



Program Review - Overall Report

Administrative: Student Services

Strategic - streamline workflows and processes for student-facing services

Program/Unit Goal

Process map existing workflows for key processes within student services

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Identifying gaps in current workflows and processes that have the most direct impact on students.

Identifying required forms that need revisions

Inventory of existing technological platforms used

What are your plans (3-year) regarding this goal?

Identify processes, create and modify workflows to streamline processes for students and staff.

Implement one software for tracking student services contacts and services

Review all existing forms and revise/modify as needed.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 11.2 (Student Services and Planning and Development):
- 2025 Objective 7.6 (Student Services):
- 2030 Goal 3: Equity:

Evidence

Evidence Date

03/21/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Technology

Please add any relevant documents here.

Sustained - Stabilize positions

Program/Unit Goal

Sustained - Stabilize funding sources for positions currently not fully funded

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Utilizing grant and/or categorical funding to support positions in Admissions and Records and Financial Aid.

What are your plans (3-year) regarding this goal?

Incrementally move partially funded positions to stable funding source(s).

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.3 (Student Services):
- 2025 Objective 2.6 (Student Services):
- 2025 Objective 7.6 (Student Services):

- 2025 Objective 8.5 (Office of the President):
- 2030 Goal 2: Success:
- 2030 Goal 9: Workplace/Employees:

Evidence

Evidence Date

03/21/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Funding to support positions that are on grant/categorical funds with an end date.

Please add any relevant documents here.

Strategic - Technology

Program/Unit Goal

Implement uniform technology platforms to meet needs of Student Services

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We currently use a variety of tools to manage the work within Student Services. There are tools that are not fully implemented and tools that are creating redundancies and tools that are ineffective for the work that needs to be completed.

What are your plans (3-year) regarding this goal?

1. Assess needs for data collection and student case management.
2. Implement tool(s) across all areas of Student Services to increase efficiency and effectiveness.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 11.1 (Student Services):
- 2025 Objective 11.2 (Student Services and Planning and Development):
- 2025 Objective 7.6 (Student Services):
- 2030 Goal 11: Operations:

Evidence

Evidence Date

03/21/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Please add any relevant documents here.

Integrated - Data Collection

Program/Unit Goal

Integrated -implement student satisfaction survey for Student Services Division

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Collecting data without intentionality.

What are your plans (3-year) regarding this goal?

Review current assessment tools and timeframes

Convene student services team to review and discuss assessment questions in common

Create timeline of survey implementation.

Deploy survey, collect, analyze and utilize data collected through survey

Please add any relevant documents here.

2024 - 2027

Please discuss any publications or published information that require regular updates for your area.

The following areas require regular updates: college website, student handbook, college catalog.

Please add any relevant documents here.

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Student Services attends a multitude of training throughout the year related to student support (e.g. Equity and Guided Pathways, Program specific trainings, etc.)

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

Equity mindset and changes in practices related to our students

3. What additional equity-related professional development/trainings do you seek to better support your area?

Ensuring all stakeholders have the opportunity to participate in quality PD opportunities.

Please add any relevant documents here.

1.2 (KPI 2) Go from 14,624 headcount to 16,581 total headcount

EMP Goal

2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.

Assessment Method

How do you plan to assess this objective?

KPI Data

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

2022-23 actual of 15,899

Score

3 - Almost Completed (75% + Complete)

How can you continue to improve towards completing this objective?

Implementation of the SEM plan.

Please add screenshot here.

Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

EMP Goal

2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.

Assessment Method

How do you plan to assess this objective?

College data

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

Groups are a focus in the SEM

Score

2 - Progressing Toward Completion (1/2 - 3/4)

How can you continue to improve towards completing this objective?

Implementation of SEM

Please add screenshot here.

Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

1.4 (KPI 3) Increase capture rates from feeder high schools by 4% annually.

EMP Goal

2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.

Assessment Method

How do you plan to assess this objective?

KPI data

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

2022-23 actual 19.3% projection 21.1%

Score

2 - Progressing Toward Completion (1/2 - 3/4)

How can you continue to improve towards completing this objective?

Implementation of SEM, revised outreach efforts, HS Visitations and Promise Program

Please add screenshot here.

Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

2.4 (KPI 6) Increase number of transfers 15% annually

EMP Goal

2030 Goal 2: (Success) Implement Guided Pathways framework.

Assessment Method

How do you plan to assess this objective?

National Clearinghouse

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

Below ISS

Score

2 - Progressing Toward Completion (1/2 - 3/4)

How can you continue to improve towards completing this objective?

Focus in SEM

Please add screenshot here.
Please upload any related assessment data or documents.

Progress/Findings Date
03/21/2024

2.5 (KPI 7) Increase the number of first-time, full-time enrolled students from 508 to 900

EMP Goal

2030 Goal 2: (Success) Implement Guided Pathways framework.

Assessment Method

How do you plan to assess this objective?

KPI data

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

2022-23 actual 502

Score

1 - Slow Progress (About 1/4 - 1/2 Complete)

How can you continue to improve towards completing this objective?

SEM plan focus

Please add screenshot here.

Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

2.6 Increase percent of students who receive financial aid from 73% to 81%

EMP Goal

2030 Goal 2: (Success) Implement Guided Pathways framework.

Assessment Method

How do you plan to assess this objective?

College data

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

Baseline data

Score

How can you continue to improve towards completing this objective?

Please add screenshot here.

- 2022-2023 Number of FAFSA's Received: 8,185
- 2022-2023 Number of students awarded CCPG: 5,844
- 2022-2023 Number of students awarded PELL: 2,105

Please upload any related assessment data or documents.

Progress/Findings Date

03/22/2024

3.1 (KPI 8) Reduce the equity gap for African American students by 40%.

EMP Goal

2030 Goal 3: (Equity) Close all student equity gaps.

Assessment Method

How do you plan to assess this objective?

KPI data

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

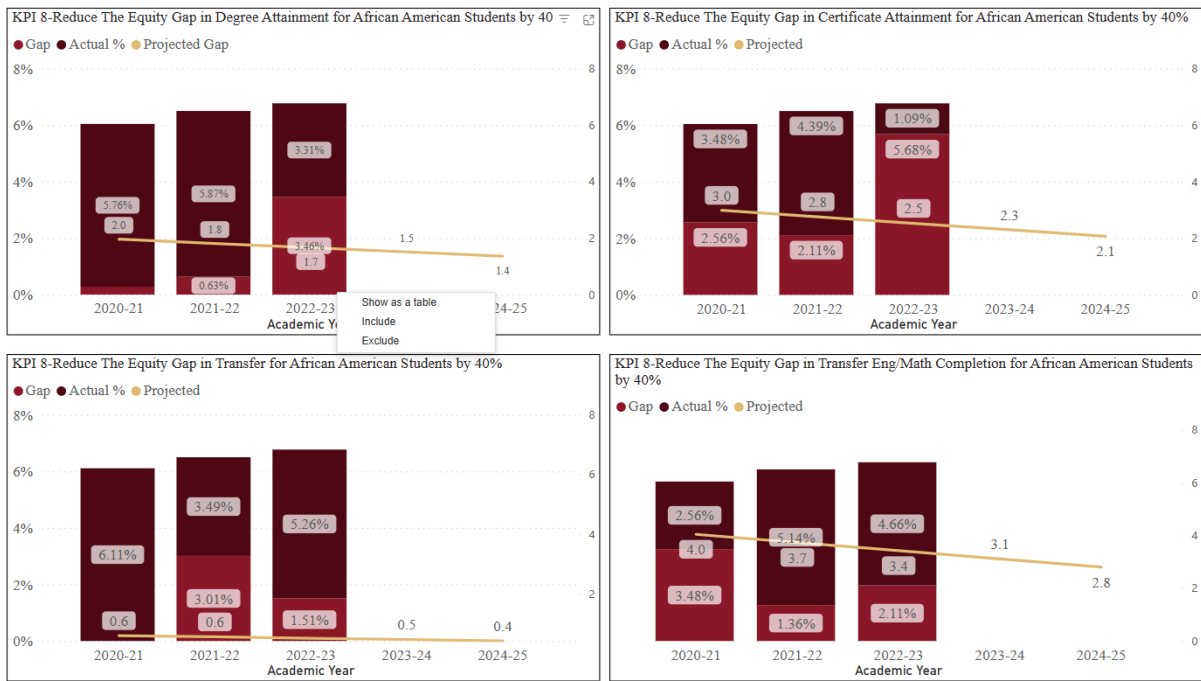
Explain the progress, status and/or results/findings of this assessment.

See below

Score

How can you continue to improve towards completing this objective?

Please add screenshot here.



Please upload any related assessment data or documents.

Progress/Findings Date
03/21/2024

3.2 (KPI 9) Reduce the equity gap for Latinx students by 40%.

EMP Goal

2030 Goal 3: (Equity) Close all student equity gaps.

Assessment Method

How do you plan to assess this objective?

KPI

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

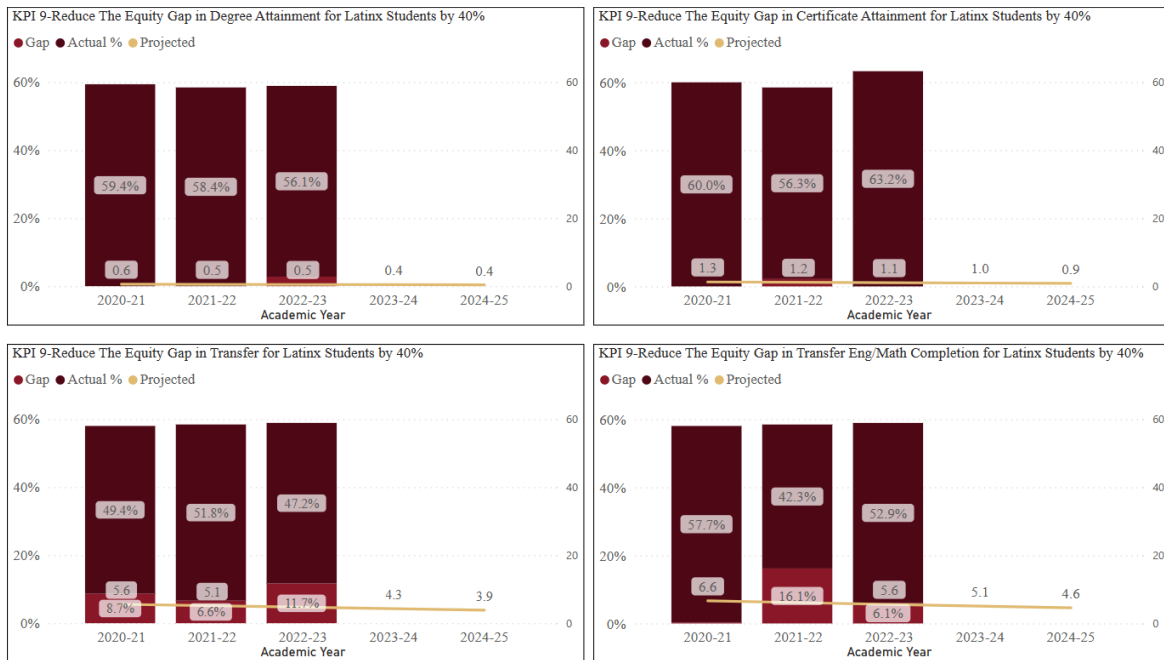
Explain the progress, status and/or results/findings of this assessment.

See below

Score

How can you continue to improve towards completing this objective?

Please add screenshot here.



Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

3.3 (KPI 10) Reduce the equity gap for Men of Color by 40%.

EMP Goal

2030 Goal 3: (Equity) Close all student equity gaps.

Assessment Method

How do you plan to assess this objective?

KPI

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

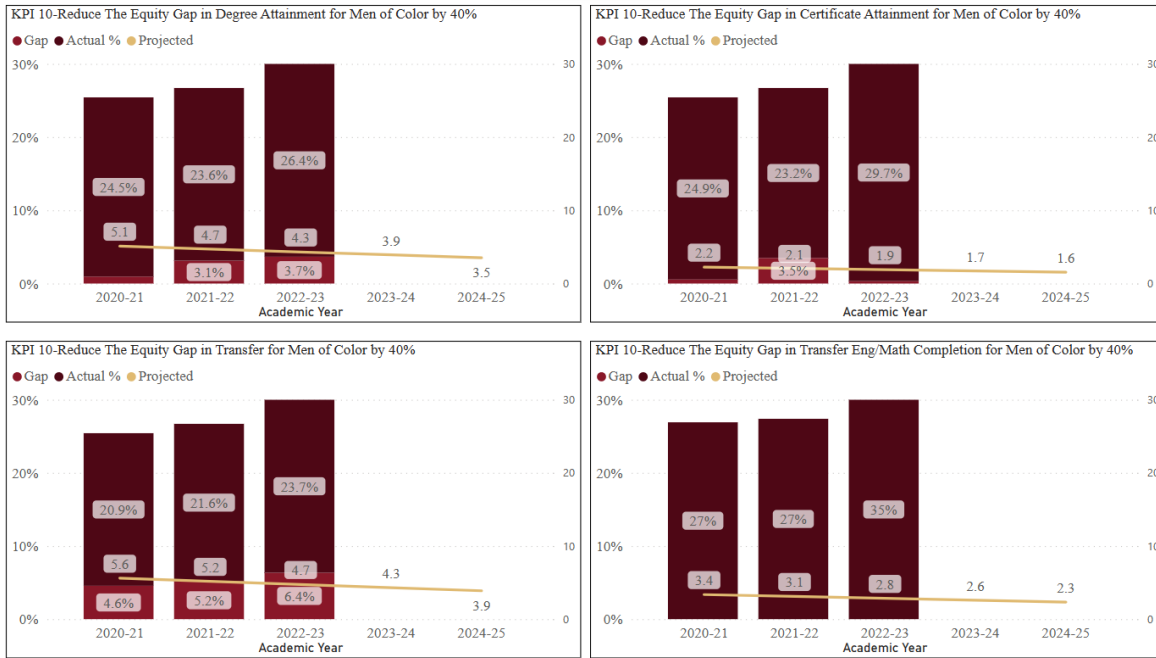
Explain the progress, status and/or results/findings of this assessment.

see below

Score

How can you continue to improve towards completing this objective?

Please add screenshot here.



Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

3.4 (KPI 11) Reduce the equity gap for LGBTQ+ students by 40%.

EMP Goal

2030 Goal 3: (Equity) Close all student equity gaps.

Assessment Method

How do you plan to assess this objective?

KPI

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

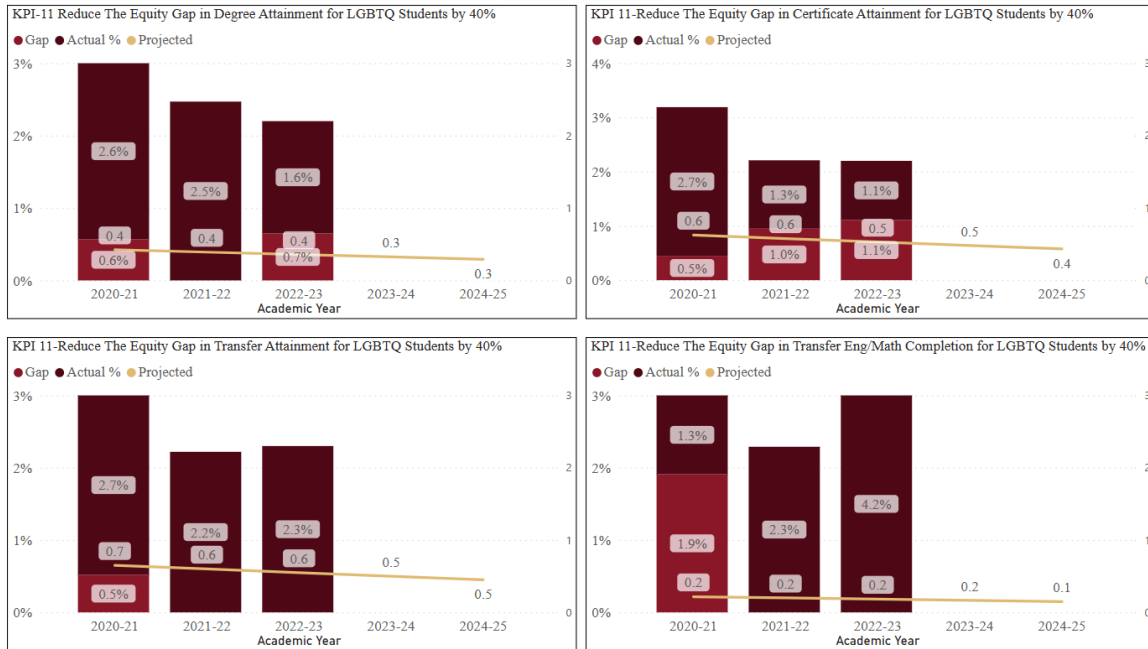
Explain the progress, status and/or results/findings of this assessment.

see below

Score

How can you continue to improve towards completing this objective?

Please add screenshot here.



Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

3.5 (KPI 12) Reduce the equity gap for Foster Youth students by 40%.

EMP Goal

2030 Goal 3: (Equity) Close all student equity gaps.

Assessment Method

How do you plan to assess this objective?

KPI

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

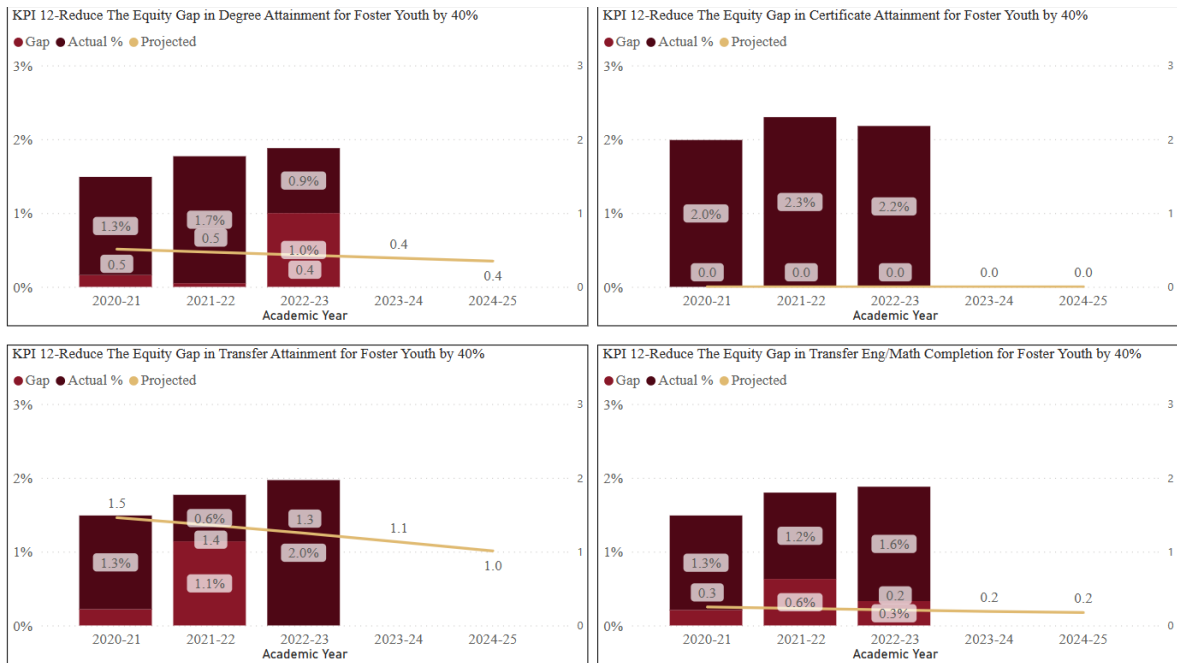
Explain the progress, status and/or results/findings of this assessment.

see below

Score

How can you continue to improve towards completing this objective?

Please add screenshot here.



Please upload any related assessment data or documents.

Progress/Findings Date
03/21/2024

5.1 (KPI 13) Increase the median annual earnings of all students.

EMP Goal

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

Assessment Method

How do you plan to assess this objective?

KPI

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

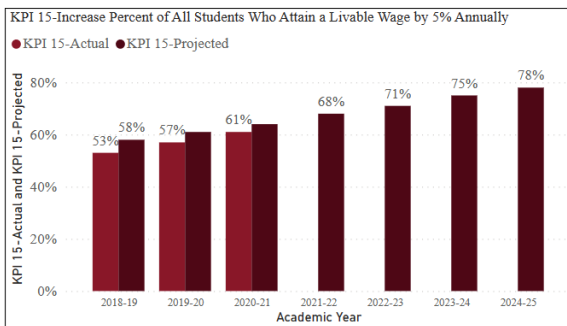
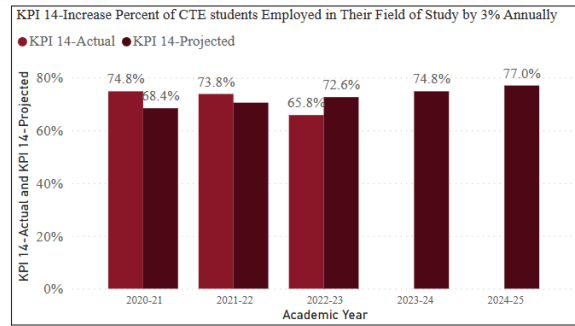
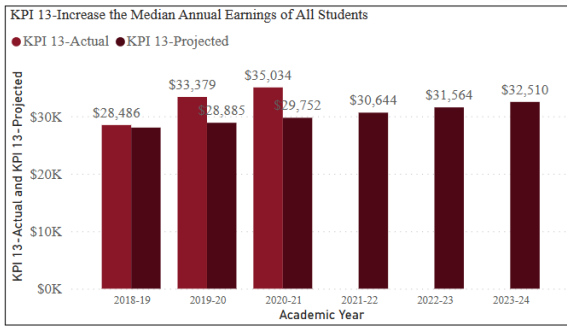
Explain the progress, status and/or results/findings of this assessment.

see below

Score

How can you continue to improve towards completing this objective?

Please add screenshot here.



Please upload any related assessment data or documents.

Progress/Findings Date
03/21/2024

5.3 (KPI 15) Increase percent of all students who attain a livable wage by 5% annually

EMP Goal

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

Assessment Method

How do you plan to assess this objective?

KPI

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

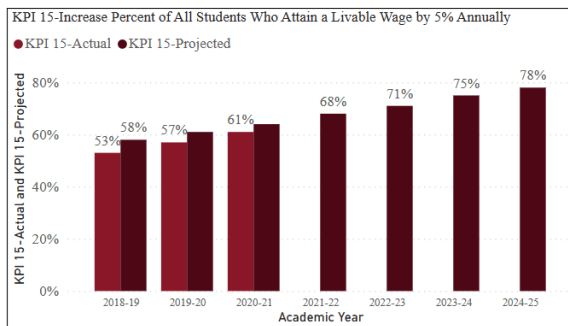
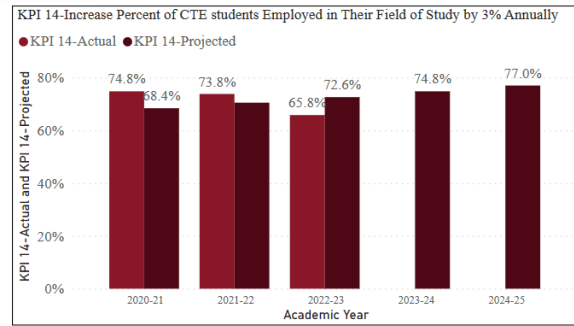
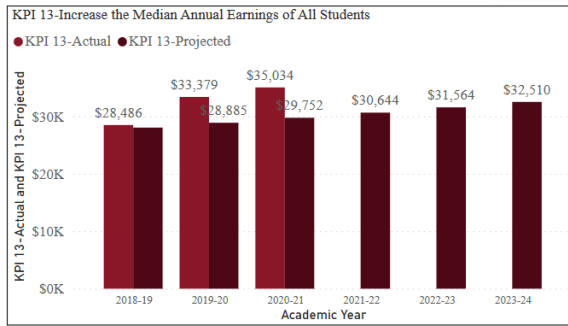
Explain the progress, status and/or results/findings of this assessment.

see below

Score

How can you continue to improve towards completing this objective?

Please add screenshot here.



Please upload any related assessment data or documents.

Progress/Findings Date
03/21/2024

6.3 Expand partnerships with regional veterans' services and support organizations

EMP Goal

2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

6.6 Develop regional outreach and recruitment systems

EMP Goal

2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

Assessment Method

How do you plan to assess this objective?

College data

Method used to assess

Qualitative (Observation, summary of status, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

Outreach function moved to Dean of Student Services with a focus on onboarding students and improved relationship with K-12 partners

Score

2 - Progressing Toward Completion (1/2 - 3/4)

How can you continue to improve towards completing this objective?

CNUSD outreach, High School Visitations, Promise Program

Please add screenshot here.

Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

7.4 Develop and implement plan for expanded athletics offerings

EMP Goal

2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs

Assessment Method

How do you plan to assess this objective?

College Data

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

Progress has been impacted by the delay in the Center for Human Performance and Kinesiology

Score

1 - Slow Progress (About 1/4 - 1/2 Complete)

How can you continue to improve towards completing this objective?

Focus on current programs and assess viability of programs that can be implemented without new building.

