly accepted students

4. Offer Counseling

<u>EVIDENCE</u>
Do you have assessment data or other evidence that relates to this goal?
Men of Color Scholars

- 70% of MoC Eng 1A scholars passed with a 70% or better

- Fall 2020 was Men of Color Scholars first semester

TRIO, Student Support Services Programs

- The Annual Performance Report (APR) submitted to the Department of Education contains the evidence related to this goal. The APR details progress towards identified program objectives to serve 1st-generation, low-income students, and students with disabilities.

<u>RESOURCES</u>
Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Program Review Part 2

2021 - 2024

Information/Publication Review

Please discuss any publications or published information that require regular updates for your area.
Men of Color Scholars

- MoC Norco College webpage

- MoC Social Media Page: Instagram

- MoC Discord Pages

Puente Program:

- Puentes Canvas page

- Puentes GroupMe

- Puentes Norco College website

- Puentes Instagram and Twitter social media accounts

Umoja

- Umoja GroupMe App

- Umoja Norco College webpage

- Umoja Instagram social media page

- Umoja Canvas page

TRIO, Student Support Services Programs

- Norco College Website

- TRIO, SSS Programs Weekly Newsletter

Program Review Reflections

What would make program review meaningful and relevant for your unit?
Puente Program:
To support the efforts and hardwork that goes into program review, we can really benefit from taking a moment to openly discuss findings and best practices with the corresponding parties, as well as our colleagues in other special programs. Having the platform to come together (as we do so in our equity meetings) is meaningful and relevant to our unit because it helps us work as a team. Ideally, we are all

working towards the collective goal of helping our students succeed! Thus, taking a moment to debrief on what we learned as individuals and as a collective can go a long way.

Umoja

Program review can be relevant and meaningful to our unit if the process can validate what we have done to help close the equity gap and guide our work to support the campus and African American and other students. We also hope program review can confirm the need for consistent resources for the Umoja Program in the form of a line item Umoja budget, consistent staffing, room allocation, administration support, and access to courses throughout the CSU GE pattern/IGETC that can be Umojafied with curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

As I highlighted earlier in the LA Times article, enrollment has declined as high as 50% in California Community Colleges with the steepest among male students, older students, who are often parents, and Black, Latino and Native American students. This data can be discouraging when you consider the massive task of closing the equity gap and what would make program review relevant. In my eye, this program review can validate in the positive strides that Umoja has made to help support closing the equity gap and regardless of the current data of declining enrollment numbers at the Community College level, we have a blueprint and resilience to move forward with continued support.

TRIO, Student Support Services Programs

Program Review is important and revelant in our unit as we work closely with studetns that come from disadvantage backgrounds. We target very specific annual goals and objectives to ensure we are closing the equity gap. Program review allows us to not only measureu or goals but guides us to evaluate our outcomes and make improvements in delivery of services. All this with the purpose of better serving out students.

What questions do we need to ask to understand your area's plans, goals, needs?
No additional suggestions for questions. The questions that have been asked provide adequate opportunity to understand our area's plans, goals, and needs.

What types of data do you need to support your area's plans, goals, needs?
Umoja

At this point, we need to have accurate data to support our area's plans, goals, and needs. There are some challenges at both the district and site level with accurate data for the Norco College Umoja Program when it comes to the overall program and flagged students. Recently, Dr. James, Dr. Aycock, Anita Bailey, Caitlin Welch, and myself met to discuss what can be done to address the lack of consistent data related to the Norco College Umoja Program. In our first meeting on April 5, we discussed the overall Umoja data discrepancies at all levels (State, District, and site). We were not able to nail down what has caused the lack of consistent and accurate data for the Umoja Program from the distinct to site level. Moving forward, we all decided to include Alex Zuniga into our correspondents so Dr. Aycock's office can share data extraction methods back and forth with Alex and likewise. We hope that this process can help all three entities pull accurate data to evaluate the Norco College Umoja Program.

Now, when it comes to individual Umoja course vs. non Umoja course comparison, we have been able to work with Caitlin Welch to access that data.

Program Review Part 2

Puente Program

- Utilizing data provided from our office of Admissions and Records has helped Puente track our flagged students progress and academic standing throughout their Norco College experience. Alex Zuniga has been able to provide us with support in this area. To help create counseling follow-up's and interventions, Puente would benefit from having additional hands-on support, similar to the responsibilities of an adjunct counselor or an Ed Advisor.

- To support our program needs it would be ideal for our data to reference the funding allocated towards the cost of items, like food prices. With food prices going up at The Corral, we need to ensure that we have the funds available to afford our own campus Chef.

