

NEEDY STUDENT WAIVER OPTION #1, 34 CFR 606.3(B)(1) AND 607.3(B)(1)

Provide evidence that the **state provided more than 30 percent of your institution's budget** for the 2010-2011 base year,

Norco College received 74.03% of its total budget from the state for the 2010-2011 base year.

Total State Revenue by Campus	Dollars	Percentage of Budget
Riverside	60,203,862.19	74.03%
Norco	19,286,991.29	74.03%
Moreno Valley	25,102,374.78	74.03%
TOTAL	104,593,228.26	74.03%

NOTE: This data was provided by Riverside Community College District, Norco's Business Office.

AND

Provide evidence that your institution charged **not more than \$99.00 per student for tuition and fees for the 2010-2011 base year.**

Tuition

According to Joy Chambers, Dean of Enrollment Services, the fees for the 2010-2011 base year are as follows:

Mandatory Fees

Enrollment fee - \$26 per unit

Nonresident tuition - \$183 + \$26 per unit

Out of Country Non Resident Surcharge - \$24 per unit

Health Services - \$17 (students who rely on faith healing, or who are participating in approved apprenticeship programs are exempt from paying the health fee, however, students who qualify for a Board of Governor's Waiver (BOGW) must pay the health fee.)

Optional Fees

Student ID - \$10

Parking - \$40

Parking for students who qualify for the BOGW - \$20

Text regarding enrollment fees for residents in the 2010-2011 school year from the Riverside Community College District catalog is on the next page.

Enrollment Fees-California Residents

Students shall be classified as California residents for enrollment fee purposes when they have been a legal resident of California one year and one day prior to the term of application. The one year period begins when a student is not only present in California but also has demonstrated clear intent to become a permanent resident of California.

The enrollment fee for California residents is set at twenty-six dollars per unit (subject to change per state legislation).

NEEDY STUDENT WAIVER OPTION #3, 34 CFR 606.3(B)(3) AND 607.3(B)(3)

Provide evidence that your institution, in the base year, **substantially increased the higher education opportunities for low-income students who were also educationally disadvantaged, or from groups underrepresented in postsecondary education, or were minority students.** The program regulations at 34 CFR 606.7(b) and 607.7(e) define “*educationally disadvantaged*,” “*minority student*” and “*underrepresented*.”

Include ***ALL*** the following information:

I. A description of the student body characteristics, including the racial/ethnic composition and the number of low-income students, for the 2010-2011 base year.

The total number of students for the 2010-2011 base year at Norco College was 9,636.

**Ethnic Composition for ALL Students
2010-2011 (Norco)**

Ethnicity	Total
Caucasian	2,818
Hispanic	4,568
African American	635
Asian/Pacific Is.	847
Other	768

**Student Age for ALL Students
2010-2011 (Norco)**

Age	Total
Under 20	3,154
20 - 24	3,781
25 - 30	1,632
30 & Over	1,069

**Gender for ALL Students
2010-2011 (Norco)**

Gender	Total
Male	4,379
Female	5,206
Unknown	51

The total number of **low-income** students for the 2010-2011 base year at Norco College was 2,701

**Ethnic Composition for Low-Income
2010-2011 (Norco)**

Ethnicity	Total
Caucasian	622
Hispanic	1369
African American	264
Asian/Pacific Is.	212
Native American	13
Other/Unknown	221

**Student Age for Low-Income
2010-2011 (Norco)**

Age	Total
17 and Under	21
18-19	835
20-24	999
25-29	341
30-34	173
35-39	119
40-49	166
50 and Older	47
Unknown	

**Student Gender for Low-Income
2010-2011 (Norco)**

Gender	Total
Male	1599
Female	1081
Unknown	21

2. The number of low-income students for the 2010-2011 base year that were also educationally disadvantaged, from groups underrepresented in postsecondary education, or minority students.

The number of low-income students for the 2010-2011 base year that were also educationally disadvantaged, from underrepresented groups in postsecondary education or minority students was 2,079, and are as follows:

**Educationally Disadvantaged, Underrepresented,
Minority Students 2010-2011 (Norco)**

Ethnicity	Total
Hispanic	1369
African American	264
Asian/Pacific Is.	212
Native American	13
Other/Unknown	221

3. A description of the programs and services in place during the 2010-2011 base year that were specifically designed to increase the educational opportunities for the low income students who were also educationally disadvantaged, from groups underrepresented in higher education, or minority students.

The following is a brief overview of services at Norco College that were specifically designed to increase the educational opportunities for low-income, educationally disadvantaged, underrepresented, and/or minority students.

EXTENDED OPPORTUNITY PROGRAM AND SERVICES

Extended Opportunity Program and Services (EOPS) is a student support program that serves **economically and educationally disadvantaged** students. It was implemented and funded by the state of California (per Title 5 regulations) to help recruit, retain, and assist the academic success of low-income and educationally disadvantaged students by providing them with the tools and resources for achieving a higher education.