Please add screenshot here.

Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

7.6 Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.

EMP Goal

2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs

Assessment Method

How do you plan to assess this objective?

College data

Method used to assess

Qualitative (Observation, summary of status, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

Division use of SSIPP framework will guide the work within student services

Score

2 - Progressing Toward Completion (1/2 - 3/4)

How can you continue to improve towards completing this objective?

Assess staffing, workflows and processes and data collection across the division

Please add screenshot here.

Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

11.1 Design intuitive and simple student onboarding system.

EMP Goal

2030 Goal 11: (Operations) Implement professional, intuitive, and technology enhanced systems

Assessment Method

How do you plan to assess this objective?

College data

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

Holistic Student Support Survey

Score

2 - Progressing Toward Completion (1/2 - 3/4)

How can you continue to improve towards completing this objective?

Expansion to continuing students.

Please add screenshot here.

Norco College began its implementation of a holistic student support approach in February 2021. As a starting point, the college targeted incoming students since data suggested that we were losing a large volume of students during the onboarding process. Currently, every non-exempt incoming student completes a holistic student support survey during orientation, receives a custom support plan in response to their answers, and is contacted by college personnel who can help meet their individual needs. Early data suggests that incoming students who participate in this HSS process have first-term persistence rates that are 9% - 14% higher than similar students who do not receive this intervention. Unfortunately, the college's advising structure is currently siloed and lacks the integration to continue supporting students after the initial HSS intervention. To address this, we are currently restructuring our advising process, centralizing personnel, and working to rebrand the information about advising services on our website. Depending on support program involvement, some students are engaged through case management models and learning communities that help address their basic needs, connect them with on- and off-campus resources, and provide the sense of belongingness they need to succeed. However, most students do not encounter this experience, so we are seeking ways to engage students at scale. To remain equity-focused in this work, our HSS leaders looked to Achieving the Dream's Holistic Student Support Redesign toolkit. ATD found that colleges see the greatest gains in equity outcomes when they promote a personalized experience in which all students: 1) Are supported in achieving their goals through intentional and early development of academic, career, and financial plans. 2) Have to tell their

“story” only once and are not running from office to office to get answers. 3) Are proactively connected with supports targeted to their individual needs so they enter college fully prepared to learn. 4) Feel confident that faculty, staff, and administrators are invested in their success. To this end, Norco College is working to (1) redefine and expand the definition of comprehensive education plans, (2) eliminate siloes and centralize core services in the student experience, (3) produce custom support plans for every student, and (4) raise student awareness of the vast resources and services available and how to access them. Major projects related to this work include the implementation of a HSS survey, launch of a financial literacy program, a restructuring of advising services to align with a case management approach, a new counseling direction aimed at career-focused developmental advising, the establishment of a Peer Advisor program, and an new online career networking platform.

Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

11.2 Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle (“from recruitment to alumni”)

EMP Goal

2030 Goal 11: (Operations) Implement professional, intuitive, and technology enhanced systems

Assessment Method

How do you plan to assess this objective?

College data

Method used to assess

Qualitative (Observation, summary of status, etc.)

Status

Active

Date

03/21/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

Currently waiting for Anthology ERP implementation

Score

1 - Slow Progress (About 1/4 - 1/2 Complete)

How can you continue to improve towards completing this objective?

We are unable to implement until SIS is implemented.

Please add screenshot here.

Please upload any related assessment data or documents.

Progress/Findings Date

03/21/2024

Salary for Student Services Technician

Resource Year

2024 - 2027

What resources do we already have?

74.38% general fund and SEA

What resources do you need?

25.62% funding

\$ Amount Requested

27,000

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This will ensure we can meet our enrollment goals (KPIs) and Objectives (7.6)

This request for my area is Priority #:

1

Is this request

New

Case Management Software

Resource Year

2024 - 2027

What resources do we already have?

Multiple technologies/platforms

What resources do you need?

One tool that can be used for case management

\$ Amount Requested**Resource Type**

ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Case management will allow us to effectively and efficiently assist students, meeting student needs and allowing staff to maximize their ability to assist students

This request for my area is Priority #:

4

Is this request

New

Division Retreat (5)

Resource Year

2024 - 2027

What resources do we already have?

Budget and time

What resources do you need?

Funding to lead retreat for process mapping for each area within student services and one retreat for SS Management

\$ Amount Requested

30,000

Resource Type

STAFF: Professional Development

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This is necessary to assess workflows, processes, and propose changes to increase effectiveness and efficiency for staff and students

This request for my area is Priority #:

2

Is this request

New

Student Satisfaction Survey

Resource Year

2024 - 2027

What resources do we already have?

SARS, Survey Monkey, etc.

What resources do you need?

Qualtrics or other Software specific for collecting student level survey data at POS.

\$ Amount Requested**Resource Type**

ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Data collection to inform service delivery and student needs

This request for my area is Priority #:

3

Is this request

New

Program Review Reflections

What would make program review meaningful and relevant for your unit?

What questions do we need to ask to understand your program plans, goals, needs?

What types of data do you need to support your program plans, goals, needs?

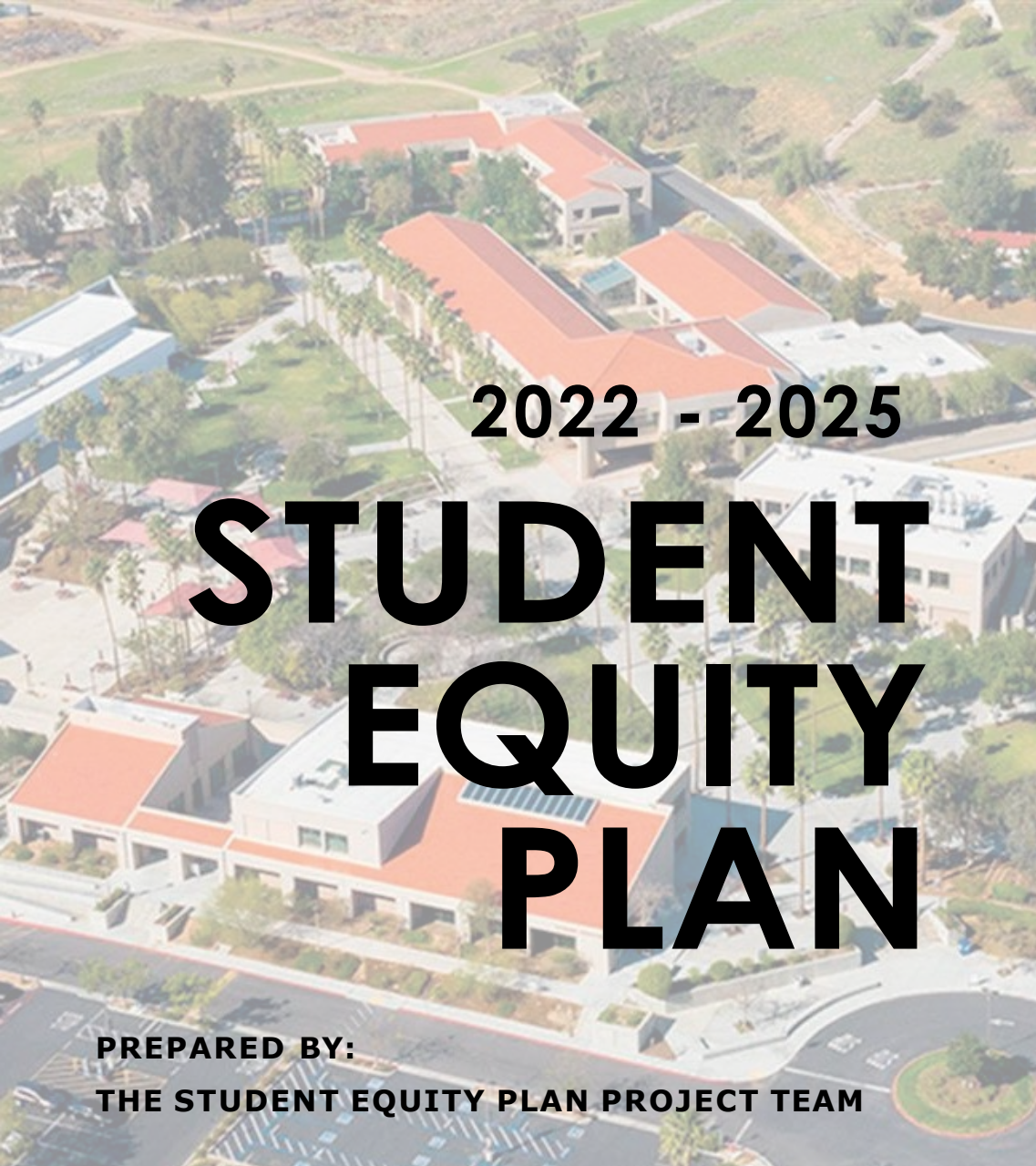
KPI data and other college level data. Student satisfaction survey information

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

Submission

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

Yes



2022 - 2025

STUDENT EQUITY PLAN

PREPARED BY:
THE STUDENT EQUITY PLAN PROJECT TEAM





2022-2025 Student Equity Plan

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2022-2025 STUDENT EQUITY PLAN

Executive Summary

The 2022-25 Student Equity Plan paves the way for Norco College (NC) to commit to sharpening its focus on dismantling institutional barriers to close equity gaps. The new template encourages colleges to reflect on pre-pandemic equity efforts and apply data-driven decision-making to ascertain the causes that continued producing inequitable outcomes during the Pandemic, particularly for students of color.

A project team composed of faculty, staff, and administrators was formed in the Spring of 2022 to develop the 2022-2025 Student Equity Plan. Team members participated in the Student Equity Planning Institute (SEPI), sponsored by The CCHALES Research Collective at San Diego State University. The team met monthly in the spring and summer months to review the [2019-2022 Student Equity Plan](#), become familiar with the [2022-2025 Student Equity Plan Template](#), and develop a new plan. The Office of Institutional Effectiveness provided a disproportionate impact (DI) study using the Percentage Point Gap-1 (PPG-1) methodology to identify equity gaps across five metrics for the student groups designated by the California Community Colleges Chancellor's (CCCCO).

Synthesis of the previous plan activities and the new DI study resulted in key findings and insights.

Student Equity Plan Key Findings (2019-2022 Plan)

- The college identified Black/African American (AA), Hispanic/Latinx, Men of Color, Foster Youth, and LGBTQ+ students as the most DI and set a goal to reduce equity gaps for these student populations by 40% by 2025
- The college proposed 25 activities in the equity plan, and the majority (72%) were identified as “programs,” 24% as “structures,” and 4% as “capacity building – general.”
- Of the 25 activities, 40% had corresponding metrics that were race-specific and 60% race-neutral (did not name at least one racial group)
- Of the 25 activity descriptions submitted, 80% were focused on student services, 16% were classroom-focused, and 4% were both student services and classroom-focused
- Of the 25 activities, 16% specifically engaged instructional faculty members, and 84% did not involve faculty
- The majority (96%) of activity descriptions did not include inquiry
- Approximately 21% of the 25 activities were focused on transfer, and 79% were not

Disproportionate Impact Findings (2022-2025 Plan)

- Black/AA students had the highest DI for the Successful Enrollment metric (7 out of 7 years of data)
- Black/AA students had the highest DI for the term-to-term persistence metric (6 out of 9 years of data)
- Hispanic/Latinx students had the highest DI for the completion of transfer-level math and English metric (4 out of 10 years of data)
- Hispanic/Latinx students had the highest DI for the completion of certificates/degrees metric (3 out of 7 years of data)
- Hispanic/Latinx students had the highest DI for the transfer metric (6 out of 6 years of data)
- Black/AA and Hispanic/Latinx students combined represent 65% of first-time college students
- Black/AA and Hispanic/Latinx students combined represent 78% of first-generation students

Insights

- The previous plan was well-intentioned, but the proposed activities were not intentionally focused on the racial groups with the highest level of DI
- Previous equity efforts were primarily focused on student services and programs and lacked involvement by instructional faculty
- There was little focus on using inquiry to analyze college structures (policies, practices, processes, and culture) that have created inequitable outcomes
- Black/AA and Hispanic/Latinx students continue to demonstrate the highest level of DI across all metrics

Recommended Next Steps

- Campus-wide equity efforts shall continue to be focused on closing gaps for Black/AA in successful enrollment and term-to-term persistence metrics
- Campus-wide equity efforts shall continue to be focused on closing equity gaps for Hispanic/Latinx students on transfer-level English and math, degree/certificate completion, and transfer metrics
- Appoint inquiry teams to systematically map all services, activities, structures, and culture and conduct qualitative and quantitative research methods to ascertain causes that are producing inequitable outcomes for Black/AA and Hispanic/Latinx students
- Inquiry activities shall yield actionable plans and recommendations that will inform the campus community where investments in services and initiatives might have the most significant impact on closing equity gaps for Black/AA and Hispanic/Latinx students
- Plans and recommendations must be specific and shall outline the roles and responsibilities divisions will have in helping to close equity gaps for Black/AA and Hispanic/Latinx students

Section I: Student Equity Plan Reflection

Introduction

California's community colleges play a critical role in helping to shape our state toward economic and social prosperity. The core mission of community colleges is to provide access and quality education to all students capable of benefitting from higher education. For some, community colleges are an essential first step in their journey toward earning baccalaureate and post-baccalaureate degrees. For others, earning an associate degree or certificate in a career and technical field can give them access to high-skilled jobs in an ever-changing economic industry. Regardless of one's educational goal, however, the core mission of community colleges is to ensure access and success for the millions of Californians who seek postsecondary education for economic mobility and social justice.

The equity goal at community colleges is to ensure that equitable outcomes are achieved for students from historically disadvantaged backgrounds. The 2022-2025 Student Equity Plan paves the way for community colleges to commit to dismantling institutional barriers that impede equitable outcomes and developing targeted interventions that lead to equitable outcomes, particularly for students of color.

Student Equity Plan Reflection

The Student Equity Plan reflection section allows colleges to examine their equity efforts, the progress made, and how they may overlap with guided pathways initiatives on their campuses. For this student equity planning cycle, the CCCCO asks colleges to actively target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before discussing the new plan, colleges are asked to answer questions 1-5 below, focused on the 2019-2022 plan, and consider the following:

- What did we accomplish, and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-2025 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis and our inquiry into current gaps and future goal setting?

1.) *Race Consciousness in Equity Plan Development. With consideration of research and documentation provided to your college about race consciousness (Center for Urban Education 2019-2022 Equity Plan Review, local data, etc.), please describe how your college plans to be more race-conscious in completing the 2022-2025 Student Equity Plan.*

The University of Southern California's Center for Urban Education (CUE) [2019-2022 Student Equity Plan Review](#) revealed that the NC plan was well-written and included equity-mindedness and race-consciousness. Much of the proposed equity, including professional development activities, was centered on support for Black/AA and Hispanic/Latinx students. While the plan had well-articulated activities, there were minimal details about how the exercises were derived and how they intended to make a difference for Black/AA and Hispanic/Latinx students. Details were also lacking about the implementation and evaluation of proposed activities.

NC will continue to focus on closing equity gaps for historically minoritized students, specifically Black/AA and Hispanic/Latinx students. While these two student groups account for 65% of NC's student population, targeted interventions and support for these two populations have been confined to historically unfunded/under-funded special programs, such as Puente and Umoja. To close equity gaps for Black/AA and Hispanic/Latinx students, we intend to examine the institutional policies, practices, and processes that continue to produce inequitable outcomes for both groups. This approach involves taking a step back, reflecting on where we have been, and engaging in inquiry activities to learn more about what is causing inequitable outcomes instead of launching new activities and interventions.

2.) Summarize the key initiatives, projects, and activities that supported student equity at your institution across all areas of the college in 2019-22 (2,500 characters)

The following activities were accomplished in 2019-2022 in support of each metric, including professional development for faculty and staff:

Access

- Provided in-person orientations and transition activities for Black/AA, foster youth, men of color, Hispanic/Latinx, and LGBTQ+ students
- Established the LGBTQ+ Advocates Committee
- Designated a financial aid advisor for DI populations
- Provided financial aid workshops for students and parents
- Committed Promise Program funding for DI populations
- Provided targeted outreach to DI populations (in person and via Call Center)
- Collaborated with K-12 to establish pathways for Black/AA, Hispanic/Latinx, Men of Color, LGBTQ+, and Foster Youth
- Improved coordinated identification and placement of DI students into special funded programs and learning communities

Retention

- Increased offerings of Umoja, Puente, ethnic studies, and social justice courses
- Expanded Umoja and Puente learning communities and leveraged EOPS/SSS to serve more Black/AA and Hispanic/Latinx students
- Expanded Peer Mentor Program across all learning communities

- Expanded Men of Color and Women’s Lean in Circle support groups
- Established Cultural Centers for Umoja and Puente
- Enhanced support centers for Foster Youth and LGBTQ
- Assigned Student Success Coaches to serve primarily first-year Black/AA and Hispanic/Latinx student populations

Math & English Completion

- Increased culturally relevant pedagogical training for faculty
- Developed equity-focused communities of practice
- Math boot camps in the summer for DI populations

Completion

- Expand Umoja/Puente programs and services through degree/certificate completion
- Disaggregated EduNav reporting
- Targeted, in-class transfer preparedness workshops (ADTs)

Transfer

- Offered tours of Historically Black Colleges and Universities (HBCUs)
- Established Transfer Mentors network (match alums who have transferred with current NC students)
- Targeted in-class workshops on transfer preparedness (Umoja and Puente)
- Dedicated transfer services for African American and Hispanic/Latinx students

Professional Development

The previous plan recommended professional development for Math and English faculty to support completion, success, and transfer. Equity-based pedagogy has been developed through communities of practice that completed their task or are still underway, along with Math summer institutes. A process to establish culturally and racially responsive assessment has been initiated, as well as training for data coaches who assist and guide faculty in courses and program assessment. The Guided-Pathway project teams have been supported by ongoing professional development centered on racial and cultural competency. The recommendation to hire a full-time professional coordinator was not met. The responsibility to lead and share professional development activities and resources remains under the purview of the Dean of Student Services, the Dean of Grants and Student Equity, the Guided Pathway Faculty Coordinator, along with Professional Development committees. Online access to professional development resources and processes for all constituency groups is now accessible on the college website.

3.) How do you know these initiatives, projects, or activities decreased disproportionate impact (2,500 characters)?

We can infer that improvements in our Educational Master Plan Equity Key Performance Indicators (EMP KPIs) are partly due to 2019-22 Equity efforts. Our Equity plan groups and EMP KPI (Key Performance Indicator) groups comprised Black/AA, Hispanic/Latinx, Men of Color, LGBTQ+, and Foster Youth students. Decreases in disproportionate impact for Black/AA and Hispanic/Latinx students can be attributed to the scaling up of the Umoja and Men of Color programs. Culturally relevant and equity-based pedagogical training was also part of the institutional efforts to reduce the equity gaps for our disproportionately impacted groups. Enhancing support centers for Foster Youth and LGBTQ students and establishing the LGBTQ Advocates center has correlated with decreased disproportionate impact for these groups.

4.) Briefly summarize how the 2019-2022 Equity Plan cycle informed your planning efforts for 2022-2025 (2,500 characters).

Analyzing the 2019-2022 Equity Plan cycle helped the College realize that it did not engage a broad representation of instructional faculty in developing and implementing activities to close equity gaps. This is evidenced by the fact that most activities focused on programs and student services and few on instructional practices. It is also evident that few activities involved inquiry; therefore, it is unclear why we proposed the activities we did, which student populations they were intended for, and their impact. Furthermore, a well-developed implementation and evaluation plan for the proposed actions was lacking. Therefore, it has been difficult for the College to ascertain what impact the activities had on reducing equity gaps, especially for racial groups. While the previous plan included extensive details about planned professional development activities, some could not be implemented because of the Pandemic. The professional development activities were not thoroughly evaluated to determine how employees implemented what they learned in their work and their impact on reducing equity gaps. Considering what was learned, the 2022-2025 planning process has involved all constituent groups, especially instructional faculty. The new plan intentionally focuses on inquiry activities in 2022-23 to uncover the causes of inequitable outcomes for Black/AA and Hispanic/Latinx students. New activities and interventions will be piloted and evaluated in 2023-24 and 2024-25.

5.) Please describe the way in which the Pandemic affected your 2019-2022 equity efforts (interrupted work fully, catalyzed work, or delayed work).

The Pandemic catalyzed our equity efforts in support of disproportionately impacted students, especially Black/AA students. In 2020, the College launched a Racial Justice Taskforce (RJTF) in light of the Black Lives Matter movement and the California State Chancellor's Call to Action. The Taskforce is committed to inclusivity and to serving the needs of our diverse groups of students and employees at Norco College. During the Pandemic, the Racial Justice Taskforce focused its efforts on the following:

- Identifying racial inequities and dismantling racist practices in our institution for students and employees
- Assessing and examining where and how systemic racism is affecting our students and employees
- Auditing classroom climate and creating action plans to create inclusive classrooms and an anti-racism curriculum (Call to Action)
- Developing and implementing action plans to eliminate racial inequities in our institution
- Identifying manifestations of systemic racism and anti-Blackness within our institution
- Educating on how to identify race issues at the college

In 2022-2023, the RJTF is collaborating with the leads of the 2022-2025 Student Equity Plan to lead inquiry activities focused on closing equity gaps in the successful enrollment and persistence metrics for Black/AA students.

Section II: Student Populations Experiencing Disproportionate Impact and Metrics

Overview of 2022-2025 Plan Requirements

Completing a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEAP). To ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges must maintain a student equity plan that includes a DI study of each of the following categories of students:

- A. Current or former foster youth
- B. Students with disabilities
- C. Low-income students
- D. Veterans
- E. Students in the following ethnic and racial categories, as the United States Census Bureau defines them for the 2020 Census:
 - i. American Indian or Alaska Native*
 - ii. Asian*
 - iii. Black or African American*
 - iv. Hispanic, Latino, or Latinx*
 - v. Native Hawaiian or other Pacific Islander*
 - vi. White*
 - vii. Some other race*
 - viii. More than one race*
- F. Lesbian, gay, bisexual, or transgender students (LGBTQ+)
- G. Additional categories of students as determined by the governing board of the

community college district

Student Success Metrics

The CCCC CO sets the student success metrics every three years. The metrics are closely aligned with the Chancellor’s Vision for Success metrics. Colleges were instructed to use the Student Success Metrics (SSM) dashboard to ascertain DI for the following metrics:

1. **Successful Enrollment** (percentage of first-time college students who applied and enrolled in the same year in a primary term) *
2. **Transfer-level math and English** (percentage of first time in college students who completed transfer-level math and English in the first year) *
3. **Persistence** (percentage of first-time college students who enrolled in the subsequent semester) *
4. **Vision Goal Completion** (percentage of first-time college students who completed a degree or certificate in three years) **
5. **Transfer** (percentage of first time in college students who transferred to a four-year institution within three years) **

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

** first-time college students who were credit enrolled and not special admit who earned 12+ units any time in three years and exited the California Community College system.

Disproportionate Impact Methodology

For the 2022-2025 Equity Plan, the CCCC CO requires using the PPG-1 methodology. The PPG-1 method removes the outcome rate of the primary subgroup from the reference group to determine DI. The outcome rate of the primary subset is compared to the outcome rate of all other cohort students rather than comparing the outcome rate of the primary subgroup to the outcome rate of all cohort students. For example, the Percentage Point Gap minus one (PPG-1) methodology compares the persistence rate of Hispanic/Latinx students to the persistence rate of all non-Hispanic/Latinx students. For a detailed explanation of PPG-1, please visit The California Community Colleges Chancellor’s Office (CCCCO) publication [CCCCO Percentage Point Gap Minus One \(PPG-1\) Methodology Notes \[2022\]](#).

Summary of Disproportionate Impact Findings

The numbers highlighted in yellow in the table below indicate the student populations identified with the highest number of years of DI when data are disaggregated by ethnicity as required by the CCCC CO. The numbers in parentheses at the top of each column, next to each metric, indicate the number of years of data made available. Bolded and underlined counts indicate that DI was found in the most recent year available.

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

Black/AA students are identified as having the highest number of years with DI in the first-year outcomes (Successful Enrollment and Persistence), and Hispanic/Latinx students are identified as having the highest number of years with DI in the completion outcomes (Transfer English/Math Completion, Vision Completion, and Transfer).

The numbers highlighted in yellow in the table below also indicate the student populations with the highest number of years of DI when data are disaggregated by the other student groups as required by the CCCCO. As was explained previously, the numbers in parentheses next to each metric indicate the number of years of data made available, and bolded and underlined counts indicate that DI was found in the most recent year available.

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

The table above indicates disproportionate impacts among gender, First Generation, and Foster Youth students. The College will continue supporting these groups through programs such as the Men of Color Scholars, Women’s Lean in Circle, and Phoenix Scholars. The College is also planning to take an institutional approach to address the needs of these populations using general funds and securing external funding sources to enhance and scale up existing efforts. To view a detailed analysis of DI for all groups by metric, visit [Institutional Research-Equity Data](#).

Student Groups Experiencing the Highest Number of Years of Disproportionate Impact

The table below summarizes the student groups identified as having the highest number of years of DI for each metric (Black/AA and Hispanic/Latinx). These are the groups that the College will prioritize in the next three years (2022-2025).