Men of Color Scholars

- Data that tracks students with MoC flag since Fall 2020 that is accessible in the Program Review data sets.

TRIO, Student Support Services

- Norco College Transfer Data is extremely esssential within our SSS Grants.

- Data of low-income and first-generation Norco Colllege students, which includes, GPA, Persistance, and Completion.

If there are any supporting documents you would like to attach, please attach them here.

Resource Requests

2022 - 2023 Update

Resource Request

What resources do we already have?
None
What resources do you need?
PT Student Resource Specialist (Puente)
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3,EMP Goal 9
$ Amount Requested
30,000
Resource Type
STAFF: Classified Professional, Confidential, Manager
Potential Funding Source(s)
Equity,SSSP SEA,General Fund
The evidence to support this request can be found in:
Data Review,Assessment Review
This request for my area is Priority #:
1
Is this request:
New

For Administrative Use Only

Funding Status

Notes

2021 - 2024

Resource Request

What resources do we already have?
Federally funded work study students
What resources do you need?
20 additional student workers to serve Umoja (8) and Men of Color (12)
Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3
$ Amount Requested
140,000

Resource Requests

Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Program Review: Part 1,Data Review,Assessment Review
This request for my area is Priority #:
1

For Administrative Use Only

Funding Status
Completed/Funded
Notes
Funded

2021 - 2024

Resource Request

What resources do we already have?
No current adjunct counseling support
What resources do you need?
Adjunct Counseling Support for Puente and Umoja at .67 FTE
Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3
$ Amount Requested
132,876
Resource Type
BUDGET: Facilities Building, Remodel
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Data Review,Assessment Review
This request for my area is Priority #:
2

For Administrative Use Only

Funding Status
Completed/Funded
Notes
Funded

Resource Requests
2021 - 2024

Resource Request

What resources do we already have?
No Classified Professional Support
What resources do you need?
FT Student Success Coach
Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3
$ Amount Requested
108,982
Resource Type
STAFF: Classified Professional, Confidential, Manager
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Data Review,Assessment Review
This request for my area is Priority #:
3

For Administrative Use Only

Funding Status
No Action-Insufficient funding
Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
FT Success Coach
What resources do you need?
FT Student Support Specialist
Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3
$ Amount Requested
102,258
Resource Type
STAFF: Classified Professional, Confidential, Manager
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Data Review,Assessment Review

Resource Requests

This request for my area is Priority #:
4

For Administrative Use Only

Funding Status
No longer needed
Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
Equity/ASNC Funds
What resources do you need?
Additional funds for food services due to increases for Puente (1200) and Men of Color (2400)
Request related to EMP goal or Assessment?
EMP Goal 3
$ Amount Requested
3,600
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Program Review: Part 1,Data Review,Assessment Review
This request for my area is Priority #:
5

For Administrative Use Only

Funding Status
Completed/Funded
Notes
Funded

2021 - 2024

Resource Request

What resources do we already have?
Equity

Resource Requests

What resources do you need?
Retreat Supplies and equipment for Men of Color
Request related to EMP goal or Assessment?
EMP Goal 3
$ Amount Requested
2,600
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
6

For Administrative Use Only

Funding Status
In Progress
Notes
Equity Funds

2021 - 2024

Resource Request

What resources do we already have?
No current tutors for Men of Color learning community
What resources do you need?
English Tutors at 10 hours a week
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3
$ Amount Requested
5,000
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Department Regular Funding
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
7

Resource Requests

Funding Status
Completed/Funded
Notes
Funded

2021 - 2024

Resource Request

What resources do we already have?
CARES Act Funds
What resources do you need?
(GP Scaling) HEERF request to support Prison Education Program with two (2) full load Counseling Adjuncts for counselor coordination of the program (.67 FTE each)
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3
$ Amount Requested
168,000
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Other/None
The evidence to support this request can be found in:
Data Review
This request for my area is Priority #:
10

For Administrative Use Only

Funding Status
Completed/Funded
Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
None
What resources do you need?
(HEERF) Requesting HEERF funds for the HOTEP Equity Audit to support the Student Equity and Achievement Work, and Racial Justice Taskforce

Resource Requests

Request related to EMP goal or Assessment?
EMP Goal 3
$ Amount Requested
20,000
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Other/None
The evidence to support this request can be found in:
Data Review
This request for my area is Priority #:
11

For Administrative Use Only

Funding Status
Completed/Funded
Notes
N/A

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review
Yes

2022 - 2023 Update

I would like to submit this update
Yes
The additions or updates to my Program Review can be found in:
Resource Requests