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

The ethnicity groups identified above include 65% of first-time college students (FTCS) and 78% of First-Generation students. The last column in the table above indicates the number of students who would need to attain the metric to fully close the equity gap, along with the size of the student group in the most recent year.

Planned Activities for Disproportionately Impacted Student Populations

For the 2022-2025 Student Equity Plan cycle, NC proposes implementing CUE’s participatory critical action research methodology in year one to uncover the root causes of inequities. “Participatory critical action research requires all professionals, not just faculty, to conduct an inquiry into their practices to learn how those practices work, and why they may not be working as intended” (*Bensimon, E.M., Dowd A.C., and Witham, K., 2016, pg. 5*). Therefore, new activities and interventions will not be introduced until after the college has spent considerable time assessing its policies, practices, and culture that may be causing equity gaps for Black/AA and Hispanic/Latinx students. The rationale for implementing an inquiry-based process is based on data-informed planning and continuous improvement recommendations published in the [CCCCO’s 2022-2023 California Community Colleges Compendium of Allocations and Resources](#), which states:

As we move forward, it is essential that we collectively - as a system, districts, and colleges - take an evidence-based approach to engage in local planning and continuous improvement toward advancing student outcomes and reducing equity and achievement gaps. Colleges should rely on the available system and local data (e.g., Launch Board, Student Centered Funding Formula Dashboard), research findings, survey results, qualitative data, and trends they observe to identify local equity gaps, student friction

points, and improvement priorities. Colleges should also leverage the Guided Pathways framework and engage leaders across their institutions, including instruction, wraparound services, budgeting and administration, and general operations in an iterative design process and maximize available resources towards priority-aligned advancements at the local level. Fundamentally, colleges should center their work on the student experience and commit to dismantling inequitable structures that create undue burdens and hinder student success (pg. 7).

The 2022-2025 project team members also relied on two additional documents (CUE's 2019-2022 Student Equity Plan Review; 2021-2022 HOTEP Equity Audit) to formulate their recommendation. CUE's review of the 2019-2022 plan outlined the following observations and recommendations regarding the activities that were proposed:

- The college proposed 25 activities in the equity plan, and the majority (72%) were identified as "programs," 24% as "structures," and 4% as "capacity building – general."
- Of the 25 activities, 40% had corresponding metrics that were race-specific and 60% race-neutral (did not name at least one racial group)
- Of the 25 activity descriptions submitted, 80% were focused on student services, 16% were classroom-focused, and 4% were both student services and classroom-focused
- Of the 25 activities, 16% specifically engaged instructional faculty members, and 84% did not involve faculty.
- The majority (96%) of activity descriptions did not include inquiry, whereas 4% did
- Approximately 21% of the 25 activities specifically include transfer, and 79% did not

CUE's Recommendations:

1. Incorporate implementation details that illustrate how the activities will lead to the desired outcomes
2. Include equity-minded inquiry as a strategy to understand inequities better
3. Include transfer-specific equity activities for racial student populations
4. Align equity planning with Vision for Student Success (integrated planning)

According to CUE's feedback, our proposed interventions were not intentionally focused on closing equity gaps for racial groups. We also did not have enough data or conduct inquiries to understand what caused equity gaps entirely. The Pandemic further exacerbated equity gaps for DI groups, and many proposed interventions could not be implemented. The programs supported with SEA (Student Equity and Achievement) (Student Equity and Achievement) funds during the Pandemic have impacted some students. Still, they proved ineffective in closing racial equity gaps campus-wide. Although significant resources were also spent on providing professional development training for faculty, staff, and administrators, little is known about the impact these trainings had on reducing equity gaps.

2022-2025 Planning & Action

Moving forward, the College will organize inquiry teams to investigate the leading causes of equity gaps for each student metric. Team members will be appointed in consultation with appropriate departments and participative governance entities and will include student representatives. Inquiry teams will be provided with training to become familiar with conducting a comprehensive assessment of student support services and instructional practices using “action research.” Action research brings together researchers and practitioners who will assess and evaluate policies, practices, and cultures impeding equitable outcomes. Team members will learn how to request, conduct, and interpret qualitative and quantitative data to try and pinpoint what is causing equity gaps. At the end of year one, teams will provide recommendations for interventions and activities likely to close equity gaps. The activities and interventions the College agree to implement will be piloted in year two (2023-2024) and evaluated at the end of the year. The activities and interventions that yield desired outcomes will be fine-tuned and implemented again in 2024-2025. Thorough evaluations will be conducted at the end of years two and three to ascertain if the college has reduced or eliminated equity gaps. The activities and changes to practices deemed effective will be adopted and operationalized long-term; ineffective interventions will be discontinued, and a new inquiry process will commence. The table below illustrates the three-year timeline (2022-2025) that the College will rely on to conduct inquiry activities, pilot new interventions/activities, and evaluate their effectiveness.

Metric	Successful Enrollment	Transfer English & Math	Persistence	Vision Completion	Transfer
Population	Black/ African American	Hispanic/Latinx	Black/ African American	Hispanic/Latinx	Hispanic/Latinx
DI	7/7	4/10	6/9	3/7	6/6
Goal	Decrease equity gap by 40% by 2025				
Action Plan:	Implement inquiry-based process to identify and eliminate equity gaps				
Year 1 (2022-23)	Using an action research lens, create and launch equity-minded inquiry teams for each metric. Teams will assess and evaluate practices, policies, and culture that may be contributing to equity gaps, and make recommendations to close equity gaps.				
Year 2 (2023-24)	Pilot recommendations, collect quantitative and qualitative data, evaluate efficacy of intervention(s) and <u>make adjustments</u> , or pivot if necessary				
Year 3 (2024-2025)	Implement changes, collect data, evaluate efficacy, and finetune intervention(s). Changes will be operationalized until gap is reduced by 40%.				

Equity Imperative

While the challenges we confront to serve the educational needs of all our students effectively, Norco College is poised to face them head-on and with a renewed commitment to closing racial equity gaps. To achieve this goal, inquiry project teams will act with a sense of urgency and avoid being ambiguous about our equity imperative. Norco College will focus on closing equity gaps for historically minoritized students, specifically Black/AA and Hispanic/Latinx students.

While these student groups account for 65%, targeted interventions and support for Black/AA and Hispanic/Latinx students have been confined to historically unfunded/under-funded special programs, such as Puente and Umoja. Like many institutions, Norco College has provided a one-size-fits-all approach to student success. This race-blind approach fails to recognize the embedded structural racism that American higher education institutions were founded on when Black Americans were denied the right to an education. We maintain the legacy of historical oppression on minoritized students by making invisible our collective institutional responsibility for equitable outcomes for all students, especially for Black/AA and Hispanic/Latinx students. Our focus on racialized students is based on critical race theory, which asserts that race is the most significant factor in determining educational outcomes. While class and gender intersect to help explain variances in education, race continues to be most powerful in predicting school experience and performance.¹ Our equity priority aims to address our lack of institutional knowledge and practice as agents of racial equity.

The following concepts define our vision for our equity work:

- Race Consciousness
- Intentional in its Focus
- Student-Centered
- Institutional Expectations
- Data Driven
- Continuous Evaluation

Our work will also be inwardly focused on systematically addressing institutional structures and cultures that impede equitable outcomes. Sylvia Hurtado argues that the campus racial climate must be addressed through the 1. Inclusion of students, faculty, staff, and managers from minoritized backgrounds, 2. Curriculum that reflects the experiences of minoritized students, 3. Targeted programs and support for minoritized students, and 4. A mission statement that demonstrates a commitment to equity.² Specifically, our work seeks to engage in deep inquiry, action, and evaluation in transforming the attitudes, processes, systems, and climate that pose barriers to minoritized students.

The college's previous equity efforts have been primarily focused on creating programs and providing services for DI students. The college has also supported professional development for faculty, staff, and administrators, but few faculty have been involved in planning and implementing equity efforts focused on instructional practices. We have also not considered the systemic institutional barriers contributing to inequitable outcomes. Moving forward, the faculty, staff, and administrators are committed to working collectively to ensure access and

¹ Ladson-Billings, Gloria, and William F. Tate. "Toward a critical race theory of education." *Teachers college record* 97.1 (1995): 47.

² Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *The Journal of Higher Education*, 63.5, 539-569.

success for minoritized students by approaching our pedagogical and organizational practices through an “equity-minded” lens. According to CUE, equity-mindedness refers to,

*The outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes and are willing to assume personal and institutional responsibility for eliminating inequity.*³

By adopting an “equity-minded mode of thinking” to examine student outcomes, we acknowledge that our practices and policies are the main contributors to inequities instead of blaming our students for these outcomes. Norco College is committed to investigating our policies, practices, processes, and culture to pinpoint the root causes of persistent inequitable outcomes, particularly for racial groups. As described by Bensimon, Dowd, and Witham, we also commit to addressing equity gaps as “a normative standard for all aspects of the institution, from resource allocation to assessment to strategic planning” (2016).⁴ Additionally, we must recognize that we can no longer expect an office, department, committee, or those involved in developing this plan to close equity gaps. Equity work is a campus-wide effort, and everyone has a role and responsibility in helping to close equity gaps.

“[Five Principles for Enacting Equity by Design](#)” will guide our approach to campus-wide equity work. According to Bensimon, Dowd, and Witham (2019), these principles provide the blueprints that leaders and practitioners need to build equity by design. Table 1 provides a summary of the five principles.

Table 1. Five Principles for Enacting Equity by Design	
Principle 1	Clarity in language, goals, and measures is vital to effective, equitable practices. Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups experiencing equity gaps and avoid being race blind. Terms such as “at-risk” and “underrepresented minorities” defuse the differences in circumstances experienced by Black/AA, Hispanic/Latinx, Asian American, and American Indian populations.
Principle 2	‘Equity-mindedness’ should be the guiding paradigm for language and action. Equity-minded practitioners recognize and assume responsibility for inequities. They recognize that existing institutional practices and policies may have created inequities. They also acknowledge that they have the power to make changes.
Principle 3	Equitable practices and policies are designed to accommodate differences in the contexts of students’ learning-not to treat all students the same. Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students to level the playing field.
Principle 4	Enacting equity requires continual learning, disaggregating data, and questioning

³ Pena, E.V., Bensimon, E.M., Colyar, J. (2006). Contextual Problem Defining: Learning to Think and Act from the Standpoint of Equity. *Liberal Education*, 92, 48-55.

⁴ Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design. *Association of American Colleges & Universities*, 19, 1-8.

	assumptions about relevance and effectiveness. Equity-minded practitioners must be willing to continually disaggregate data and conduct an inquiry to learn if interventions are working or not working and why.
Principle 5	Equity must be enacted as a pervasive institution-and system-wide principle. To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness through language and reasoning and resource allocation, assessment, and strategic planning at the local and district levels.
Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design . <i>Association of College and Universities</i> , 19, 1.	

The principles for enacting equity by design are similar to institutional and structural recommendations in the 2021-22 Equity Audit conducted by HOTEK Consultants. These principles also mirror many of the recommendations previously made by our Guided Pathways and Student Equity project teams and the Racial Justice Task Force.

Evaluation Plan & Process

Using the CCCCO Student Success Metrics (SSM) dashboard, this plan has identified disproportionately impacted groups and has presented target goals for each indicator area: successful enrollment, completion of transfer-level English and math in the first year, persistence, vision goal attainment, and transfer. The impact of activities recommended by inquiry teams will be monitored at two levels. First, data will be gathered on the effects of activities on disproportionate groups. However, since equity efforts should impact the institution, data on each indicator will be collected for the entire college to determine if the equity plan activities are being scaled to a level that impacts institutionally. At the most basic level, the evaluation will be done at the end of each academic year to determine whether NC has met its stated goal for each indicator area. The extent to which each objective is completed will be evaluated and reported in our annual review, per the guidelines of the CCCCO, and will be part of campus-wide program review reporting.

Beyond this basic level of evaluation and reporting on an annual basis, qualitative and quantitative evaluation efforts on campus will demonstrate the effectiveness of programs and allow for a deeper understanding of institutional progress toward each goal. Utilizing quantitative, qualitative, and mixed methods evaluation within each indicator area will allow for a greater understanding of student experiences that quantitative reporting may not capture. For example, a qualitative study may help identify barriers that disproportionately impacted student groups encountered during the onboarding process, led to fewer students enrolling at NC. We will be able to develop new interventions to address these barriers, which will be evaluated to determine their impact. These secondary evaluation efforts are consistent with a cyclical approach to evaluation, in which findings from one evaluation often drive or inform new questions to be explored with a follow-up assessment. Thus, we expect that goal progress reporting will occur at the end of each academic year. Still, ongoing quantitative and qualitative studies might speak to Norco’s progress toward meeting different goals from a student perspective.

Evaluation and assessment of each program or activity identified within the plan will be conducted on an ongoing basis, as described within each activity. These activity-specific evaluations will provide an understanding of each activity’s impact on the student success of disproportionately impacted groups within the respective indicator area. Combined with broader, campus-level evaluations will help identify the extent to which NC is improving the student success of disproportionately impacted groups. The evaluation schedule for the equity plan goals and activities will be ongoing per the assessment cycle framework.

Resources Allocated for 2022-2023 Activities

The College is allocating equity funds to support the inquiry teams described in this plan and special projects for faculty that will be needed to serve on the teams. Funds have also been allocated to provide training for team members on how to conduct action research.

Equity funds will also cover the cost of the Umoja Student Success Coach and portions of salaries for the Dean of Student Equity Initiatives, Umoja Counselor/Coordinator, Student Services Administrative Assistant, Unity Zone hourly staff, Men of Color Scholars faculty lead, Equity faculty lead, and Program to Career Connections faculty lead. The proposed budget is based on an anticipated funding level of \$895,705 for the 2022-2023 fiscal year.

2022-2023 STUDENT EQUITY PROPOSED BUDGET		
Object Code	Category	Expense
1000	Academic Salaries	
	Dean, Student Equity Initiatives (Professional Development Coordinator)	0.15
	Counselor/Coordinator- Umoja	0.47
	Cultural Competency Faculty Lead	0.20
	Program to Career Connections Faculty Lead	0.10
	Men of Color Faculty	0.20
	Faculty Special Projects (Professional Development)	\$32,428.00
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach -Umoja	1.00
	Administrative Assistant	0.70
	Temporary, Hourly Staff Member-Unity Zone	\$50,740
	Salaries	\$483,594
3000	Employee Benefits	\$208,559
4000	Supplies and Materials	
	Office and other Supplies	\$20,000

	Books and instructional materials (Umoja, Puente)	\$15,000
	Copying and Printing	-
	Food (local training, events, and planning meetings)	\$10,000
	Supplies and Materials	\$45,000
5000	Other Operating Expenses	
	Consultants (Professional Development)	-
	Student Travel (Conferences, college tours, and cultural events)	-
	Staff Travel (Conferences, training, and retreats)	\$40,000
	Other Operation Cost	\$46,037
	Subtotal	\$86,037
6000	Capital Outlay	\$40,000
7000	Other Outgo	\$32,515
	Total 2022-23 Anticipated Expenditures	\$895,705
	2022-23 Anticipated Allocation	\$895,705

Assessment of Progress Made

The table below provides an overview of progress made between the academic years 2019 and 2022. Progress was measured using the Norco College Educational Master Plan Key Performance Indicators (KPIs) for equity. The green arrows indicate improvement in reducing the equity gap; the black arrows indicate slight change, and the red arrows indicate a downward trend. In summary, the gaps for Black/AA students in Degree Attainment and Transfer have significantly decreased. In contrast, the gaps for Transfer English and Math Completion and Certificate Attainment were more variable but did show some improvement. The gaps for Hispanic/Latinx students have significantly decreased for Transfer English and Math Completion, Degree Attainment, and Certificate Attainment, but the gap for Transfer has increased.

While progress has been made using the 2019-22 Student Equity methodology and our local Educational Master Plan methodology, the 2022-25 Equity plan focuses on a subset of this population. Data provided using the PPG-1 method for the 2022-2025 Student Equity Plan show that we still have work to close gaps for first-time college students in many of the previously identified populations. Also, the new plan measures completion using 3-year rates, indicating that gaps still exist for many of the same equity groups.

Accounting of 2019-2022 Student Equity & Achievement Program Expenditures

The 2022-2025 Student Equity Plan also requires a summary of how 2019-2022 SEAP funds were expended. Below is an accounting summary of paid funds by fiscal year.

Table 2. Educational Master Plan Key Performance Indicators					
Metric	Student Group	2018-19 Gap	2019-20 Gap	2020-21 Gap	Trend
Transfer Level English and Math Completion Reduce The Equity Gap in Transfer English and Math Completion by 40%	Black/AA	4.66%	0.00%	3.48%	➡
	Hispanic/Latinx	7.7%	4.4%	0.3%	⬆
Degree Attainment Reduce The Equity Gap in Degree Attainment by 40%	Black/AA	2.26%	1.76%	0.28%	⬆
	Hispanic/Latinx	0.7%	1.2%	0.0%	⬆
Certificate Attainment Reduce The Equity Gap in Certificate Attainment by 40%	Black/AA	3.45%	0.00%	2.56%	➡
	Hispanic/Latinx	1.5%	1.3%	0.0%	⬆
Transfer Reduce The Equity Gap in Transfer by 40%	Black/AA	0.69%	0.61%	0.0%	⬆
	Hispanic/Latinx	6.4%	4.8%	8.7%	⬇

Legend
 ➡ Little Change
 ⬆ Improvement
 ⬇ No Improvement

2019-2020 STUDENT EQUITY EXPENDITURES		
Object	Category	Expense
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	122,547
	Counselor, Umoja	47,418
	PT-Counselors	48,470
	Faculty Special Projects	2,613
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach-Men of Color Mentoring Program	75,012
	Student Success Coach-Umoja	73,846
	Grants Administrative Specialist	49,746
	Tutors/Peer Mentors (Umoja and Man of Color)	28,251
	Student Resource Specialist	18,071
	Salaries	465,974
3000	Employee Benefits Benefits	211,837
4000	Supplies and Materials	-
	Office Supplies	7,499
	Books and instructional materials (Umoja, Puente, FYE, Next Phase,	3,728
	Copying and printing	176
	Outreach materials	-
	Food for trainings, events, planning meetings, students orientations, flex	9,095
	Supplies and Materials	20,497
	5000	Other Operating Expenses
Professional Development Services		6,225
Consultants (UCLA's Grit Training Program)		849
Student Travel (Umoja statewide and regional conferences, AZMEND)		14,239
Staff Travel (Umoja Summer Institute, RP conferences, veterans)		21,423
Other		5,163
Other Operating Expenses	47,899	
6000	Capital Outlay	24,848
7000	Other Outgo	6,856
	Total 2019-20 Expenditures	777,910
	Total 2019-20 Allocation	777,910

2020-2021 STUDENT EQUITY EXPENDITURES		
Object	Category	Expense
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	25,000
	Counselor, Umoja	49,881
	Equity Data Analysis and Coaching Faculty Lead	4,421
	Cultural Competency Faculty Lead	7,907
	Program to Career Connections Faculty Lead	4,247
	Faculty Advising Faculty Lead	4,004
	Carreer and Counseling and coaching Faculty Lead	4,653
	PT-Counselor-Men of Color Mentoring Program	45,793
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach-Umoja	83,275
	Grants Administrative Specialist	51,352
	Tutors/Peer Mentors (Umoja and Man of Color)	33,991
	Salaries	314,522
3000	Employee Benefits	Benefits
		152,392
4000	Supplies and Materials	
	Office Supplies	18,907
	Books and instructional materials (Umoja, Puente, FYE, Next Phase,	19,746
	Copying and printing	-
	Outreach materials	
	Food for trainings, events, planning meetings, students orientations, flex	1,377
	Supplies and Materials	40,030
5000	Other Operating Expenses	
	Professional Development Services	4,358
	Consultants (UCLA's Grit Training Program)	-
	Student Travel (Umoja statewide and regional conferences, A2MEND)	-
	Staff Travel (Umoja Summer Institute, RP conferences, veterans	6,438
	Other	55,932
	Other Operation Expenses	66,728
6000	Capital Outlay	
		19,212
7000	Other Outgo	
		-
	Total 2020-21 Expenditures	592,883
	Total 2020-21 Allocation	592,883

2021-2022 STUDENT EQUITY EXPENDITURES		
Object	Category	Expense
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	26,319
	Counselor, Umoja	53,997
	Equity Data Analysis and Coaching Faculty Lead	11,491
	Cultural Competency Faculty Lead	27,862
	Program to Career Connections Faculty Lead	11,054
	Faculty Advising Faculty Lead	11,468
	Men of Color Faculty	9,212
	PT-Counselor-Men of Color Mentoring Program	66,587
	PT-Counselor-Disability Resource Center	8,630
	Faculty Special Projects (Professional Development)	7,416
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach-Umoja	68,351
	PT-Student Resource Specialist -Unity Zone	24,544
	Grants Administrative Specialist	54,481
	Tutors/Peer Mentors (Umoja and Man of Color)	40,829
	Other	183
	Salaries	422,424
3000	Employee Benefits	Benefits
		149,836
4000	Supplies and Materials	
	Office Supplies	18,813
	Books and instructional materials (Umoja, Puente, FYE, Next Phase,	14,359
	Copying and printing	-
	Outreach materials	
	Food for trainings, events, planning meetings, students orientations, flex	4,522
	Supplies and Materials	37,694
5000	Other Operating Expenses	
	Professional Development Services	-
	Consultants (UCLA's Grit Training Program)	-
	Student Travel (Umoja statewide and regional conferences, A2MEND)	-
	Staff Travel (Umoja Summer Institute, RP conferences, veterans	39,726
	Other	109,335
	Other Operating Expenses	149,061
6000	Capital Outlay	20,012
7000	Other Outgo	741
	Total 2021-22 Expenditures	779,767
	Total 2021-22 Allocation	779,767

Section III: Student Support Integration Survey (Optional)

1. Summarize how your equity plan efforts align with meeting Guided Pathways goals.

We have leveraged our Student Equity and Achievement Project Teams to address systemic equity barriers at the institutional level using the GP framework and essential practices to address equity gaps. We have deployed 4-5 SEA Project Teams over the last two years to address equity gaps through Guided Pathways. One example of our alignment efforts is our work in Guided Onboarding with the launch of our Holistic Student Support Survey (HSSS). This work was jointly accomplished with a federally funded Title V grant focused on equitable pathways. The HSSS is embedded into the matriculation process within the online orientation. Five mini surveys comprise the HSSS, allowing students to identify needs around Academic Support, Financial Literacy, Career Decision-Making, Support Services, and Basic Needs. The information collected generates personalized support and interventions to address student needs at the onset of their college experience at Norco. This project draws upon the essential practices of Pillars 2 (Get on the Path) and 3 (Stay on the Path) of Guided Pathways by providing unique and timely resources, services, and support to our most vulnerable students, Black/AA and Hispanic/Latinx which are the highest disproportionately impacted student groups.

The need-based focus of our work is targeted and intentional and provides us the opportunity to address the barriers to student success for DI student groups. We have further clarified our efforts to align equity and Guided Pathways by adopting the Loss Momentum Framework as a guide for addressing equity gaps at critical points in the student journey. These efforts will be reflected in our new Student Equity Plan, as leaders from Equity and GP are assisting in crafting a plan that is intentional and specific in addressing systemic equity barriers through a focus on pathways and careers and a student's ability to successfully navigate those pathways to careers, regardless of background or demographic differences. Additional project team activities have included the establishment of Equity Data Coaching, Equitable Assessment, and Course Design for Racial Equity, to name a few. We intend to address equity gaps for Black/AA and Hispanic/Latinx students at critical student momentum points by addressing institutionalized barriers to student equity through integrating GP and equity.

2. What three actions your college will take that the college believes will yield the highest potential for increasing FAFSA participation on your campus?

- Student Financial Services is sponsoring an annual financial aid awareness event to increase FAFSA (Free Application for Federal Student Aid) and Dream Act application completion and to improve knowledge of financial aid resources available for students.

- Student Financial Services will launch the “It is Not Too Late to Complete a FAFSA or Dream Act” campaign to target students who have not completed a FAFSA or Dream Act application.
- Student Financial Services personnel will collaborate with categorical and grant-funded student program leads for in-reach and outreach, both in-person and virtual.

3. What are three actions that your college will take that the college believes will yield the highest potential for increasing PELL Grant recipient participation on your campus?

- Student Financial Services will continue implementing Campus Logic, an electronic workflow that allows students to seamlessly complete and submit documents online.
- At the suggestion of the Department of Education, Student Financial Services will continue waiving most verification requirements. The strategy of waiving documents alleviates the burden on students completing their files, resulting in faster processing of Pell Grant awards to students.
- Student Financial Services will continue using the developed system to identify students whose income may have changed from prior years compared to current financial circumstances. Notifications are sent to inform students of Professional Judgment consideration which may allow Pell grant increase or new eligibility for Pell Grant.

4 Did your college provide additional aid to students other than Federal Financial Aid and Pell Grant? If yes, please describe.

Student Financial Services has provided California Emergency Financial Aid, Disaster Relief Emergency Funds, HEERF/CARES Grants, Finish Line Scholarships, Summer Math Institute grants, Foundation Scholarships, and Dreamer Incentive Grants. In 2022-2023, The California Corps and State Education Grant will also be available to students who meet program requirements.

5. Does your college have a Basic Needs Center/ If not, what are your plans to establishing a Basic Needs Center?

In the summer of 2022, the Basic Needs Center was established in the Center for Student Success Building 205 B. Kimberly Thomas was also hired as the new Supervisor for Basic Needs and Wellness at Norco College. She is an experienced Social Service practitioner who has experience working with Foster Youth, EOPS (Extended Opportunities Programs and Services) and CARES students. Ms. Thomas will be the point person for any student experiencing homelessness, food insecurity, or financial hardships. She will also work closely with Student Health Services to ensure students receive timely help for their physical and mental health needs.

6. What services are you providing (or do you plan to provide) in your college’s Basic Needs Center?

Any student experiencing food insecurity can visit the Corral Student Dining and Lounge on campus to receive “hunger-free” grab-and-go bags of food from any staff member with a valid student ID during regular business hours. The Basic Needs Center also helps with Cal Fresh applications and referrals to the Settlement House food pantry in Corona, in which students can receive groceries once a week by showing a valid NC ID. The Basic Needs Center and NC Basic Needs website also support students engage with other college resources such as Library reserve textbooks, the laptop, and Wi-Fi program, the CARE (Cooperative Agencies Resources for Education) network, CalWORKs, EOPS/CARE/NextUp, mental health and counseling services, financial services, and financial literacy, the DRC (Disability Resource Center), and Career Center, the Veteran’s Resource Center, and Student Services. The Center also provides an access point for students to engage in Student Life and a wide range of affinity groups. The Basic Needs Center also provides students experiencing housing insecurity access to the Student Life Emergency Fund, which offers temporary hotel and motel housing to eligible students. Eligible individuals will also be referred to the HomeConnect hotline.

7. How do you plan on increasing participation in your college’s Basic Needs Center?

The Dean of Student Life, Dr. Mark Hartley (also Homeless Student liaison), and the new Supervisor of Basic Needs and Wellness, Ms. Thomas, will continue to update the recently created Basic Needs Website prominently placed on Norco College’s website. They will also coordinate to integrate Basic Needs information into our recruitment, onboarding, and professional development opportunities.

8. Please describe your Food Pantry efforts. If you do not have one, please share why?

NC provides “hunger-free” grab-and-go bags to students with valid NC IDs. The bags are available M-F during the Corral dining and lounge business hours from any Corral staff member. The previous NC Food Pantry in the STEM (Science, Technology, Engineering, and Math) building was closed during the Covid-19 shutdown. The college has provided grab-and-go groceries and referrals to the Settlement House food pantry since 2020.

9: Please discuss your plans for integrating a Zero-Textbook Cost Program on your campus.

In the spring of 2022, the OER (Open Educational Resources) Task Force gained approval from the NC Academic Senate to establish the “Course Materials Affordability Committee,” - which has a charter and stated purpose of “to ensure equal opportunities for students’ success regardless of socio-economic circumstances by providing equitable access to course materials.”

The new committees’ charge includes increasing “access to information about alternative methods, modes, or materials to reduce the costs of courses for students. To increase the number of disciplines and faculty using Open Education Resources (OER), Zero Textbook Costs (ZTC), Low Textbook Costs (LTC), other open access resources, or more affordable options, applications, or techniques for course materials and textbooks.” The expected deliverables include:

- To provide FLEX opportunities and disseminate information to faculty about alternative methods, modes, or materials to reduce the costs of courses for students.
- Create a database identifying the current use of OER, ZTC, LTC, and other open access resources and how disciplines identify alternatives to lower course costs.
- Increase the number of disciplines and faculty using OER, ZTC, LTC, and other open access resources, or more affordable options, applications, or techniques for course materials and textbooks.
- Identify a process for communicating the use of ZTC and LTC by faculty into the college schedule and at the bookstore.

The CMAC (Course Materials Affordability Committee) will comprise faculty from across the schools and departments to provide well-rounded input and insight to support all students, a student representative, and an administrative representative.

Norco College faculty must also now report which classes are Zero Textbook Cost (ZTC), Low Textbook Cost (LTC), No Instruction Materials (NIM), or Free Instruction Materials Course (IMC).

10. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Norco College opened a dedicated safe space called the Unity Zone in 2018 to serve LGBTQIA+ and undocumented students. More recently, a full-time Student Resource Specialist was hired to support the varying needs of these student groups. LGBTQIA students can build community in the zone, foster friendships, meet as a PRISM club, and receive referrals to internal and external sources. All trainings are available to students and personnel, events are hosted on LGBTQIA awareness days, and a Faculty LGBTQIA Advocates Committee is in place to facilitate discussions, build awareness, host events and work to assure a supportive college environment for students. The current shared space is limited in square footage; thus, the faculty advocates committee is developing a proposal to request a dedicated zone for only LGBTQIA students on campus.

11. Please discuss your plans or current efforts to create mental health-related programs to serve hard-to-reach, underserved populations.

Some of our efforts to create mental health-related programs to serve hard-to-reach, underserved populations include closely partnering with special programs and student groups on campus that currently serve these populations. Through these partnerships, we can listen to and understand these populations' unique challenges and experiences and create customized mental health programming to meet their needs. We also address the intersection of mental health and culture where needed. In addition, as a mental health team, we have double-downed our efforts to gently rebrand mental health services to reduce stigma and encourage help-seeking behaviors. This includes efforts to incorporate peer ambassadors for mental

health campus-wide, which helps raise the student voice and advocacy. To improve accessibility, we are working to increase the number and diversity of providers available to serve our students and campus. And finally, we are collecting and analyzing data in ways that we have not traditionally done, including looking closely at data that helps us see and respond to equity gaps in our services.

12. Summarize critical initiatives/projects/activities your college plans to implement and are focused on improving to support accessibility of all curriculum and technology across the campus.

The library implemented a Laptop Loan and a Hotspot Loan program available to all students. In addition, the library partnered with ASNC (Associated Students of Norco College) to provide copies of textbooks to students that were available for 21-day checkout. We have instituted online Library and LRC (Learning Resource Center) services for students in addition to traditional face-to-face services. The Library/Learning Resource Center has added powered study stations to a substantial portion of our overall areas. The library purchased exterior lockers for students that can be accessed outside of Library hours to pick up needed materials and resources. The college extended the Wi-Fi coverage to student parking areas. All these initiatives are intended to positively affect student success, retention, and completion at our college.

13. Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

NC is committed to regularly updating the Board of Trustees about its equity efforts to keep them apprised and engaged in student equity efforts. Faculty, staff, managers, and students participating in inquiry activities are committed to making regular presentations to Board members to discuss their work and progress. NC will also advocate for the Board of Trustees to adopt and support the Professional Development Plan & Structure developed by the RCCD (Riverside Community College District) Call to Action Professional Development workgroup. The plan is comprehensive and provides a districtwide framework for implementing professional development focused on equity-mindedness and racial and cultural proficiency for all employees and Board members.

14. Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

In the last three years, we have been able to redirect a portion of SEAP (Student Equity and Achievement Program) funds, combined with Guided Pathways, to provide financial resources in four significant areas/initiatives: 1.) Special program support (Umoja, Men of Color, Women's Lean in Circle) that facilitated the expansion of our learning communities and numbers of students served; 2.) Faculty-led project teams focused on equity activities, including a Math Community of Practice; 3.) Equity-focused professional development; and 4.) Institutional research staff support and operational funding. Additionally, we were awarded a U.S. Department of Education Title V grant (Pathways to Access, Completion, Equity, and Success)

that we have been able to leverage to advance equity-focused GP work, including but not limited to revisions to orientation which include a Guided Onboarding focus and the Holistic Student Support Survey, the launch of faculty mentoring launch of a peer mentoring program, and launch of an online financial literacy program. Our Title V grant has also provided financial resources for establishing a Basic Needs Center. We have supplemented this equity-focused work during the pandemic using federal relief (HEERF) funding, Student Enrollment and Retention funding beyond support for equity programs, and the expansion of a fully scaled peer mentoring program.

15. Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Students and alums will be selected to serve on inquiry project teams to advance institutional equity goals. In partnership with the college's equity and anti-racism groups, we will honor student voices via intentional and targeted quantitative and qualitative data collection efforts. Students will not only inform collected data through panels and conversations but will also help inform any decisions regarding proposed interventions, programs, or institutional changes to advance institutional equity goals.

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Promise Program Change Summary for 2024-2025

1. Separate CCPG and non-CCPG students (Promise is only for non-CCPG). The [California Promise website](#) says: “*As part of the California Promise, colleges can, but not required to, waive enrollment fees for all first-time, full-time students who do not qualify for the California College Promise Grant.*”
2. Refer to the entire program as the “California Promise” program, which first awards the California College Promise Grant (CCPG) to all eligible students, and then awards the Norco College Promise fee waiver to all non-CCPG first-time, full-time students who qualify on a first-come first-served basis.
3. Going forward, only use NC Promise funds to pay for enrollment fees (not book, materials, or other student fees).
4. No priority registration for Norco College Promise students (decided not to match RCC).
5. Simplify the process by merging the “agreement” step into the NC Promise application.
6. Allow students to transfer from other AB19 California Promise programs to the Norco College Promise program on a space-available basis.
7. Create an appeal process for students who lose eligibility mid-program due to failing to complete 12 units or maintain a 2.0 GPA. Recommend that the appeals simply go to the Dean of Student Services instead of an appeals committee (same as current processes for excess unit overloads or double dismissal approvals).
8. Work with Student Financial Services to segue CCPG denials into NC Promise referrals:
 - a. Apply to Norco College through CCCApply.
 - b. Apply for financial aid (FAFSA or CADAA) to determine CCPG eligibility.
 - c. If denied for traditional financial aid (CCPG), SFS will encourage those students to apply for the local Norco College Promise program and alert them to the need to complete an additional application. However, any student can apply for the Norco College Promise program at any time during the application period. Those who already receive CCPG will be denied entry, but we will explain why CCPG and traditional financial aid is better (more flexible regarding enrollment requirements, longer lasting up to 150%, more overall financial support, etc.).
9. Require completion of a comprehensive education plan to maintain eligibility:
 - a. Continue full-time enrollment (12+ units in fall and spring semesters).
 - b. Maintain a GPA of 2.0 or higher.
 - c. Complete a comprehensive education plan with a counselor before the end of the first semester.
10. Decouple Norco College Promise from Norco Advantage (no more “*priority consideration for Promise*” for attending Norco Advantage). Re-merge “Norco Advantage” and high school visitation days. Provide early registration for two years to all students who attend (in order to incentivize signing up for the bus).

Strategic Enrollment Management Plan
2024-2027

Norco College

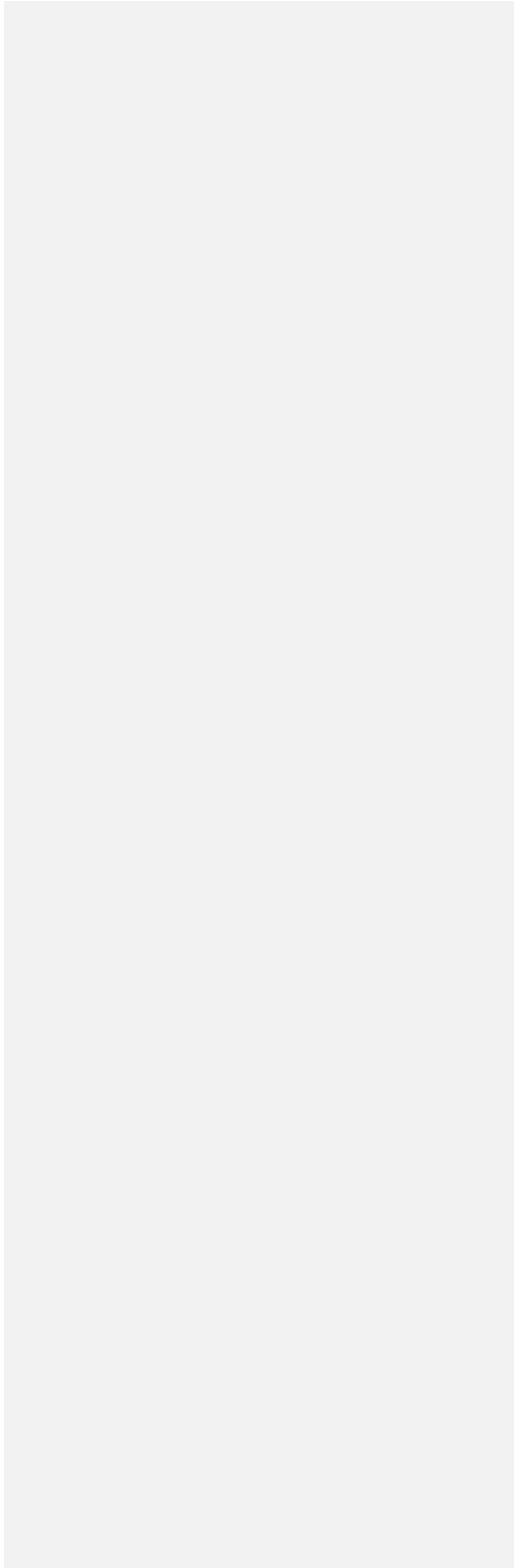


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Chapter 1 Introduction

The overarching goal of enrollment management is to develop and support a sustainable integrated system that maximizes student access and success, creates fiscal stability, and allows the college to anticipate and provide for student needs.

Strategic Enrollment Management Purpose

SEM is a college-wide responsibility, and its success depends on all areas of the college working collaboratively to establish goals and strategies that align not only with Norco College's mission, vision, and Educational Master Plan, but also with Riverside Community College District plans, California Community College Chancellor's Office plans, and other framing documents. This Plan will be used to inform decision making regarding enrollment management in alignment with the aforementioned plans and framing documents. This Plan adheres to guiding principles and focuses on the holistic student journey during both times of enrollment growth and enrollment contraction.

Commented [CF1]: Contraction added in chapter

Strategic Enrollment Management (SEM) is a holistic approach and process designed to enable the fulfillment of an institution's mission and its students' educational goals¹. SEM directly supports the California Community Colleges Chancellor's Office Vision 2030 and its goals of equity in success, equity in access, and equity in support. In addition, SEM focuses on all aspects of the student experience, thereby aligning with the four pillars of Guided Pathways, Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning. Finally, with its attention to financial stewardship in the service of students, SEM supports colleges by ensuring adequate resources to improve equitable access and student outcomes through the Student Centered Funding Formula.

SEM is a college-wide responsibility, and its success depends on all areas of the college working collaboratively to establish goals and strategies that align not only with Norco College's mission, vision, and Educational Master Plan, but also with Riverside Community College District plans, California Community College Chancellor's Office plans, and other framing documents. This Plan guides adherence to guiding principles and a focus on the holistic student and their educational journey during both times of enrollment growth and enrollment contraction.

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Background

Norco College experienced a loss of 22% in fall-term student headcount from 2019 to 2022². While the college establishes annual enrollment targets, works to produce an effective and efficient schedule of classes, has dedicated individuals and teams responsible for counseling and advising, admission and registration, tutoring and academic support, and other aspects of the student experience; there is no single campus entity clearly responsible for the coordination and strategic management of these efforts. As the college emerges from the pandemic, it is critical to create a strategic enrollment management plan that connects our guided pathways work and enrollment strategies under one body that engages the entire college community and focuses these efforts. This renewed structure for Strategic Enrollment Management at the college requires a shift from emphasizing recruitment and enrollment of students and refocusing on the holistic student journey.

In Fall 2022, the President of Norco College charged the Interim Vice President of Academic Affairs and the Vice President of Student Services to create a renewed structure for Enrollment Management as a college-wide effort. The Pathway and Enrollment Management Workgroup³, chartered through the College Council, was charged with developing a Strategic Enrollment Plan focused on the entire student journey and recommending a structure that makes enrollment management a college-wide responsibility.

¹ Hasson, C. (n.d.). *A Roadmap for Strategic Enrollment Management Planning*. Retrieved February 21, 2024, from https://vrccdn.cccco.edu/vrccdnpublic/sem%20resource%20guide/semroadmapplanning_spring2019.pdf

² Power BI | District IR Dashboard | Dashboards – Live Data | Student Demographics | Headcounts (retrieved February 21, 2024)

³ This group has since been renamed the "Strategic Enrollment Management Workgroup".

The workgroup began meeting in Fall 2022 and identified existing efforts and gaps within the college. Refocusing from recruitment and enrollment of students to the full student journey from connection, entry, progress, and successful transition into career and transfer destinations. Through these initial efforts, the workgroup agreed to utilize the Loss/Momentum Framework as the undergirding for the plan and annual calendar ([See Appendix A.04](#)). Recognizing that additional expertise would benefit the team, in Spring 2023, the college applied for and was accepted to participate in the California Community Colleges Chancellor's Office Strategic Enrollment Management Academy.

The first SEM Academy Institute took place in Irvine, CA on June 1, 2023, and the Norco College team developed a logic model for our goal of developing a Strategic Enrollment Management Plan.

Goal

The project involves developing a Strategic Enrollment Plan focusing on the entire student journey at Norco College, developing a structure that makes enrollment management a college-wide responsibility. We are building a two-part SEM: (1) Pandemic recovery and (2) beyond recovery supported by an annual SEM calendar of strategies, activities, and major events. Focusing on the holistic student journey moves us away from the former focus on enrollment at specified times of the year to ensuring students are supported from enrollment to persistence and completion. This is connected to the college Guided Pathways work and targeted student groups that have experienced outcome gaps.

Outcomes

This Strategic Enrollment Management Plan strives for the following outcomes.

- Develop a comprehensive Strategic Enrollment Management Plan with an annual calendar of events pertaining to enrollment, retention, and success.
- Align the Strategic Enrollment Management Plan with related budget priorities.
- Participate in college-wide dialogue with all stakeholders to implement strategies of the Strategic Enrollment Management Plan.
- Coordinate and facilitate cooperation and alignment with district-wide enrollment strategies.
- Communicate regularly to college/district/community stakeholders on Strategic Enrollment Management Plan updates implementation and improvements.
- Identify, monitor, and assess metrics established for the Strategic Enrollment Plan, including FTES and Headcount, High School Capture Rates, Term to Term Retention Rates, Completion Rates, etc.

This Strategic Enrollment Management Plan is a guide to help the college achieve enrollment goals and informed by:

- Educational Master Plan (Appendix A.01)
- Riverside Community College District Strategic Plan 2019-2024 (Appendix A.02)
- Vision 2030: A Roadmap for California Community Colleges (Appendix A.03)
- Loss Momentum Framework (Appendix A.04)
- Guided Pathways Essential Practices and Equity Considerations (Appendix A.05)
- Norco College Student Equity Plan (Appendix A.06)
- Student Centered Funding Formula (Appendix A.07)
- ACCJC Accreditation Standards (Appendix A.08)
- RCCD Adult Education, Noncredit, and RCCD Status, Outlook & Planning 2022-2027 (Appendix A.09)
- RCCD Emergency Conditions Recovery Plan and Midyear Report (Appendix A.10)
- State, district, and college-level data (Appendix C)

Guiding Principles

The Strategic Enrollment Management Plan adheres to the following guiding principles.

- The college makes data-informed decisions.

- SEM strategies align to the Student Centered Funding Formula
- Adopt Completion by Design [Loss/Momentum Framework](#)
- Integrate with existing college and district plans.

Chapter 2: Norco College Mission & Values

The Strategic Enrollment Management Plan supports the College’s implementation of its mission, vision, core commitments by integrating Enrollment Management Plan goals with all college plans.

Mission

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

Vision

We will change the trajectory of our students’ lives. We will stimulate academic, economic, and social development in our service area. We will build a comprehensive institution with the capacity and programming to serve our entire area.

Core Commitments

Access - Providing open admissions and comprehensive educational opportunities for all students.

Equity - Engineering and sustaining an environment where student success is realized by all groups with proportionate outcomes.

Student Success - Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.

Expertise - Committing to ongoing improvement of teaching, service, and leadership as core institutional skills.

Mutual Respect - Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.

Collegiality - Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated.

Inclusiveness - Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions.

Integrity - Maintaining an open, honest, and ethical environment.

Quality - Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.

Environmental Stewardship - Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among our students.

Innovation - Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to

students and to the community.

Civic Engagement - Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco College programs and services to the external community.

Chapter 3: Norco College SEM Goals

Norco College will work towards the following six (6) goals over the 2024-2027 timeframe. Each goal demonstrates alignment to the Loss/Momentum framework, educational master plan and student equity plan as outlined below.

The strategies represent existing and planned work that will be implemented in a phased approach. [This Plan presents overarching broad strategies. The next phase of the work involves the development of operational plans to implement these strategies.](#)

Goal 1: Expand equitable access for ~~traditional and nontraditional~~ disproportionately impacted students by strengthening outreach, onboarding, and communication.

*Completion by Design | Loss Momentum Framework alignment: Connection & Entry
Educational Master Plan 2025 objective alignment | 1.1, 1.2, 1.4, 6.6, 11.1
Student Equity Plan 2022-25 metric alignment | Successful Enrollment
RCCD Strategic Plan 2019-2024 objective alignment | 1.4, 1.5, 5.6, 6.1
Vision 2030 alignment | Goal 2 Access, Goal 3 Support*

Strategies

- a. Outreach
 1. High School and Parent Stakeholder Engagement (e.g. Counselor Breakfast)
 2. Marketing the Norco College Promise Program to first-time full-time students
 3. Increase outreach to targeted populations (i.e., LGBTQIA+, foster youth, Umoja, MOC, Puente, veterans, athletics, honors, non-credit CDCP, CCAP/Dual Enrollment, etc.)
 4. Intentional events (e.g. presentations, workshops, tours, Open House, Welcome Day, Showcase majors, clubs and programs)
- b. Onboarding process & structures
 1. Consistent assessment of student needs via Holistic Student Support Survey
 2. Revamp onboarding process (e.g. The Flip, peer mentors, etc.)
 3. Create a data-sharing agreement with CNUUSD to increase outreach efforts targeted to graduating seniors (increase high school capture rate)
 4. Identify and fix barriers and issues related to completing the college applications
 5. Provide accessible resources to help students with common issues (e.g. password reset, residency, fraudulent application, SSN, etc.)
 6. Modify local matriculation processes and interventions
 7. In-person orientation with continued focus on holistic student support and a stronger emphasis on financial resources and academic supports
- c. Communication
 1. Marketing strategies (related to access)
 - [2. Increase advertising of no-cost education pathways \(i.e., Credit for Prior Learning, dual enrollment, concurrent enrollment, apprenticeships, non-credit CDCP\)](#)
 - [2-3. Develop standard language about general college information \(registration, educational pathways,](#)

[course offerings, etc.\) to maintain consistent messaging to students](#)

Goal 2: Utilize equitable design principles to optimize and improve existing and develop emerging educational pathways for all students, especially for populations in the college's dual enrollment⁴ and rising scholars⁵ programs.

*Completion by Design | Loss Momentum Framework alignment: Connection & Entry
Educational Master Plan 2025 objective alignment | 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 6.4
Student Equity Plan 2022-25 metric alignment | Persistence, Transfer-level math and English, Vision Goal
Completion, Transfer
RCCD Strategic Plan 2019-2024 objective alignment | 1.2, 1.5, 5.6, 6.1
Vision 2030 alignment | Goal 2 Access*

Strategies

- a. Streamline Admission & Records processes
 1. related to CCAP, middle college, and concurrently enrolled students
 2. related to students in Rising Scholars programs
- b. Establish ongoing process of evaluation and improvement of technology
 1. in support of educational planning software designed to facilitate not only student completion, but also to inform the college of future course needs
 2. in support of multi-year schedule development, to improve clarity and efficiency in student planning
- c. Targeted onboarding support for special populations
- d. Intentional events (e.g. presentations, workshops, tours, orientations, Open House, Welcome Day, etc.)
- e. Interventions
 1. Market support/resources available to students in courses with low success rates and/or corequisite

⁴ The umbrella term of dual enrollment at Norco College encompasses students participating in the JFK Middle College program, students participating in the AB-288 College and Career Access Pathways (CCAP) programs at our local Unified School Districts, and concurrently enrolled students. For purposes of the SEM Plan, this umbrella term aligns with the term "Special Admit" student, defined by the State Chancellor's Office as a student enrolled in a NC course who is "not a high school graduate [and] currently enrolled in K-12". Such students are also uniquely called out in the SCFF.

⁵ The Rising Scholars Network is a program institutionalized by California and the California Community Colleges Chancellor's Office. At Norco College, the Rising Scholars programs work with justice-impacted populations including the established pathway offerings at the local prison and the emerging offerings for juveniles.

2. Proactively engage with students who drop before census and those who do not complete first semester courses
- f. Faculty and collegewide professional development
 1. Provide best practice training in equity practice and cultural sensitivity
 2. Provide best practice orientation for faculty teaching in dual enrollment and rising scholars programs
- g. Develop marketing and informational materials for our Unified School District partners, including materials designed to clarify pathways, inform students and parents, and inform partner institutions

Goal 3: Provide clear and accessible information about Norco College’s Career & Academic Pathways⁶ and comprehensive student support

Completion by Design | Loss Momentum Framework alignment: Entry, Progress, Completion, Transition
Educational Master Plan 2025 objective alignment | 2.1 – 2.7, 5.1, 5.3, 7.5
Student Equity Plan 2022-25 metric alignment | Persistence, Transfer-level math and English, Vision Goal Completion, Transfer
RCCD Strategic Plan 2019-2024 objective alignment | 1.5, All Goal 2 objectives,
Vision 2030 alignment | Goal 1 Success, Goal 3 Support

Strategies

- a. Pathway scheduling
 - 1. Refine and expand work experience, apprenticeship opportunities that are embedded into pathways and course rotation schedule
 - 2. Establish process for review and continuous improvement of the Academic Planning Chairs schedule development Guiding Principles
 - b. Counseling and wrap-around student support for [College-Career and Academic Pathways \(CAPs\)](#)
 - 1. ~~Full implementation of the r~~Revised counseling framework ~~that to~~ focuses on career and ~~other student supports~~the holistic student journey
 - 2. Enhance offerings of career and transfer support
 - 3. Develop comprehensive ed plan that includes a career pathway informed by labor market data
 - 4. Intentionally fold in library, tutoring, and other college support such as math lab and writing / reading center services into the inescapable student support pathways for students
 - c. Financial aid
 - 1. ~~Aggressively~~Intentionally promote financial aid application support and communication
 - 2. Expand access to financial aid support (ex: targeted evening and online access)
 - 3. Promote targeted financial aid literacy (ex: impact of educational goal on financial aid resources)
 - 4. Increase percent of students who receive financial aid
- 2- Transfer
- 3-1. Review, create and award certificates and ADTs (workforce and transfer pathways)
 - 4-2. Remove barriers to graduation (e.g. forms and processes)
 - 5-3. Improve transfer bridge from Norco College to four-year college/university

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⁶ Norco College’s Career and Academic Pathways also known as CAPs are organized around the Norco College Schools.

Goal 4: Decrease student time to completion based on student educational goals

Completion by Design | Loss Momentum Framework alignment: Completion, Transition

Educational Master Plan 2025 objective alignment | 2.1 – 2.7

Student Equity Plan 2022-25 metric alignment | Vision Goal Completion, Transfer

RCCD Strategic Plan 2019-2024 objective alignment | All Goal 1 (Student Access) and All Goal 2 (Student Success) objectives

Vision 2030 alignment | Goal 3-Outcome 6

Strategies

- a. Schedule patterns
 1. Continue to refine multi-year schedule development that is informed by student needs and demands based on educational plans
 2. Continue to monitor success and completion in all instructional modalities with special attention to modalities like hybrid and online instruction that provide flexibility to student completion
 3. Rededicate to the Guiding Principles of Schedule Development (see Appendix B.1)
 4. Identify gaps and innovative solutions to provide wrap-around student support services during nontraditional time blocks (ex: evening/weekends)
- b. Collaboration between Academic Affairs and Student Services
 1. Scale and provide A&R support for comprehensive accelerated course offering patterns to enhance and improve the student experience (example: Mustang Track)
 2. Identify and develop other programmatic designs that allow students to complete educational plans on an accelerated timeline
- c. Academic Counseling and Career Development
 1. Scale career decision-making model practices
 2. Develop comprehensive ed plan that includes a career pathway informed by labor market data
 3. Implement strategies and interventions to support career and transfer goals (e.g. AB 928)⁷
- d. Programs of study
 1. Establish timeline a process for ongoing review and updating of program maps
 2. Intentional, accelerated, competency-based programs of study leading to credentials in high-demand career education fields
 3. Link job skills and connect careers to the classroom

⁷ Assembly Bill 928, Student Transfer Achievement Reform Act of 2021 (Berman, 2021) established the provision for a single general education pattern that meets the academic requirements necessary for transfer admission to the CSU and the UC.

Goal 5: Decrease student educational costs

Completion by Design | Loss Momentum Framework alignment: Completion, Transition

Educational Master Plan 2025 objective alignment | 2.1 – 2.7

Student Equity Plan 2022-25 metric alignment | Vision Goal Completion, Transfer

RCCD Strategic Plan 2019-2024 objective alignment | Goal 1 Student Access and Goal 2 Student Success

Vision 2030 alignment | Goal 1 Equity in Support

Strategies

a. Instructional Costs

1. Through established participatory governance and college planning structures, provide guidance and support for the adoption of zero-~~cost-textbook cost textbooks, low-cost,~~ and other instructional resources [and materials](#).
2. Review, formalize, and institutionalize processes for the regular review of all mandatory Course Materials Fee

b. Financial resources

1. Enhance student financial resources to offset educational costs and unexpected life events (e.g. student payment plans, emergency aid, etc.)
2. ~~Revise-Streamline~~ the financial aid appeals process
3. Increase financial aid access and financial aid literacy to address costs for four-year institutions
4. Increase financial support for transfer application fees, professional wardrobe (e.g.: Career Closet)
5. Programmatically strengthen and expand access to the Norco College Promise Program

Goal 6: Strengthen student engagement through support services that foster wellness and success, both in and out of the classroom to improve student persistence and success.

Completion by Design | Loss Momentum Framework alignment: Progress, Completion, Transition
Educational Master Plan 2025 objective alignment | 7.6, 7.7
Student Equity Plan 2022-25 metric alignment | Persistence
RCCD Strategic Plan 2019-2024 objective alignment |
Vision 2030 alignment | Goal 1 Equity in Success

Strategies

- a. Student Engagement Activities
 1. Increase student exposure [and access](#) to career, professional, mentorship, field trips, etc.
 2. Expand CAP Events and Activities including career [and alumni](#) panels,
 - ~~3. [Expand career panels](#)~~
 - ~~4-3. Promote student engagement and involvement in campus clubs~~
- b. Student Success Interventions
 1. Revise the Early Alert process
 2. Leverage technology (e.g. Canvas) to make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available
 3. Fully integrate all tutoring, math lab, Reading & Writing Lab, Library service support into success team activities
 4. Prioritize services for students close to degree/certificate completion (e.g. registration, appointments, etc.)
 5. ~~Mandate~~ [Create a college system of inescapable success](#) interventions
 6. Increase mentorships, internships, employment services
 7. Celebrate student milestones (e.g. Completion of 30+ units, [School-specific recognitions](#), etc.)
- c. Counseling & Advising
 1. Implement a career-focused developmental advising model based on Cognitive Information Processing Theory
 2. Integrate counselors and educational advisors into schools and student success teams
 3. Incorporate educational advising into standard counseling services to improve student access and flow for advising services
- d. Holistic Student Support
 1. Consistent assessment of student needs via Holistic Student Support Survey
 2. Provide appropriate targeted student services and connect students to support programs based on eligibility and/or program of study
 3. Identify, assess, and revise policies impacting student success (e.g. financial aid appeal, priority registration policies)
- e. Transition Interventions
 1. Increase student focus on transfer and connection to receiving colleges/universities
 2. Targeted student exit surveys (e.g. transfer, career, satisfaction)

Commented [CF5]: Group: this is a reiteration of #2, correct?

Chapter 4: Enrollment Targets & Schedule Development & SEM Calendar

Setting and achieving strategic enrollment targets and building a responsive and student-centered class schedule are integral components of the Norco College SEM Plan. Successful implementation of these components aligns the SEM Plan with the College’s Guided Pathways efforts, the Loss/Momentum Framework, the College Equity Plan, the CCCC Student-Centered Funding Formula (SCFF), and other college, district, and state plans.

Importance of SCFF alignment

70% of funding through the SCFF is tied to enrollment (fulltime equivalent students – FTES) and 10% of funding is tied to student success/completion. Therefore, setting and efficiently achieving enrollment targets and constructing course-taking pathways to completion imbedded into a multi-year schedule are essential to stable funding for the district and the college.

Establishing FTES Enrollment Targets and alignment with District & College Budget Allocation Model

Norco College collaborates with our sister colleges in the Riverside Community College District to establish enrollment targets for each college through the work of the District Enrollment Management Committee (DEMC). District-level considerations relevant to this 2024-2027 Plan include (1) the statewide establishment of the new funding floor in 2025-26 based upon 2024-25 FTES attainment, (2) thereby incentivizing the RCCD Colleges to recover pre-pandemic enrollments, and (3) the implementation of the District Budget Allocation Model, which allocates funding based upon the efficiency of the FTES generated.

Currently, at the district-level targets are set for credit-resident FTES, and non-credit FTES. Attention is paid to nonresident credit FTES to monitor trends and funding. In addition, FTES generated from Special Admits, Incarcerated students, and Career Development & College Preparation (CDCP) noncredit, and other noncredit are tracked for unique funding and potential growth.

Once DEMC establishes enrollment targets, Norco College evaluates the need to expand or contract the class schedule to meet the established FTES enrollment targets. The college follows the guiding principle of schedule development with most of the FTES in the fall term (see Appendix B.1). This is the college’s current distribution by term:

Term	NC FTES term target	Term Target as Percent of annual target
23SUM	624	8.8%
23FAL	3,142	44.4%
24WIN	576	8.1%
24SPR	2,741	38.7%
Total	7,083	100.0%

Table 4.1 2023-24AY Percent Distribution of FTES by term

In collaboration with the Academic Planning Chairs, the Vice President of Academic Affairs and Deans of Instruction are working to establish FTES targets by School and by discipline to align with the district and the college budget allocation models.

Multi-year Student-centered Schedule development

Using *Pathmaker* technology, the deans of instruction and department chairs have been working toward a multiyear schedule development. Highlights of the technology include maximization of room utilization, estimates of FTES generation, and efficiency metrics. The Deans of Instruction along with the Department Chairs with the leadership of the Vice President of Academic Affairs build the schedule of classes following established Guiding Principles (see Appendix B.1)

Norco College FTES Enrollment Targets

The college is currently working to re-claim pre-pandemic enrollments by AY2025-2026. Total FTES (resident and nonresident credit) targets are detailed below⁸. Thereafter, planned growth of 3% per year⁹ brings the college to the end of this iteration of the SEM Plan.

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Total FTES* Target	7,366	7,366	7,503	6,685	7,083	7,366	7,587	7,815

Table 4.02: College Annual Total FTES Targets

Monitoring Metrics

The District has developed several Dashboards (PowerBI) to assist the colleges in monitoring student enrollments, success, and other metrics. As part of this iteration of the SEM Plan, Norco College continues collaboration with the District to identify establish Dashboards and develop new Dashboards to better monitor progress toward meeting SEM goals. The following data will be monitored and assessed during this SEM Plan iteration and interventions taken as needed.

Enrollments

The college will establish targets and monitor the following enrollments (both FTES and headcount) for planned growth or contraction.

1. Resident Credit FTES
 - a. At the college level
 - b. By School designation
 - c. By discipline
2. Justice-involved students (aka Incarcerated¹⁰ FTES)
3. Special Admit students
4. CDCP noncredit
5. Other noncredit

In addition, the college will also monitor changes in nonresident FTES for budget purposes.

⁸ College Total FTES targets for 2025-26 and 2026-27 will be adjusted in consultation in consultation with DEMC depending upon (1) the actual FTES attainment in previous year (2) changes in State budget.

⁹ Growth of 3% is based upon continuation of RCCD Strategic Plan, however, may be adjusted with changes in State budget.

¹⁰ Incarcerated is the term used by the SCFF and indicated here for clarity.

Equity focus

In alignment with the Equity Plan, Norco College prioritizes equitable outcomes for longitudinally disproportionately impacted students. Due to evidence from the college's Equity Plan, Norco College prioritizes specific student groups at the core of its enrollment management goals and strategies. The College is committed to evaluating enrollment, persistence, success, and completion for these targeted groups. This assessment includes a thorough examination of equity groups to identify any disparities in access and success.

The college will monitor the following FTES and headcount enrollments as well as metrics of success, persistence and completion for the following:

- Hispanic / Latinx
- African American / Black

In addition, in alignment with the 2030 Vision (see Appendix XXX), the college will also monitor outcomes in the following students:

- CCAP
- Middle College (match to Vision 2030... is this included)
- Veterans
- Justice-impacted

Efficiency focus

The college is dedicated to regaining efficiency targets to better align with district and college plans and to better steward resources. The college will monitor both Fall term and Annual efficiency with the goal of attaining 595 WSCH/FTEF and 18.5 FTES/FTEF.

SEM Calendar

The Admissions and Records timeline is the foundation for the strategies and activities that will be developed for each goal. The timeline includes the following key components for each academic year. The current academic year calendar can be found on the college's website

- Application deadlines for each term within the academic year (Summer, Fall, Winter and Spring)
- Beginning and ending dates for the term
- Deadlines for admissions actions (e.g. add/drop courses, refunds, etc.)
- Registration appointments
- Program flag dates for student receiving priority registration
- Registration dates for general and priority groups

These dates will guide the development for:

- Schedule development
- Action plans for SEM Goals 1 through 6
 - Marketing and Outreach plans aligned ??

In year one of the implementation of the SEM, each operational team charged with oversight of a SEM Goal will create a one-year action plan that includes the key events and corresponding timeline(s).

Commented [CF6]: See Hayley's note in public comment draft:

Is our designation as an HSI also justification for monitoring Hispanic/Latinx student success/completion?

Commented [CF7R6]: Are there other data sources to support this?

Commented [BC8]: Vision 2030 Section II: Dual Enrollment, Veterans, Justice-Involved and Justice-Impacted students, Foster Youth, Low-income Adults

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Chapter 5: Strategic Enrollment Management Workgroup

The Strategic Enrollment Management (SEM) Workgroup, established as a committee of the Academic Council and College Council, is responsible for coordinating, discussing, assessing, and making recommendations regarding the functions, plans, and activities related to strategic enrollment management. The SEM Workgroup is charged with the development and implementation of the operational strategies related to marketing, outreach, recruitment, enrollment, retention, and equitable student completion. The workgroup members, in collaboration with the Administrative Lead in Academic Affairs, will establish and assess college-level enrollment benchmarks related to Full-Time Equivalent Student (FTES) each year.

The Strategic Enrollment Management Workgroup will be comprised of the members listed below. Meetings are open and other expertise may be requested as needed. The workgroup co-chairs shall be the (1) Vice President of Academic Affairs, and (2) Vice President of Student Services.

- Vice President of Academic Affairs
- Vice President of Student Services
- Vice President of Business Services
- Office of Institutional Effectiveness and Research Appointee
- Dean of Student Services
- Deans of Instruction
- Dean of Enrollment Services or designee
- Associate Dean of Educational Partnerships
- Academic Senate President
- Academic Senate Appointee
- Academic Planning Chairs, Chair of Chairs
- Office of Academic Counseling & Career Development Center Appointee

The Strategic Enrollment Management Workgroup meetings are scheduled for the first Wednesday of each month at 8:30am-9:30am.

Chapter 6: Implementation and Assessment of SEM plan

The Strategic Enrollment Management (SEM) Workgroup will establish annual priorities in alignment with the strategic enrollment plan goals and strategies. The committee will develop a one-year implementation plan that is inclusive of the strategies, timelines, responsible parties/leads, and assessment metrics to ensure continuous improvement towards plan goals. The plan will be communicated broadly, and the committee structure will obtain monthly operational updates from Goal Leads.

The SEM Workgroup will engage in an annual assessment of progress related to the plan as measured by the following metrics:

1. Evaluation of Education Master Plan Key Performance Indicators
 - a. EMP Goal 1 Access KPI 1-3
 - b. EMP Goal 2 Success KPI 4-7
 - c. EMP Goal 3 Equity KPI 8-12
 - d. EMP Goal 5 Workforce & Economic Development KPI 13-15
2. Evaluation of Student Equity & Guided Pathways Work Plan Metrics
 - a. Successful Enrollment
 - b. Persistence from Term 1 to Term 2
 - c. Transfer-level math and English Completion
 - d. Vision Goal Completion (degree or certificate)
 - e. Transfer within 3 years
3. Evaluations of outcomes related to the Student Centered Funding Formula
4. Evaluation of enrollment metrics and student success and completion metrics identified in the SEM Plan

Appendix A: Plans and framing documents that inform the College SEM Plan

Appendix A.01: Norco College 2030 Educational Master Plan

This plan was vetted through a nearly two-year deliberation process beginning in Fall Of 2017, submitted through the Norco College and the RCCD governance processes, and received by the RCCD Board of Trustees in Fall 2019. The plan sets forth the following goals:

- Goal 1: (Access) Expand college access by increasing both current headcount and FTES.
- Goal 2: (Success) Implement Guided Pathways framework.
- Goal 3: (Equity) Close all student equity gaps.
- Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.
- Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap.
- Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnership.
- Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
- Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
- Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.
- Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
- Goal 11: (Operations) Implement professional, intuitive, and technology-enhanced systems.
- Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.

Source: [Norco College 2030 Educational Master Plan](#)

Appendix A.02: Riverside Community College District Strategic Plan 2019-2024

The strategic goals and objectives are as follows:

Strategic Goal 1: Student Access

The District will ensure all students have equitable access to the colleges' courses, programs, and services.

Objective 1.1: Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES).

Objective 1.2: Increase number (headcount) of high school students in dual enrollment by at least 500 annually over five years.

Objective 1.3: Increase capture rates from feeder high schools by at least 5% annually.

Objective 1.4: Increase percent of students eligible for financial aid who receive aid by at least 2% per year.

Objective 1.5: Increase use of technology to improve course scheduling to support student pathways. (Target: Increase number of students using EduNav, student planning and registration system, by at least 10,000 per year.)

Strategic Goal 2: Student Success

The District will provide clear pathways and support for achieving certificates, degrees, and transfer.

Objective 2.1: Increase number of AA/AS awards by at least 15% annually.

Objective 2.2: Increase number of certificates completed by at least 15% annually.

Objective 2.3: Increase transfer to four-year universities by at least 15% per year.

Objective 2.4: Increase percent of CTE students employed in their field of study by at least 3% annually.

Objective 2.5: Increase percent of CTE graduates with a livable wage by at least 2% annually.

Objective 2.6: Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years.

Objective 2.7: Reduce number of units for degrees to not exceed 15% above required number of units (reduce by 3 units per year).

Objective 2.8: Increase number of full-time students (12 units per semester, 24 units per year) by at least 10% per year.

Objective 2.9: Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.

Strategic Goal 3: Equity

The District will work with community, workforce, and education partners to reduce and eliminate equity gaps.

Objective 3.1: Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

Objective 3.2: Increase RCCD's workforce diversity to better reflect communities served.

Strategic Goal 4: Institutional Effectiveness

The District identifies measures and reports on student and institutional outcomes to demonstrate the advancement of the District's mission and goals.

- Objective 4.1: Provide the framework and tools for monitoring, assessing, and evaluating progress on goals.
- Objective 4.2: Increase efficiency by reducing time for processes such as recruitment, purchasing, conflict resolution, and decision-making.
- Objective 4.3: Implement accountability, transparency, and evidence-based communication practices to improve student success and completion.
- Objective 4.4: Ensure that all processes and outcomes are aligned with the District's mission and goals and governance structures.
- Objective 4.5: Attain a District-level efficiency of 595 (WSCH/FTEF). (A task force has been formed to work on this issue.)

Strategic Goal 5: Resource Generation and Allocation

The District will acquire, manage, and deploy resources—including human, facilities, technology, and financial—to support District goals and advancement.

- Objective 5.1: Efficiently manage existing resources to support the ongoing academic and student support programs.
- Objective 5.2: Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness. (See Appendix D.)
- Objective 5.3: Develop a sustainable and healthy fiscal model.
- Objective 5.4: Strategically develop external revenue sources to maximize the funding available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.)
- Objective 5.5: Practice strategic enrollment management that integrates financial planning with student need and achievement.
- Objective 5.6: Invest in state-of-the-art technologies to enhance programs, services, and operations.
- Objective 5.7: Provide a healthy and safe environment for students, faculty, and staff.
- Objective 5.8: Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning.
- Objective 5.9: Streamline planning and design of facilities to comply with principles of total cost of ownership.

Strategic Goal 6: Partnerships & Communication

The District will position its image and reputation as a leading academic institution in the region by actively pursuing, developing, and sustaining collaborative partnerships with educational institutions, civic organizations, and businesses.

- Objective 6.1: Establish and expand relationships with regional educational institutions.
- Objective 6.2: Contribute to regional economic and workforce development by creating and expanding

relationships with business and civic organizations.

Objective 6.3: Collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services.

Objective 6.4: Through the RCCD Foundation, the District will engage in effective fundraising and capital campaigns that enhance educational programs and student support services.

Source: [RCCD Strategic Plan 2019 –2024](#)

Appendix A.03: Vision 2030: A Roadmap for California Community Colleges

In September of 2023, California Community College Chancellor, Sonya Christian, put forth Vision 2030: A Roadmap for California Community Colleges. The living document establishes bold systemwide goals supporting colleges to work toward removing systemic barriers and achieving equity in access, success, and support while integrating emerging efforts into established Student Success Metrics and other systemwide efforts including Student Equity Plans, Guided Pathways, Strong Workforce Programs, and others. While many metrics to track progress already exist, special attention must be paid as the critical indicators of goal attainment evolve through continuous improvement efforts facilitated by stakeholder input through systemwide participatory governance structures.

Goal 1: Equity in Success

Ensure the academic and career success of all Californians who are current and prospective California community college students.

Outcome 1: Completion Increase with equity, the number of California community college students who complete a meaningful educational outcome.

Outcome 2: Baccalaureate attainment Increase with equity, the number of California community college students attaining a baccalaureate degree.

Outcome 3: Workforce Outcome Increase with equity the number of California community college students who earn a living wage.

Goal 2: Equity in Access

Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.

Outcome 4: Student Participation¹¹ Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

Goal 3: Equity in Support

Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

Outcome 5: Maximizing Financial Aid Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.

Outcome 6: Reduce Units to Completion Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

Source: [Vision 2030: A Roadmap for California Community Colleges](#)

¹¹ Examples of specific additional populations of emphasis by the state legislature and governor include Dual Enrollment, justice-involved, foster youth, student veterans, low-income adults.

Appendix A.04: The Loss / Momentum Framework

The foundation of the Loss/Momentum Framework is a simple idea: the student experience can be mapped to five phases when students interact with the institution at numerous points. Each of these interactions can boost students' momentum toward completion or cause them to lose steam in pursuing their goals. If community college leaders and practitioners can identify the specific interactions that are catalyzing or impeding student success, then they will be equipped with the information necessary for a targeted strategy to increase student success.

In this framework, "loss points" are junctures at which students often delay or decide not to continue with postsecondary education. In contrast, "momentum points" are interactions with the institution that facilitate and encourage the completion of programs, achievement of credentials and transfer to four-year institutions. While some loss and momentum points can be generalized across many institutions, the Loss/Momentum Framework is designed so that practitioners can examine the specific experiences of their own students and identify the loss and momentum points particular to that college, its programs and services and its student demographics.

It is important to note that students themselves must also be held accountable for their own choices that promote or impede success in higher education. No college will be able to ensure perfectly smooth, forward-only movement through the stages of connection, entry, progress, completion, and transition for every single student. However, each and every college can strive to facilitate effective, efficient advancement and create a structure that, by default, puts students in a position to succeed.



- In the *connection* phase, students first engage with the idea of going to college. They are provided or gather on their own the information and resources that lead to the decision to attend college in general, and one college in particular. When looking at the student experience at the institutional level, this phase includes students' selection of a community college to attend. When examining the student experience within a particular program of study, this includes students' exposure to different disciplines and career opportunities.
- During the *entry* phase, students arrive at the institution or begin the onramp to a program of study. At the institutional level, this includes admission, financial aid, assessment testing and counseling appointments, as well as the completion of "gatekeeper" courses (such as general education requirements). At the program level, the entry phase begins with students' decision to pursue a particular discipline or program and ends when students have passed the initial required courses or "gatekeepers" for that program.
- When experiencing the *progress* phase, students move from their initial engagement with postsecondary education or a particular educational program to a long-term commitment. Specifically, the Loss/Momentum Framework defines progress specifically as completing program requirements, whether that is completion of a credential/degree or a particular program of study. This includes students' enrollment in the courses they need to achieve their educational goal; the learning experience in each of these courses; and the support that is available to move students closer to completion, both inside and outside the classroom.
- The *completion* phase comprises the student's final movement through an institution or program. This includes the required steps to apply for graduation and any preparation required to enter into the workforce or transfer to another institution for continued education.
- The *transition* phase involves all of the support needed to help a student success begin meaningful employment in a job that attains a living wage and/or the services needed to successfully enter a transfer institution with all applicable credits and academic standing.

Source: [Completion by Design – Loss/Momentum Framework](#)

Appendix A.05: Guided Pathways Framework Essential Practices

The college is working to fully adopt the Guided Pathways framework.

Mapping Pathways to Student End Goals

- a. Programs are organized and marketed in broad career-focused academic communities or “meta-majors”.
- b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.
- c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.
- d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence.
- e. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.
- f. Required math courses are appropriately aligned with the student’s field of study.

Helping Students Choose and Enter a Program Pathway

- a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
- b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.
- c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year.
- d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.
- e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
- f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Keeping Students on Path

- a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
- b. Students can easily see how far they have come and what they need to do to complete their program.
- c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and support in place to intervene in ways that help students get back on track.
- d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Ensure that Students are Learning

- a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
- c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.
- d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each

- program, in both arts and sciences and career/technical programs.
- e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
 - f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
 - g. The college assesses the effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

<https://www.norcocollege.edu/committees/gpw/Pages/index.aspx>

Appendix A.06: Norco College Student Equity Plan

The California Community College Chancellor's Office establishes metrics every three years for use by colleges in the evaluation of equitable progress toward student success. Norco College's most recent Student Equity Plan assesses these metrics, identified areas of disproportionate impact, and proposes mitigating activities to improve equitable college outcomes.

The progress toward successful implementation of this plan through the monitoring of the plan's metrics are aligned with the Norco SEM Plan and its objectives and desired outcomes.

The most recent Student Success Metrics from the CCCC are:

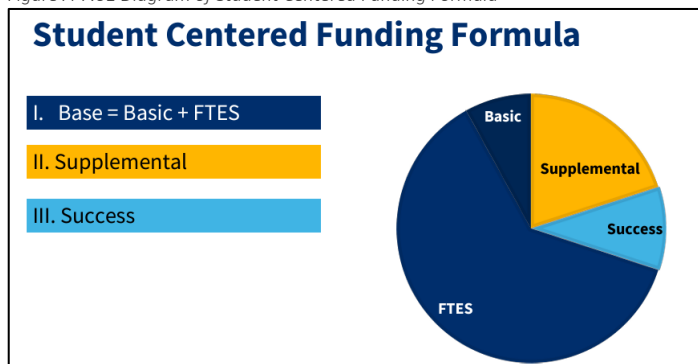
- Successful Enrollment (percentage of first-time college students who applied and enrolled in the same year in a primary term)
- Transfer-level math and English (percentage of first time in college students who completed transfer-level math and English in the first year)
- Persistence (percentage of first-time college students who enrolled in the subsequent semester)
- Vision Goal Completion (percentage of first-time college students who completed a degree or certificate in three years)
- Transfer (percentage of first time in college students who transferred to a four-year institution within three years)

Source: [Norco College Student Equity Plan 2022 – 2025](#)

Appendix A.07: Student Centered Funding Formula (SCFF)

The Student Centered Funding Formula was created by the State Chancellor's Office in coalition with key stakeholders to align with the goals of the California Community Colleges' Vision for Success. The SCFF is designed to ensure that college funding is based not only on the number of students served, but also on how well colleges serve their students in achieving their educational goals.

Figure A-7.01 Diagram of Student Centered Funding Formula



Source: CCCCO: SCFF Resource Estimator [Nuts & Bolts Webinar](#)

Through this formula, the discretionary funds available to the community colleges are based upon three calculations:

1. A base allocation (70%) which reflects two measures of enrollment, both related to FTES.
2. A supplemental allocation (20%) based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant, and students covered by AB 540; designed to address equity in access.
3. A student success allocation (10%) based on outcomes that include:
 - a. the number of students earning associate degrees and credit certificates,
 - b. the number of students transferring to four-year colleges and universities,
 - c. the number of students who complete transfer-level math and English within their first year,
 - d. the number of students who complete nine or more career education units, and
 - e. the number of students who have attained the regional living wage.

Source: [Student Centered Funding Formula](#)

Appendix A.08: ACCJC 2024 Accreditation Standards alignment to SEM

The Strategic Enrollment Management Plan goals and strategies are supported by the following select 2024 ACCJC Standards.

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.2 The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.
- 1.3 The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.
- 1.5 The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

- 2.1 Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.
- 2.2 The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
- 2.3 All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.
- 2.4 The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.
- 2.5 The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.
- 2.6 The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.
- 2.7 The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

2.8 The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.4 The institution develops, maintains, and enhances its educational services and operational functions through effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

Standard 4: Governance & Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.2 Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

<https://accic.org/standards-review/>

Appendix A.09: RCCD Adult Education & Noncredit 2022 – 2027

The RCCD Noncredit Planning Workgroup, after reviewing the scan data and SWOT analysis, developed nine possible recommendations for noncredit planning. The literature review, data analyses, and nine recommendations formed the basis of the mission, vision, goals, and objectives that follow.

Recommendation #1

Develop Certificates of Competency for English (possible additional) and mathematics skills to enhance successful completion of transfer-level English and mathematics.

Recommendation #2

Market recently developed noncredit ESL courses and certificates and expand ESL career pathway certificates.

Recommendation #3

Market recently developed noncredit CTE certificates and develop additional noncredit CTE certificates that emphasize technical skills and pathways to middle-skill jobs in industry areas discussed above.

Recommendation #4

For Basic Skills, ESL, and CTE, target communities with low educational attainment and low participation numbers.

Recommendation #5

Develop noncredit courses for adults with disabilities.

Recommendation #6

Expand noncredit offerings for older adults.

Recommendation #7

Advocate for enhanced rate noncredit certificates for adults with disabilities and older adults.

Recommendation #8

Expand support services for noncredit students (The ASCCC, 2019).

Recommendation #9

Work more closely with regional adult schools to develop pathways to transition students to RCCD credit programs.

Source: [Adult Education, Noncredit, & RCCD Status, Outlook & Planning 2022- 2027](#)

Appendix A.10:
RCCD Emergency Conditions Recovery Plan

The first submission to the CCCC was BOT approved on August 16, 2022. The first submission was the initial plan, and it was followed-up by a mid-year update with additional data, charts and a more developed timeline at the end of the document on January 13, 2023.

The district provided detailed information regarding actions taken to increase enrollment, persistence and completion including basic needs supports to students, financial aid and class scheduling. The district conducted an analysis of the students lost between Spring 2020 and Fall 2021 and provided a timeline on districtwide strategic planning goals, objectives, and targets as part of Board presentations and discussions.

Sources: [RCCD Emergency Conditions Recovery Plan BOT Approved 08.16.22.docx](#)
[RCCD Emergency Conditions Recovery Plan 01.17.23 - BOT APPROVED.docx](#)

Appendix B: Schedule Development Guidelines & Target Monitoring

Appendix B.01: Schedule Development & Maintenance Guidelines

When building the class schedule the following Guiding Principles are considered:

Schedule Development

- Balance general education course offerings to ensure student access at a variety of blocks of time
 - days of week, consider M/W, T/Th, MWF, T/Th/F, F/Sat blocks
 - time of days, morning, afternoon, or evening
 - Monitor headcount of students moving through courses. GE courses vary with regard to unit value (watch headcount as well as FTES) to make sure that the GE courses have sufficient capacity
- Coherent pathways for completion
 - Two-year rotation of pathway courses
 - Insure CTE completions
 - Alignment with ADT pathway maps
- Appropriate Ratio of face-to-face, hybrid, and online
 - May be discipline specific
 - Review and analysis of student success, course retention, student demand
 - Balance hybrid offerings across the week
- Schedule development adheres to the scheduling grid¹²
 - Minimize overlapping classes
 - Minimize days on campus
 - Maximize efficiency (goal: reclaim 595 WSCH/FTEF)
- Confirm adherence to the Student Attendance Accounting Manual (SAAM)¹³
 - Utilize the scheduling calculator
 - Ensure appropriate passing time
 - Communicate required break time
- Review annual distribution of FTES
 - Majority of the FTES should be assigned to the fall primary term
 - Intersession FTES should be minimum and allocated for the purpose of pathway completion

Schedule Maintenance

- Guidelines for Section Cancellation
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- Guidelines for Section Additions to existing schedule
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¹² The Norco College scheduling grid is specifically designed to minimize overlapping classes, allowing students to move from 3-unit to 4-unit classes without scheduling conflict.

¹³ Watch for news from the CCC Board of Governors who are considering regulatory action that would revise Title 5, standardizing Attendance Accounting for Credit Courses. This will not affect Positive Attendance calculations. change may be as early as 24FAL. First Reading: January 22, 2024

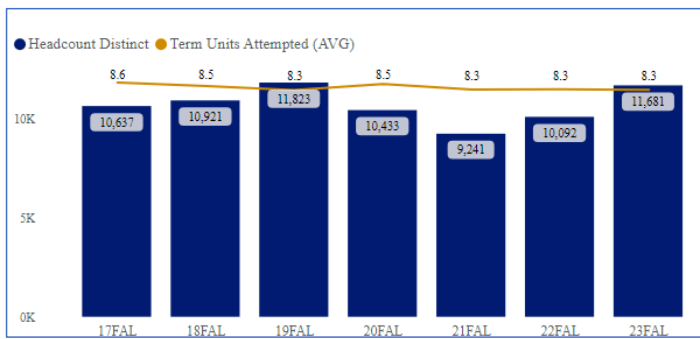
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Appendix B.02: Target Monitoring

Several *PowerBI* Dashboards have been developed by the district and are available to the college. These will prove indispensable while the college monitors and assesses progress toward achieving SEM Plan goals. In addition, the college will collaborate with the district to produce any college-specific dashboards or reports designed to address any unmet needs specifically called out in the SEM Plan.

Examples of Dashboard data available:

Figure B.02.01: Annual Unduplicated Fall-term Headcount & Fall Term Average Units Attempted



Source: PowerBI | District IR Dashboard | Student Demographics | Headcounts
Data as of 2/21/24 at 7:33 AM

Figure B.02.02: Student Fulltime & Parttime Fall-term Enrollment Status

Full-Time/PT	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	23FAL
FT	29.1%	28.6%	28.3%	29.5%	28.9%	30.3%	31.1%
PT	70.9%	71.4%	71.7%	70.5%	71.1%	69.7%	68.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: PowerBI | District IR Dashboard | Student Demographics | Headcounts
Data as of 2/21/24 at 7:33 AM

Currently available select PowerBI Dashboard Reports:

1. District IR Dashboards (multiple reports)
2. RCCD FTES Enrollment Dashboard
3. EMD_Noncredit
4. CCAP Dual Enrollment
5. Guided Pathways Cohorts
6. Programs of Study
7. NC_Schools Outreach
8. EduNAV
9. Math Sequence
10. Math Metrics

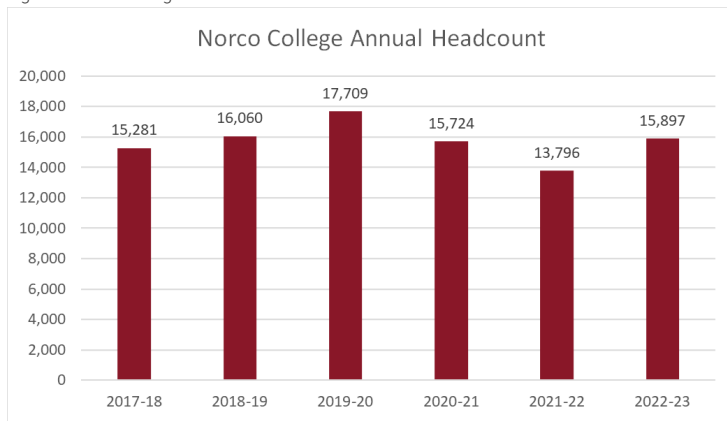
Appendix C: Data Review

The following data provide a high-level overview of historical trends in the college’s key performance indicators, including student enrollments, demographics, and outcome metrics. Many of these data elements are retrieved from the California Community College Chancellors Office Data Mart among other sources.

Review and access to live college-level data has been made increasingly available through PowerBI reports provided by the Riverside Community College District Educational Services division. While the broad overview presented below is helpful, the college is working toward standard widespread access to reviewing and monitoring live data that is more closely aligned with district and statewide targets to which the college is held accountable.

Appendix C.01: Student Headcount & Demographics

Figure C.01.1: Collegewide Annual Headcount



Source: [Chancellor’s Office Data Mart - Student Annual/Term Count](#); Data Retrieved: September 18, 2023

Note: Includes summer as a leading term; that is, a year is summer-fall-winter-spring

Figure C.01.02: Full-time/Part-time (Unit Load)

FT/PT	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-time (12+)	2,341	2,225	1,562	1,602
Part-time (<12)	9,485	8,125	7,277	7,865
Non-Credit	5	7	49	145
Total	11,831	10,357	8,888	9,612

Source: [Chancellor’s Office Data Mart - Part-time/Full-time \(Unit Load\) Report](#); Data Retrieved: September 18, 2023

Figure C.01.03: Enrollment Status

Enrollment Status	Fall 2019	Fall 2020	Fall 2021	Fall 2022
First-Time Student	1,680	1,119	1,051	1,666
First-Time Transfer Student	596	448	358	643
Returning Student	1,568	1,357	1,190	1,404
Continuing Student	6,684	6,261	5,206	4,547
Special Admit Student	1,303	1,172	1,083	1,352
Total	11,831	10,357	8,888	9,612

Source: [Chancellor's Office Data Mart - Enrollment Status Summary Report](#); Data Retrieved: September 18, 2023

Definitions: Enrollment Status:

- **First-time:** Enrolled in college for the first time after High School
- **First-time Transfer:** Enrolled at College for the first time and who transferred from another institution of higher education
- **Continuing:** Enrolled in the previous regular session (in this case, spring)
- **Returning:** Enrolled after an absence of one or more primary terms (fall and spring are primary terms)
- **Special Admit:** Special Admit student currently enrolled in K-12

Figure C.01.04: Ethnicity Trends

Ethnicity	2019-20	2020-21	2021-22	2022-23
African American	6.7%	6.5%	6.5%	6.8%
American Indian/Alaskan Native	0.3%	0.2%	0.3%	0.2%
Asian	7.7%	8.2%	8.7%	9.0%
Filipino	2.5%	2.4%	2.5%	2.1%
Hispanic	58.0%	58.5%	58.5%	58.9%
Multi-Ethnicity	1.9%	3.1%	3.6%	4.0%
Pacific Islander	0.4%	0.4%	0.4%	0.4%
Unknown	1.9%	0.8%	1.1%	1.9%
White Non-Hispanic	20.6%	20.0%	18.4%	16.8%
Total	100%	100%	100%	100%

Source: [Chancellor's Office Data Mart - Annual/Term Student Count](#); Data Retrieved: September 18, 2023

Figure C.01.05: Onboarding and persistence (fall to spring) of Black/African American Students

Annual Year	Onboarding Black/AA	Onboarding Overall	Persistence Black/AA	Persistence Overall
2018-19	43%	46%	55%	63%
2019-20	41%	43%	55%	60%
2020-21	41%	42%	50%	58%
2021-22	42%	47%	46%	56%

Source: [Launchboard - Student Success Metrics](#); Data Retrieved: August 23, 2023

Figure C.01.06: Fall to Fall Persistence

Cohort Year	Asian	Black	Latinx	White	Other	Overall
Fall 2018-Fall 19	77.2%	53.8%	62.4%	63.6%	54.8%	63.4%
Fall 2019-Fall 20	70.8%	53.3%	53.5%	59.2%	58.9%	56.4%
Fall 2020-Fall 21	66.7%	50.0%	52.4%	57.6%	40.0%	53.9%
Fall 2021-Fall 22	71.4%	59.6%	58.8%	66.2%	60.4%	61.5%

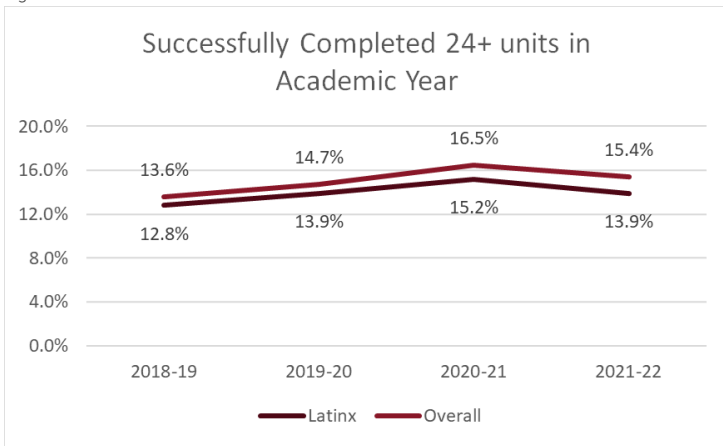
Source: Local MIS data files; Data Retrieved: August 23, 2023

Figure C.01.07: Dual Enrollment: Black/African American and Latinx Students

Term	Dual Enrollment Black/AA	CNUSD Black/AA	Dual Enrollment Latinx	CNUSD Latinx
Fall 2018	6.9%	6.6%	57.7%	51.9%
Fall 2019	4.8%	6.3%	49.9%	52.7%
Fall 2020	4.4%	6.3%	49.5%	52.9%
Fall 2021	4.5%	6.2%	45.9%	53.3%
Fall 2022	6.0%	6.2%	45.6%	54.1%

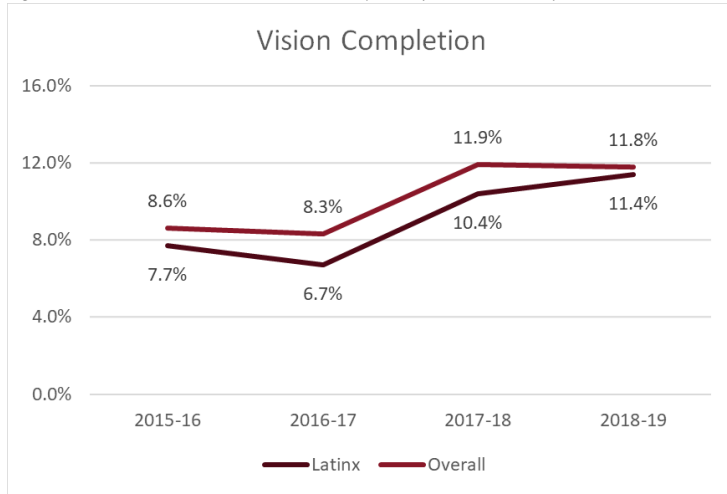
Source: Local Dual Enrollment student data and [CNUSD high school population](#); Data Retrieved: August 23, 2023

Figure C.01.08: Momentum: Latinx Students



Source: [Launchboard - Student Success Metrics](#); Data Retrieved: August 23, 2023

Figure C.01.09: Graduation: Latinx Students (Three-year cohort rate)



Source: [Launchboard - Student Success Metrics](#); Data Retrieved: August 23, 2023

Appendix C.02:
Full-time Equivalent Students (FTES) and Productivity Collegewide FTES

Figure C.02.01: Annual Fulltime Equivalent Students

FTES	2019-20	2020-21	2021-22	2022-23
Credit	7,952.08	6,899.21	5,671.04	6,352.66
Non-Credit	24.85	8.24	48.03	64.22
Total	7,976.93	6,907.45	5,719.08	6,416.89

Source: [Chancellor's Office Data Mart - Fulltime Equivalent Students \(FTES\)](#); Data Retrieved: September 18, 2023

Note: The FTES from DataMart are based on simple calculation for instructional time and do not reflect different attendance accounting methods.

Figure C.02.02: Distance Education FTES

DE FTES	2019-20	2020-21	2021-22	2022-23
DE Credit	1,318.00	4,198.55	3,772.37	3,303.50
DE Non-Credit	0	4.95	19.51	39.72
Total DE	1,318.00	4,203.50	3,791.88	3,343.22

Source: [Chancellor's Office Data Mart - Distance Education \(DE\) FTES Summary Report](#); Data Retrieved: September 18, 2023

Figure C.02.03: Non-credit Enrollment

Annual Year	Non-Credit Enrollments	Disciplines
2019-20	1,025	ILA, REA
2020-21	469	ENP, ESL, ILA, PDS
2021-22	599	ACC, ESL, ILA, PDS
2022-23	1,034	ACC, ADJ, DFT, ELE, ENE, ENG, ENP, ESL, ILA, PDS

Source: Local MIS data files; Data Retrieved: August 23, 2023

Appendix C.03:
Supplemental Allocation Data

Figure C.03.01: Pell & Promise Grants Student Headcount

Headcount	2019-20	2020-21	2021-22	2022-23
California College Promise Grant	9,514	7,928	6,636	7,920
Pell Grant	2,735	2,172	1,848	2,017

Source: [Chancellor's Office Data Mart - Financial Aid Summary Report](#); Data Retrieved: November 27, 2023.

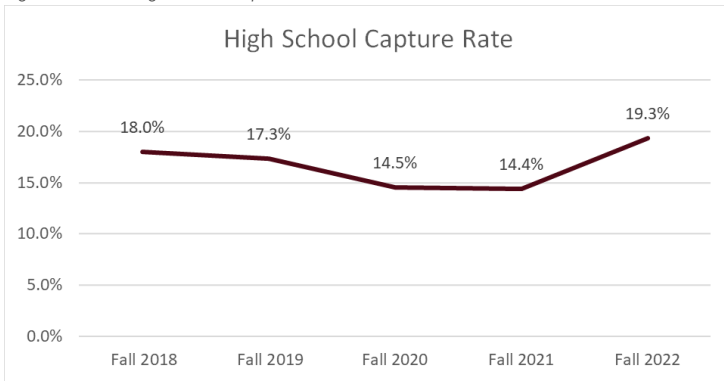
Appendix C.04: Student Achievement and Success

Figure C.04.01: Course success rates: Face-to-Face and Distance Education

Modality	2019-20	2020-21	2021-22	2022-23
Distance Ed	75.6%	74.3%	70.0%	70.2%
Non-Distance Ed	79.1%	68.5%	74.2%	72.6%
Overall	78.4%*	72.1%	71.1%	71.2%

Source: [Chancellor's Office Data Mart - Retention/Success Rate](#); Data Retrieved: September 19, 2023. *The Spring 2020 course success rate was higher than expected due to the increase in Excused Withdraw (EW) grades.

Figure C.04.02: High School Capture Rate



Source: [Educational Master Plan](#); Data Retrieved: August 23, 2023

Figure C.04.03: Program Awards (Degrees & Certificates)

Award Count	2019-20	2020-21	2021-22	2022-23
Associate in Science for Transfer (A.S.-T)	245	292	323	274
Associate in Arts for Transfer (A.A.-T)	262	323	281	248
Associate of Science (A.S.)	325	385	435	360
Associate of Arts (A.A.)	938	1,100	1,107	1,052
Certificate - 30 to < 60 semester units	112	143	173	140
Certificate - 16 to < 30 semester units	48	38	49	40
Certificate - 8 < 16 semester units		7		1
Certificate - 6 to < 18 semester units	374	214	247	179
Other Credit Award < 6 semester units			9	7
Noncredit award		8	4	41
Total	2,304	2,510	2,628	2,342

Source: [Chancellor's Office Data Mart - Program Awards Summary Report](#); Data Retrieved: September 19, 2023.
Strategic Enrollment Management Academy Assignment: June 2023

C.05:
Student Surveys / Focus Groups / Other Data Sources

Student Equity Plan Inquiry Research

A representative sample of Black/African American prospective and current student voices led to a recommendation to prioritize improvements to pre-enrollment experiences. Research did not identify any systematic path to refusal-conversion, which means once Black/African American potential students are lost, they are likely lost to Norco College forever. Potential and current students also recommend providing a checklist or quick-start guide to improve enrollment navigation. Concerning persistence, the top response from students was a need to improve communications about existing services, their purpose, costs, and how to access them, with online students feeling especially left out. Related to courses, students recommended providing an online course orientation for new students on how to navigate Canvas, submit assignments and take tests without timing out, as well as clear communication around which courses are transferable.

SEM Logic Model Baseline Metrics

One of the key components in developing the SEM included establishing baseline metrics the college would achieve within 1 year, mid (greater than a year), and long-term aligned to the deliverables in our SEM Logic Model. During the June 2023 institute, the team created the logic model below with the impacts expected in the far-right column.

Figure C.05.01: Norco College SEM Logic Model

SEM LOGIC MODEL		PROJECT GOAL	
		Why is your SEM project needed? What is the overall aim? Developing and implementing a PEM (Pathways and Enrollment Management Plan) focusing on the entire student journey at Norco College, developing a structure that makes enrollment management a college-wide responsibility. (Developed at the June 2, 2023, SEM conference).	
To complete our activities, we will need the following RESOURCES:	To complete our project, we will carry out the following ACTIVITIES:	Our activities will produce the following DELIVERABLES:	Once completed, our deliverables will lead to the following IMPACT:
<ul style="list-style-type: none"> • Training/Primer Loss Momentum Framework • Dualenroll.com • CRM (Customer Resource Management) software • Need more staff in the Research Office to support this effort • High school outreach teams • Success Teams • Engaging the entire Norco College community 	<ul style="list-style-type: none"> • Expansion of dual enrollment into the 9th grade • Reimagine Norco Advantage as a programmatic experience for students • Draft a Marketing and Outreach plan • Analyze college and student level data and identify gaps • Draft PEM Plan shared widely for college community buy-in and feedback • Map PEM to college and district strategic plans • Fully integrate PathMaker into multi-year schedule development 	<ul style="list-style-type: none"> • SEM plan with Enrollment Management calendar • Identify the structure to institutionalize Pathways and Enrollment Management. 	<ul style="list-style-type: none"> • Within 1 year: <ul style="list-style-type: none"> • Decrease equity gaps in onboarding and retention for Black/African American • Increase non-credit enrollment • Increase access to dual enrollment for Black and Latinx students • Increase high school capture rate • Mid: <ul style="list-style-type: none"> • Increase Fall->Fall retention • Long-Term: <ul style="list-style-type: none"> • Decrease equity gaps in momentum & graduation rates for Hispanic/Latinx • Year-round scheduling multi-term enrollment

Following the institute, Institutional Research reviewed all data to determine baselines for each of the logic model impacts.

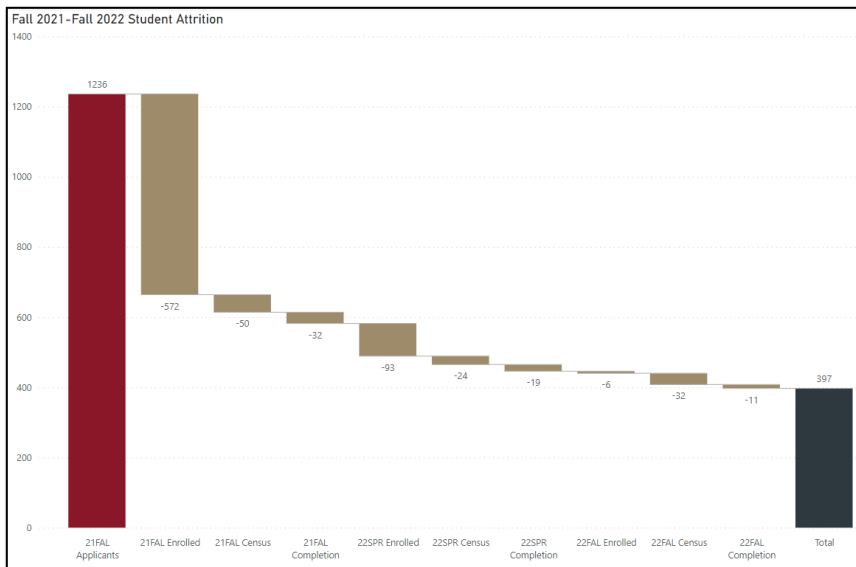
Within 1 year

1. Onboarding and Retention: Black/African American Students
 - a. Similar trends to the overall college population, but the outcome percentages are consistently lower, and largest gaps are in the most current year.
 - b. Aligns with our Student Equity Plan/Equity Inquiry Team
2. Increase non-credit enrollment
 - a. Growth in the last three years: ACC, ADJ, DFT, ELE, ENE, ENG, ENP, ESL, PDS
 - b. Aligns with EMP Objective 7.3- Non-credit plan and programs
3. Dual Enrollment: Black and Latinx Students
 - a. In most recent year, proportion of Black/AA students participating in dual enrollment was equivalent to proportion of Black/AA students within CNUSD
 - b. The proportion of Latinx students has decreased in comparison to the proportion within CNUSD
 - c. Aligns with EMP Objective 1.3- Expand enrollment with strategic groups
4. Increase high school capture rate
 - a. Dip in Fall 2020 and 2021, but rate rebounded in Fall 2022
 - b. Aligns with EMP Objective 1.4 (KPI 3)

Midrange

1. Fall to Fall retention
 - a. Drop in Fall 2019 and 2020, but rebound in Fall 21-Fall 22 retention (see bar graph below)
 - b. Builds on the Onboarding and Retention Goals, looking beyond the first year

Figure C.05.02: Student Attrition from Fall 2021 to Fall 2022



Source: Local Management Information Systems and CCCApply data.

Long-Term:

1. Momentum & Graduation: Hispanic/Latinx Students
 - a. Latinx students show similar trends to the overall college population for momentum and graduation, but outcome percentages are consistently lower. The graduation gap has narrowed in the most current year.
2. Year-round scheduling multi-term enrollment

Appendix C.06: Community Data

Figure C.06.01: Educational Attainment

Educational Attainment	California	Riverside County
Population 25 years and over	26,797,070	1,572,798
Less than 9th grade	8.7%	9.0%
9th to 12th grade, no diploma	7.1%	8.0%
High school graduate (includes equivalency)	20.4%	26.9%
Some college, no degree	20.5%	24.1%
Associate's degree	8.0%	8.4%
Bachelor's degree	21.9%	15.1%
Graduate or professional degree	13.4%	8.4%
High school graduate or higher	84.2%	83.0%
Bachelor's degree or higher	35.3%	23.5%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP02)

Figure C.06.02: General Community Demographics

Gender and Age	California	Riverside County
Total population	39,455,353	2,409,331
Male	50.0%	50.1%
Female	50.0%	49.9%
Under 5 years	6.0%	6.2%
5 to 14 years	12.9%	14.5%
15 to 19 years	6.6%	7.3%
20 to 24 years	6.7%	6.7%
25 to 34 years	15.1%	13.8%
35 to 44 years	13.5%	13.1%
45 to 59 years	19.1%	18.5%
60 to 74 years	14.3%	13.8%
75 years and over	5.8%	6.0%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP05)

Figure C.06.03: Population Ethnicity in county and state

Ethnicity	California	Riverside County
Total population	39,455,353	2,409,331
Hispanic or Latino	39.5%	50.3%
Not Hispanic or Latino	60.5%	49.7%
White alone	35.8%	33.2%
Black or African American alone	5.4%	6.1%
American Indian/Alaska Native alone	0.3%	0.4%
Asian alone	14.7%	6.6%
Native Hawaiian/Other Pacific Islander alone	0.3%	0.3%
Some other race alone	0.4%	0.3%
Two or more races	3.6%	2.9%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP05)

Figure C.06.04: Population by Citizenship Status by county and state

U.S. Citizen Status	California	Riverside County
Foreign-born population	10,454,949	518,941
Naturalized U.S. citizen	53.5%	54.2%
Not a U.S. citizen	46.5%	45.8%

Source: 2021: ACS 5-Year Estimates Data Profiles (TableID: DP02)

Figure C.06.05: Population by Disability Status by county and state

Disability Status	California	Riverside County
Civilian Noninstitutionalized Population	38,946,377	2,385,433
With a disability	10.6%	11.4%
Under 18 years	8,979,207	605,697
With a disability	3.5%	4.0%
18 to 64 years	24,388,164	1,437,387
With a disability	8.1%	8.9%
65 years and over	5,579,006	342,349
With a disability	33.4%	35.3%

Source: 2021: ACS 5-Year Estimates Data Profiles (TableID: DP02)

Figure C.06.06: Population by Employment Status by county and state

Employment Status	California	Riverside County
Population 16 years and over	31,499,704	1,876,133
In labor force	63.9%	60.3%
Civilian labor force	63.4%	60.0%
Employed	59.3%	55.7%
Unemployed	4.1%	4.3%
Armed Forces	0.5%	0.3%
Not in labor force	36.1%	39.7%

Source: 2021: ACS 5-Year Estimates Data Profiles (TableID: DP03)

Figure C.06.07: Population by Poverty Status by county and state

Percentage below poverty level	California	Riverside County
All people	12.3%	12.0%
Under 18 years	16.2%	15.5%
18 to 64 years	11.2%	10.9%
65 years and over	10.5%	10.2%

Source: 2021: ACS 5-Year Estimates Data Profiles (TableID: DP03)

Figure C.06.08: Population by Language Spoken at Home by county and state

Language spoken at home	California	Riverside County
Population 5 years and over	37,105,018	2,258,907
English only	56.1%	58.7%
Language other than English	43.9%	41.3%
Speak English less than "very well"	17.2%	14.8%
Spanish	28.3%	34.5%
Speak English less than "very well"	10.9%	12.3%
Other Indo-European languages	4.6%	1.9%
Speak English less than "very well"	1.3%	0.5%
Asian and Pacific Islander languages	9.9%	4.3%
Speak English less than "very well"	4.6%	1.8%
Other languages	1.1%	0.7%
Speak English less than "very well"	0.4%	0.3%

Source: 2021: ACS 5-Year Estimates Data Profiles (TableID: DP02)

* All findings need to be interpreted with caution as the population figures are estimates. The estimates are based on a sample and are subject to sampling variability, represented as a margin of error. Please see the data source for each table to see the margin of error for each estimate.

Appendix C.07:
Career Education Data

Figure C.07.01: Strong Workforce Program Students

<i>Student Type</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
<i>All Students</i>	6,452	5,493	5,018
<i>Earned 9 or More Career Education in 1 year</i>	25%	25%	27%
<i>Earned a Degree or Certificate or Attained Apprenticeship Journey Status</i>	326	353	382
<i>Median Annual Earnings after Exiting</i>	\$37,122	\$36,924	Unavail
<i>Exiting Students Who Attained Living Wage</i>	62%	64%	Unavail

Source: [Launchboard - Strong Workforce Program](#); Data Retrieved: September 19, 2023

Note: All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year

2023-2024 ACTION PLAN

Recruitment

RAISING AWARENESS AND CONNECTING WITH OUR COMMUNITY

- **Tabling & Tours** Peer Advisors connect with students on and off campus, provide general information, and make referrals to campus programs.
- **Presentations** Educational Advisors provide student success workshops including Application Workshops, Norco College Information Sessions, and in-person Orientation Sessions.
- **Collaboration** Counselors work with discipline faculty and personnel from local school districts to strengthen high school to college pathways, design *connection* and *entry* activities, and build relationships.

Retention

SUPPORTING STUDENT NEEDS TO KEEP THEM ENROLLED

- **Entry Tracking** Peer Advisors reach out to interested students to provide referrals and support for the college application, and to those who fail to complete assessment, orientation, or counseling.
- **First-term Follow-up** Educational Advisors reach out to new students in their school to introduce themselves, check-in on the student, and make sure the student's needs are being met.
- **Early Engagement** Counselors work with discipline and library faculty to design school-based early student engagement activities and events.

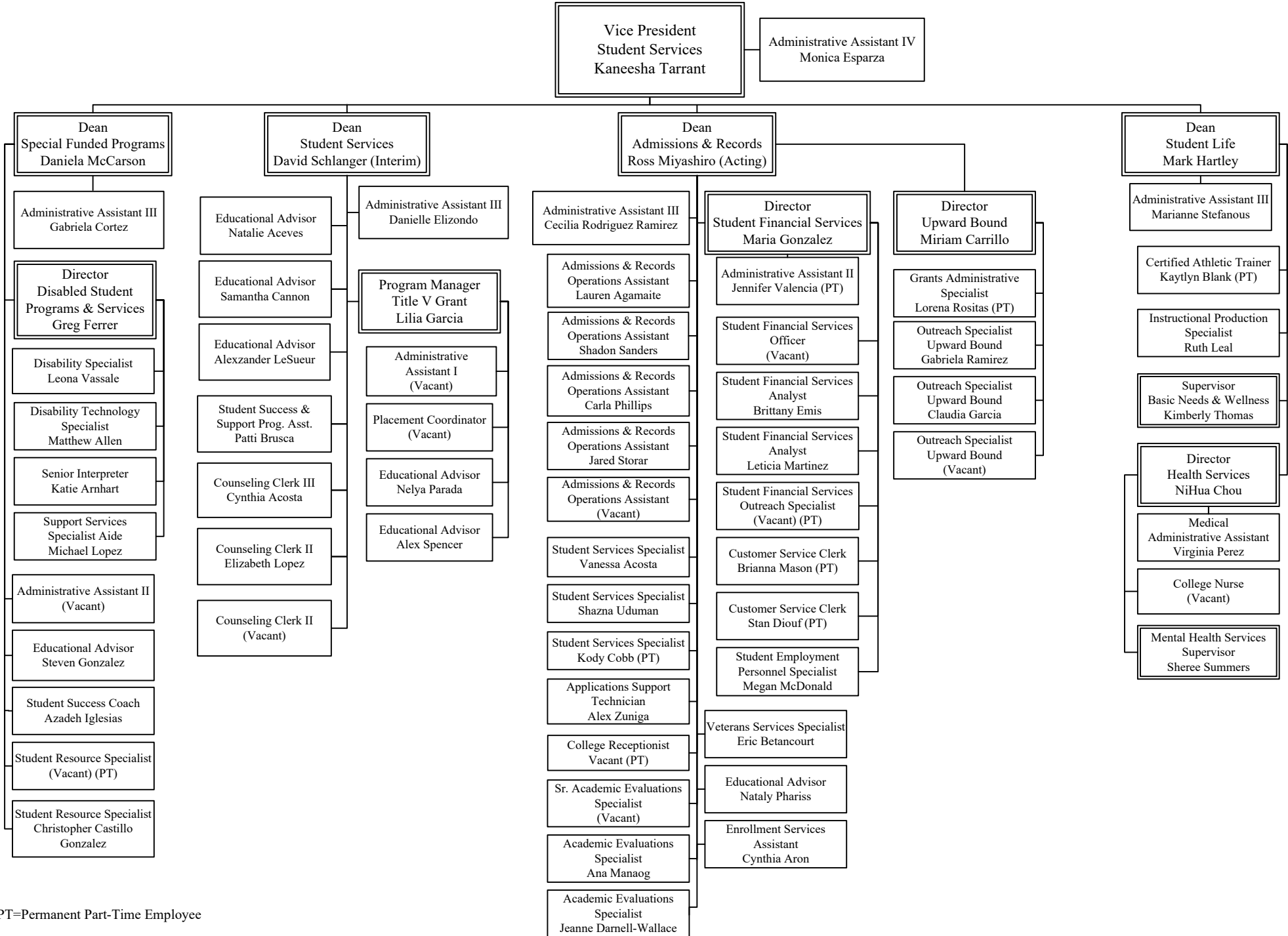
Recovery

GETTING BACK STUDENTS WHO WITHDRAW

- **Gap term Follow-up** Peer Advisors reach out to students who miss major terms.
- **Class Drop Follow-up** Educational Advisors immediately contact students who withdraw from classes in any given term to check-in and provide support.
- **Ed Plan Update** Counselors revise education plans to adjust for any missed courses and make a plan for students to get back on track.

Riverside Community College District

Norco College – Student Services



PT=Permanent Part-Time Employee

KEY PERFORMANCE INDICATORS

1 THRU 7

COLLEGE COUNCIL



NORCO
COLLEGE

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

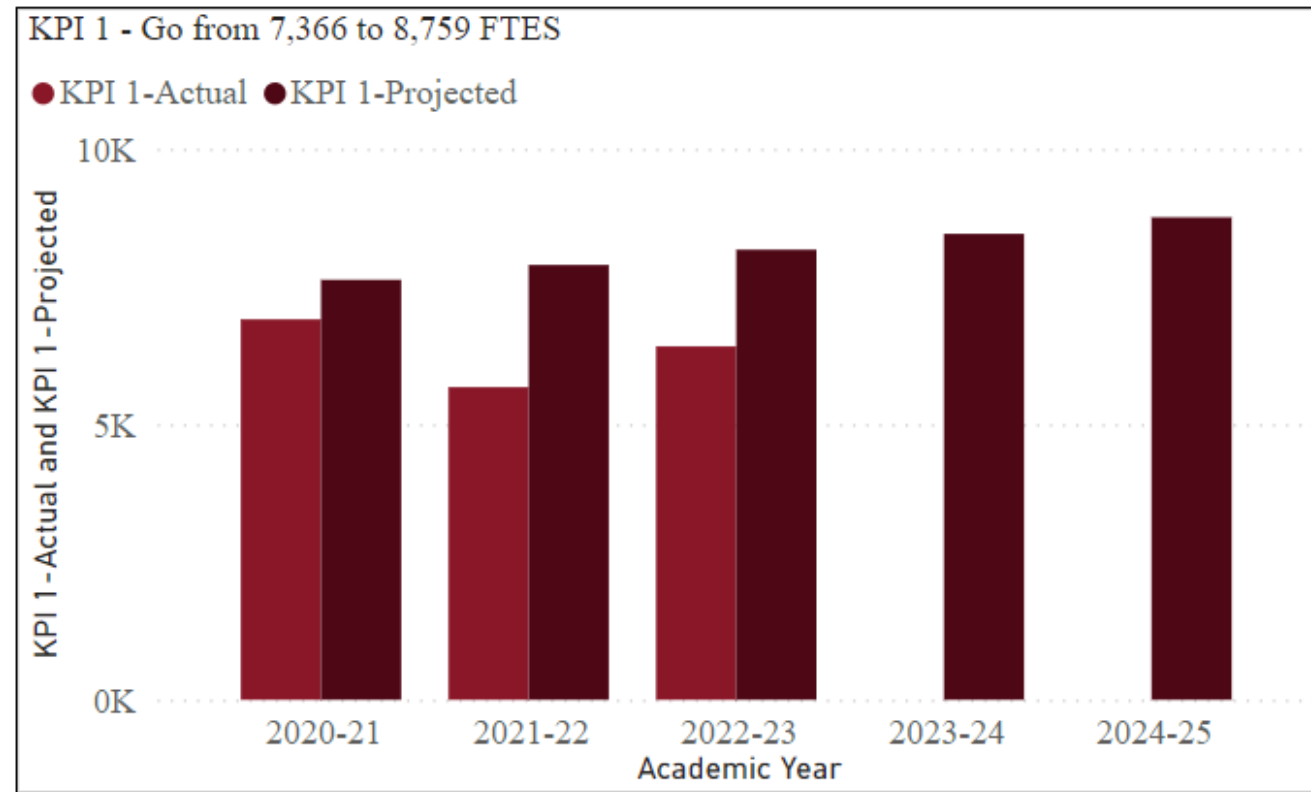
Highlights 2022-23

- Actual = 6417
- Projection = 8172

Focus

- Significantly below target but starting to rebound.

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



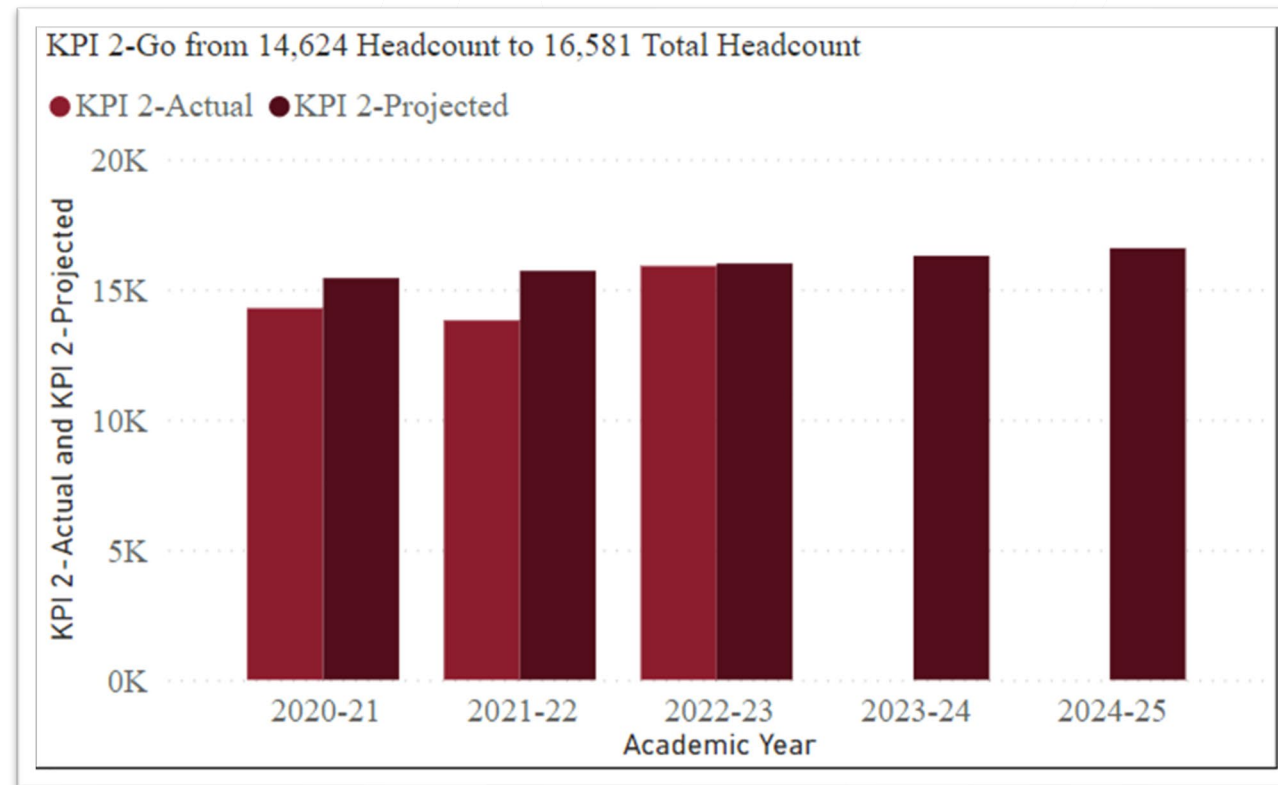
KPI 2: GO FROM 14,624 HEADCOUNT TO 16,581 TOTAL HEADCOUNT

Highlights 2022-23

- Actual = 15,899
- Projection = 15,996

Focus

- First year that we are (almost) meeting target





KPI 1 AND 2: ACTION PLAN

- Workgroup is creating a Strategic Enrollment Management Plan for Norco College with two goals
 - Focus on the entire student journey
 - Enrollment management is a college-wide responsibility
- Key Points:
 - Grounded in the Loss Momentum Framework:
 - Connection, Entry, Progression, Completion, Transition
 - Key Strategic Efforts:
 - Online, Noncredit, Dual Enrollment, Rising Scholars

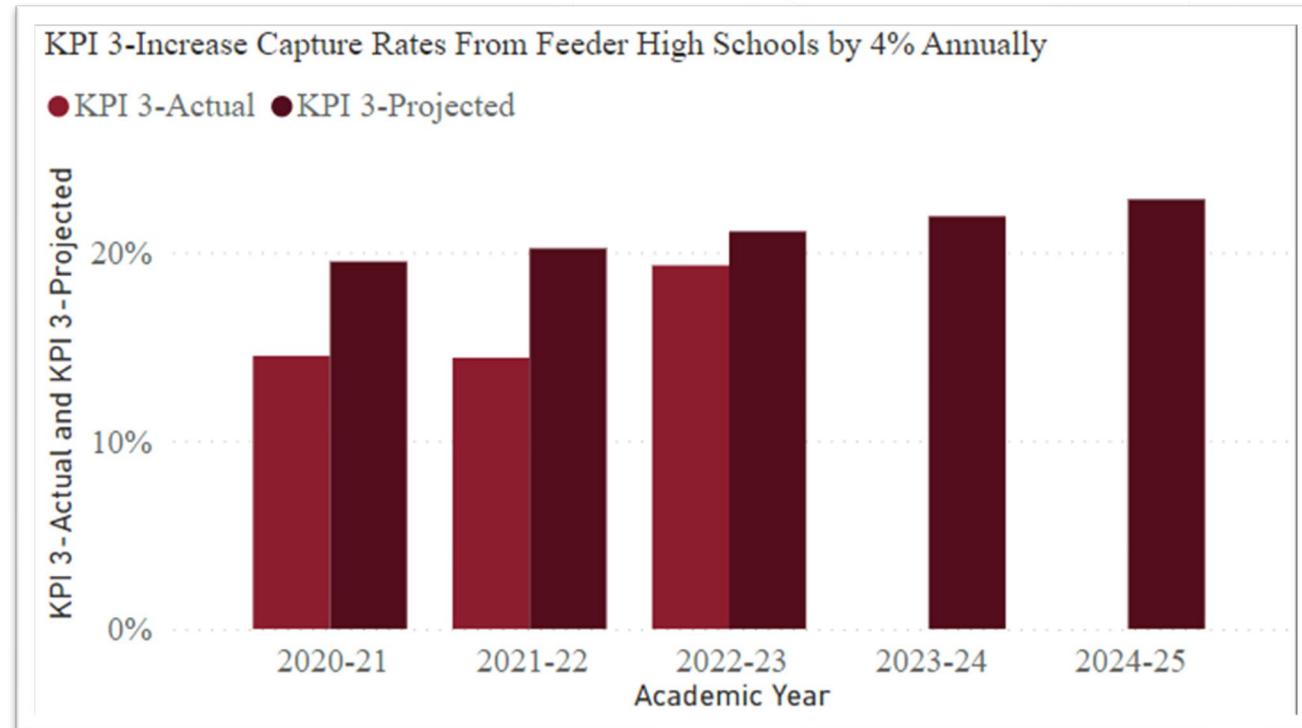
KPI 3: INCREASE CAPTURE RATES FROM FEEDER HIGH SCHOOLS BY 4% ANNUALLY

Highlights 2022-23

- Actual = 19.3%
- Projection = 21.1%

Focus

- Strong trend toward closing gap



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

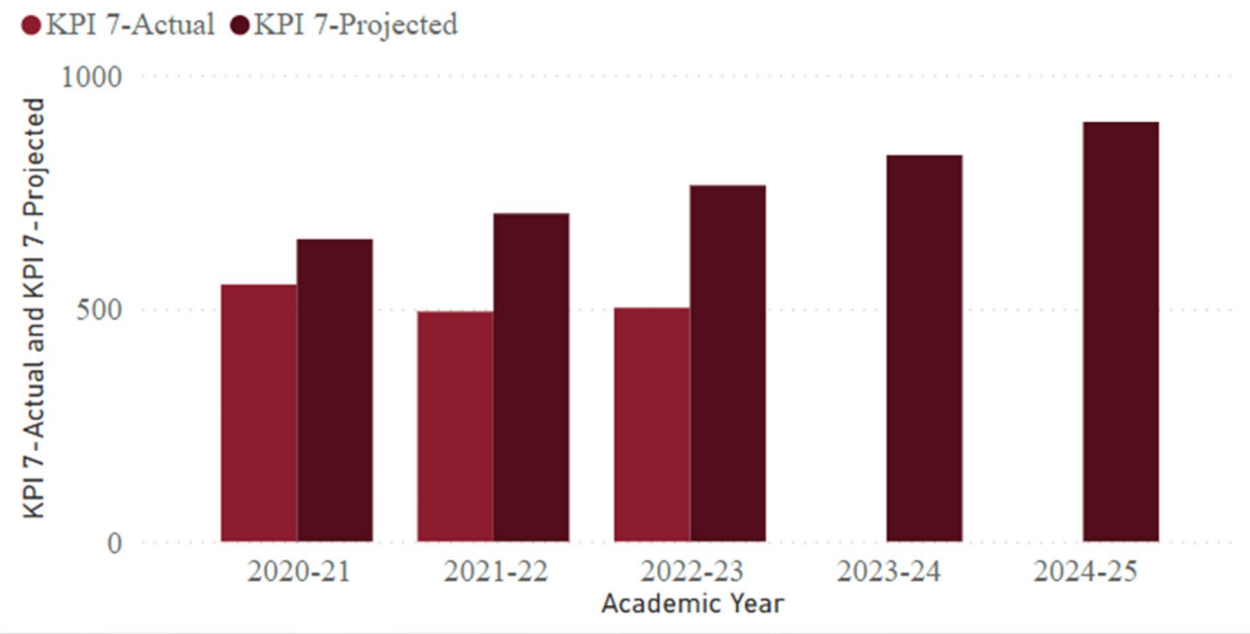
Highlights 2022-23

- Actual = 502
- Projection = 764

Focus

- Number of FTFT has plateaued, but the % has plummeted

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

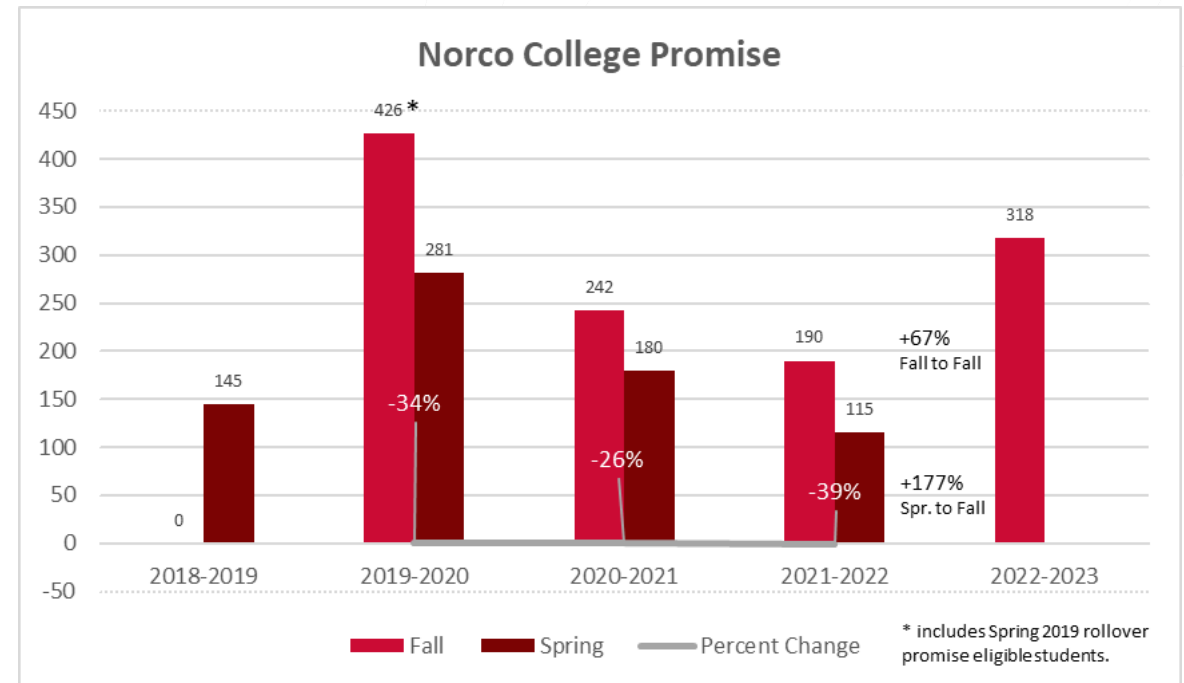


KPI 3 AND 7 ACTION PLAN

- Workgroup established through Student Support Council to reimagine and improve Norco Advantage and the Promise Program by end of Fall 2023
- Promise Program expanded from one year to two years in length (and reached full capacity in Fall 2023 with 410 students)

Outreach Efforts

- High school & community tabling
- Regular on-campus tours
- New outreach events calendar
- Application workshops, Information workshops (including parent nights), and In-person orientations (on and off campus)



Action Plan: Further Funding Permitted

- ✓ Maintain 2-Year Promise Program
- ✓ Integrate CNUUSD partners in new student planning and onboarding efforts

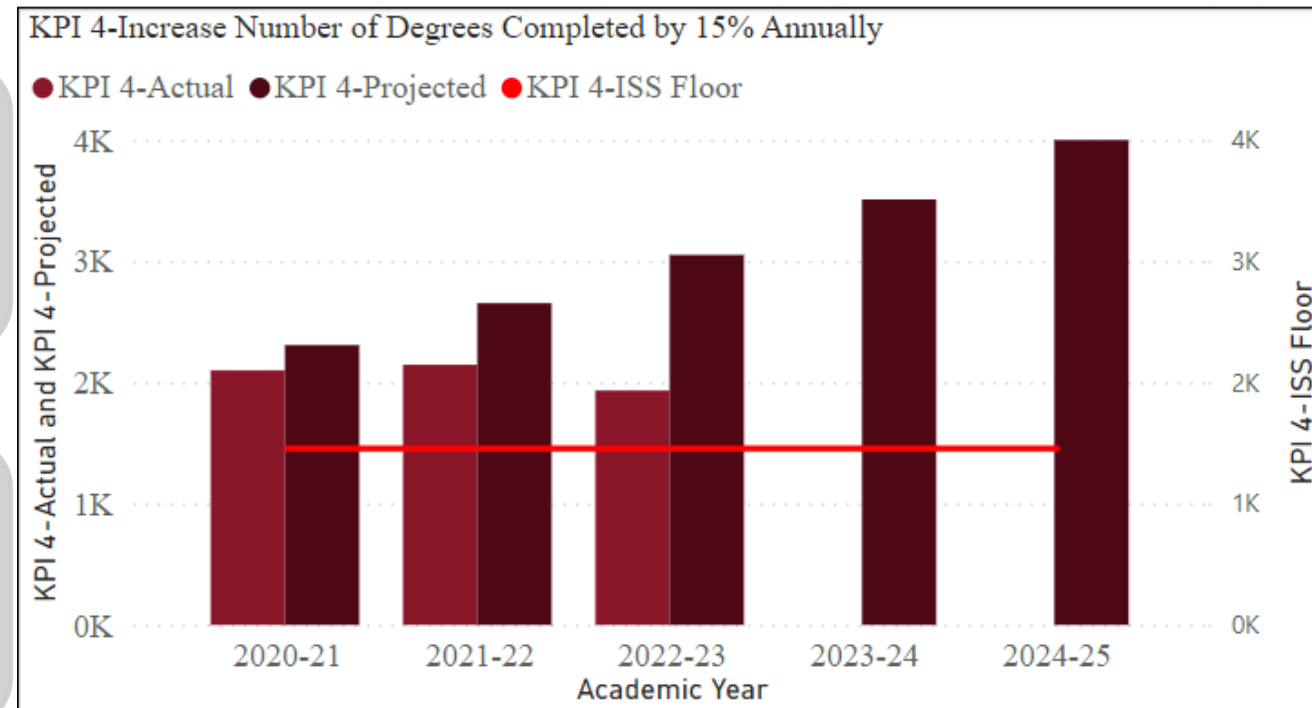
KPI 4: INCREASE NUMBER OF DEGREES COMPLETE BY 15% ANNUALLY

Highlights 2022-23

- Actual = 1934
- Projection = 3052

Focus

- 36% below projection



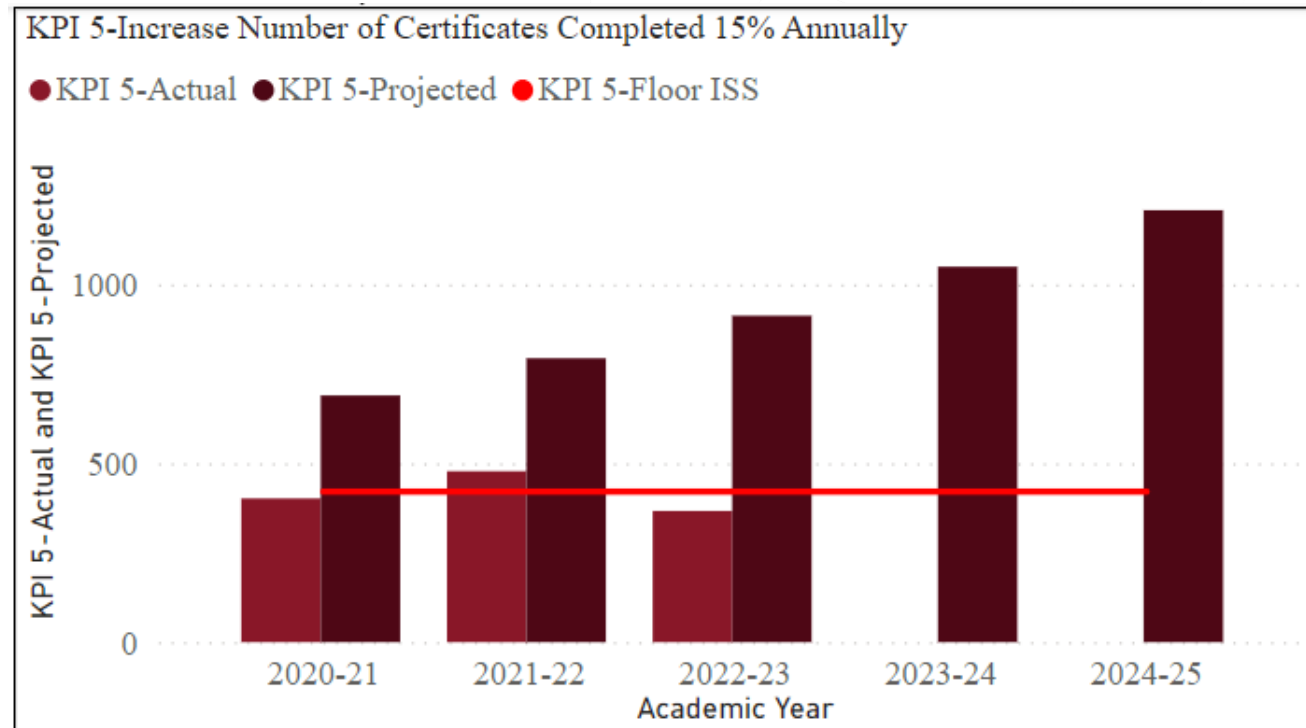
KPI 5: INCREASE NUMBER OF CERTIFICATES COMPLETED BY 15% ANNUALLY

Highlights 2022-23

- Actual = 367
- Projected = 913

Focus

- Below ISS
- 60% below projection



KPI 4 & 5 TAKE-AWAYS

KPI 4 & 5 Take Aways:

- Enrollment is improving however, we are seeing a delayed effect from the pandemic.
- APC has moved to year-round scheduling to help students plan and ensure courses are available when they need them, according to course rotations.
- The Pathways & Enrollment Management Workgroup are addressing retention, success and completion strategies.
- Recommendation: reevaluate Institutional Set Standards post-pandemic.

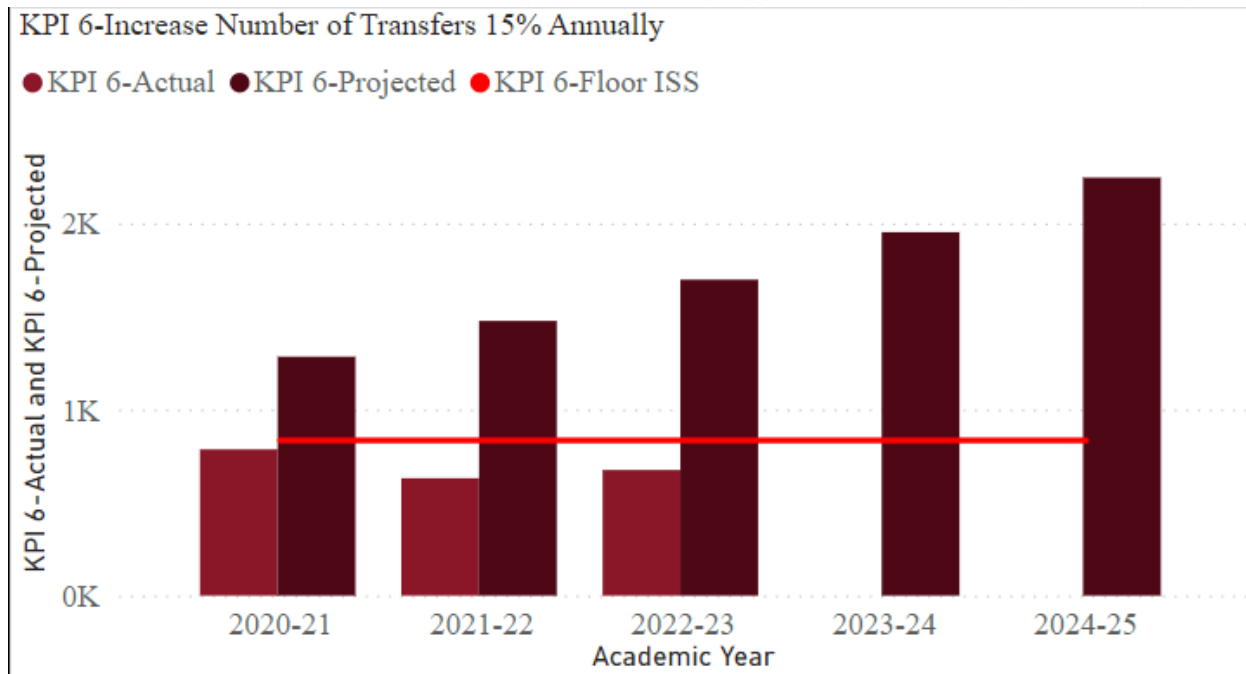
KPI 6: INCREASE THE NUMBER OF TRANSFERS BY 15% ANNUALLY

2022-23 Highlights

- Actual= 675
- Projection= 1698

Focus

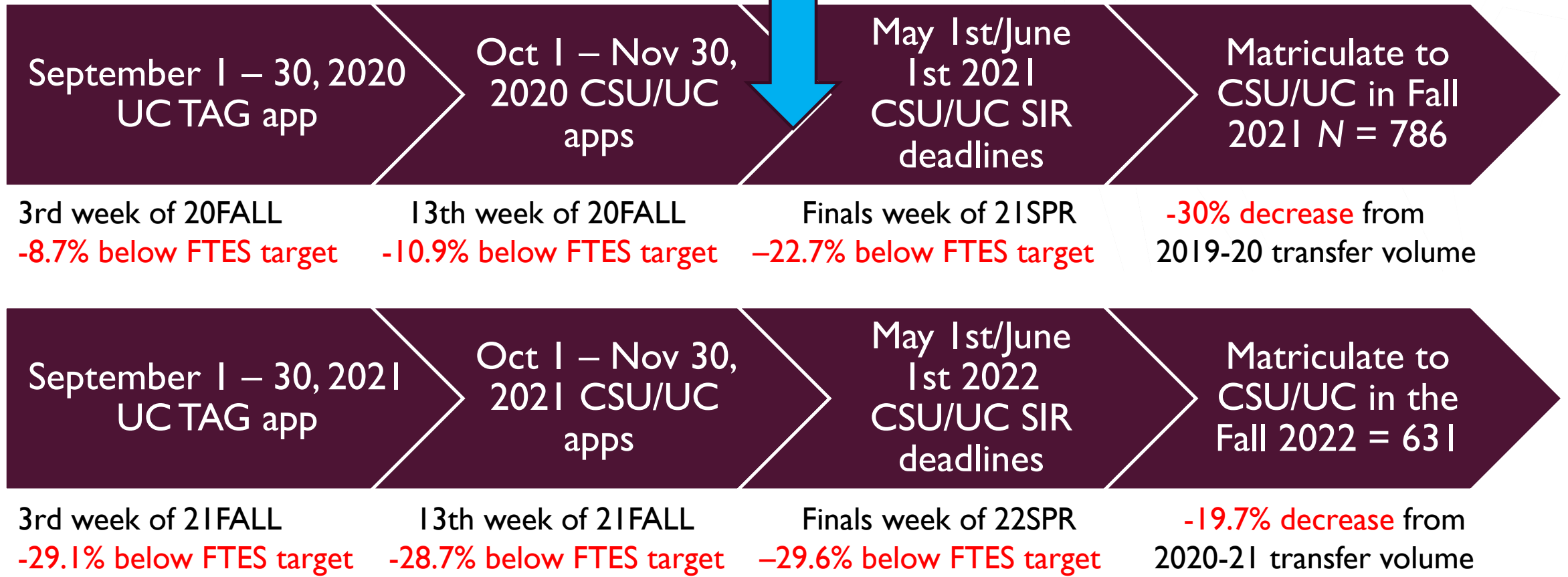
Below ISS of 834



<https://www.norcollege.edu/sd/ie/ir/Pages/strategic.aspx>

CSU/UC announce 21FALL safe return plans for mostly in-person classes

UNPACKING KPI 6 VOLUME OF TRANSFER STUDENTS



4/4/2024

12

*Data taken from Dr. Parks' Mustang Monday Memos 9/7/21, 11/15/21, 6/6/22

KPI 6 VOLUME OF TRANSFER STUDENTS - ACTION PLAN

- Expand transfer support by incorporating additional educational advisors to support Transfer Center services.
- Increase support during peak transfer application periods.
- Increase Transfer Center workshop availability.
- Enhance Transfer Center reception support by developing one centralized reception desk for both Transfer Center and the Academic Counseling & Career Development Center.
 - Answer general questions
 - Make referrals
 - Schedule appointments/workshops
- Address students concerns about the costs of transferring to a university.
- Develop case management model to reduce "housekeeping barriers" (application, FAFSA, TAU, transcript, IGETC/CSUGE cert deadlines) that impede students transfer. 4/4/2024

Recommendations Category	Recommendation	Final Rank	Cabinet Assignments
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	Management Team
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?	6	Management Team (following equity policy guide)
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.	N/A	Management Team
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.	N/A	Management Team
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)	N/A	Management Team (Department Specific) - following equity policy guide
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.	N/A	Academic Planning Chairs (faculty); Management Team (departments)

Area Specific

Column1	Column2
	Column11 Column12

Equity	Transformative	Student Ready
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	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?	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
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.	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)	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
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.	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.	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.
Develop training modules/workshops for students leaders & employees so they are prepared to create a welcoming environment for their peers.		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:
	Utilize the Intercultural Development Inventory to assess the college's baseline as it relates to intercultural competency and fluency.	
	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.	

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	8	Marketing Committee
Equity Minded (Individual)	Develop training modules/workshops for students leaders & employees so they are prepared to create a welcoming environment for their peers.	10	Office of Student Life (Students); A- Team Employee Resource Guide (Employees)
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.	14	Library
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	N/A	Cultural Events Calendar Exists (Develop Process to Populate & Reference)
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.	N/A	Office of Student Life
Equity Minded (Individual)	Utilize the Intercultural Development Inventory to assess the college's baseline as it relates to intercultural competency and fluency.		Office of Institutional Effectiveness
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		CARE Network

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2024-2025 Norco College Promise Program Policy

Norco College will commit to supporting eligible first-time full-time students for who do not qualify for the California College Promise Grant by waiving two years of enrollment fees through the Promise Program ~~Norco College Promise program~~.

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Background:

The California Promise program ~~The Norco College Promise Program~~ is designed to help first-time full-time college students complete their educational goals in a timely manner without a financial burden. Beginning in 2023-2024, Norco College expanded the program's use of the California Promise funding to cover two full years of enrollment fees, health fees, student services fees, and transportation fees for all students in the program. Starting in 2024-2025, the program will expand to support more students by only covering enrollment fees.

Given that funding is limited, Norco College awards qualified applicants to the program on a first-come first-served basis, with priority given to students from local feeder high schools during the initial application period (see Promise Program ~~Norco College Promise~~ Prioritization Timeline below).

Norco College Promise Program Plan:

The goal for the 2024-2025 year is to simplify the application process serve 500+ students through the Promise Program, an increase of and increase participation from non-CCPG students by 25% over the previous year. Incoming high school seniors will be informed of the program's application period during high school visitation days and through targeted efforts at local high schools. In particular, efforts will be made to reach out to historically underrepresented populations and targeted student groups identified in the Norco College Student Equity Plan.

First-Year Norco College Promise Program Student Eligibility:

- Complete the Norco College Admissions Application for Fall 2024 (or Summer 2024)
- Complete a 2024-~~20~~25 FAFSA or CA Dream Act application
- If ineligible for CCPG, complete the Norco College Promise Program A application (initial deadline 5/31/24) by 5/31/24
- Be a California resident or AB 540 eligible
- Enroll in 12 units for Fall and Spring terms (students may be enrolled in less than 12 units with verification from the Disability Resource Center)
- Maintain a 2.0 cumulative GPA
- Complete a comprehensive education plan with a counselor by the end of Fall 2024

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Second-Year Norco College Promise Program Student Eligibility:

- Complete a 2024-~~20~~25 FAFSA or CA Dream Act application
- Maintain residency

- Enroll in 12 units for Fall and Spring terms (students may be enrolled in less than 12 units with verification from the Disability Resource Center)
- Maintain a 2.0 cumulative GPA

Transfers and Appeals:

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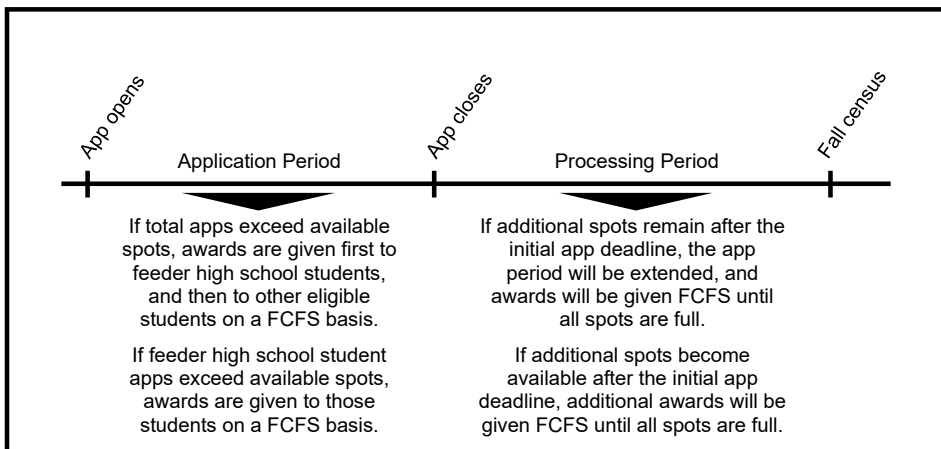
Transfers from other AB19 college Promise Programs California Promise programs will be permitted into the Norco College Promise program on a space-space-available basis.

Beginning in Summer 2024, a

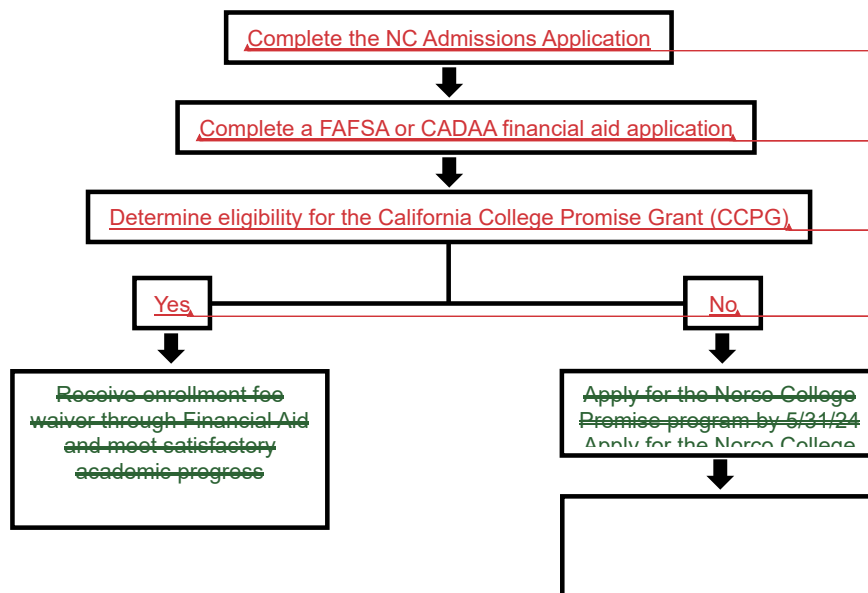
An appeal process will be introduced in the 2024-2025 year for students who lose eligibility mid-program due to failing to complete 12 units or maintain a 2.0 GPA. An approved appeal will result in reinstatement to the Norco College Promise Program during the subsequent next term.

Norco College Promise Prioritization Timeline:

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Norco College Promise Application Flow:



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