Students admitted to EOPS are eligible for a number of support services including: academic counseling services; priority registration; book vouchers; specialized tutorial services; extensive transfer counseling and advisement; and the Cooperative Agencies Resources for Education (CARE) program, which provides additional assistance for eligible EOPS students who are single parents receiving AFDC/TANF benefits to pursue a college education. CARE benefits & services include: child care assistance (grants), special counseling services, themed workshops, and community referrals.

TALENTED TENTH (T3p)

Norco College developed a multi-faceted program promoting the academic success of all students, but with the primary focus on **African American students**, “The Talented Tenth Program” (T3p). The program is centered on the four components of (1) thematic course offerings, (2) mentoring, (3) academics, and (4) support services. Since the inception of this program in the fall of 2005, students have been involved with at least one if not all of these components. Working in conjunction with T3p is the African American Leadership Club (AAL) focusing on community service.

In order to provide students with the opportunity to visit college campuses, T3p has joined with Puente and TRIO to take students on college visits. Moreover, T3p students are taking a more active role in student government. Since fall 2005, students have been seen and/or have participated in the T3p Program.

PUENTE

Puente is an academic preparation program designed to increase the number of **under-served students (Latino, African American, and Asian)** who transfer to universities, earn degrees, and return to the community as mentors and leaders. The Puente program is open to students who are English 50 eligible (remedial) and have declared transfer as their goal. Puente provides three areas of service to students: teaching, counseling, and mentoring. The Puente Program offers students: intensive writing instruction with an emphasis on Chicano/Latino authors and current issues affecting the Latino community; ongoing academic advisement to ensure transfer to the

university; one-on-one mentoring from a professional working in the community; field trips to UC, CSU and private university campuses; and, opportunities for students to develop leadership skills through participation in the Puente Club and in statewide student leadership conferences.

In fall, students take an English 50 course (Basic English Composition) focusing on literature written by Chicano/Latino authors. They also enroll in a Guidance course that introduces them to the college and teaches them how to successfully navigate the system of higher education. In the spring semester, students continue their English preparation with an English 1A (college-level) class, with an emphasis in multicultural literature. Students take a second Guidance course that demystifies the transfer process and provides them with tools to make informed career choices. Each student is also paired up with a mentor from the professional community. The mentors volunteer at minimum 8 hours per semester and serve as role models to students who typically are the first in their family to attend college.

HISPANIC-SERVING INSTITUTIONS, SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (HSI-STEM)

Participation in emerging STEM fields is dependent on educational attainment. However, Hispanic educational achievement is not keeping pace with this demand: only 8% of Hispanic adults in the service area hold a bachelor's degree, compared to 21% of adults overall. Consequently, Hispanic per capita income is only two-thirds of the overall service area figure of \$22,827. While more Hispanic students in the area are enrolling in college, data from area high schools demonstrate that many underperform in mathematics, and, when they do enter college, they enter underprepared to succeed in core courses required for STEM degrees.

Norco College has a mandated responsibility under California State Law to prepare its students for transfer to the region's three public universities, but gaps in pre-engineering curricula, facilities, and equipment are preventing us from fulfilling this responsibility at the highest level. In addition, review of best practices that support student success, retention and transfer **for Hispanic and disadvantaged students** in STEM courses/programs reveals deficiencies in Norco's ability to support these learners. Norco's project, *Un Sendero Luminoso*, responds to these deficiencies in three ways: (1) working collaboratively with faculties from the region's three public universities, Norco College will redesign curricula to create a rigorous, culturally responsive pre-engineering associate degree for direct transfer, along with four pre-engineering degree options in alternative energy, engineering technology, and sustainable engineering; (2) student success for Hispanic and disadvantaged learners will be developed through adoption of the MESA (Mathematics, Engineering and Science Achievement) program; 100% of California Community College student participants on other campuses which have adopted this program successfully transferred to a 4-year institution, 60% of these in a STEM major. We will address college preparedness through expanded outreach that supports students in completion of college algebra and trigonometry during high school; (3) develop a centralized STEM Learning Center that includes dedicated open labs, tutoring, technology/software, career advising and counseling, and transfer activities.

TITLE V

INDIVIDUAL GRANT - CAREER AND TECHNICAL EDUCATION WITH GAMING

Norco is the designated "Technology College" for RCCD, and the college focuses on developing technical education programs that prepare students for employment in the region's growing industry sectors as well as A.S. degrees that allow for direct transfer. Norco has developed

significant, collaborative relationships with regional industry professionals who advise and assist the campus in program development and on-going review and evaluation.

The Title V project, *El Portal a tu Futuro: Portal to Your Future*, will: (1) develop a comprehensive Computer Game Design and Programming curriculum will support employment opportunities for Norco's **Hispanic and low-income residents** while providing long-term fiscal enrollment stability to the campus; and (2) increase student success in the CTE programs of computer information systems, business administration, accounting and manufacturing through faculty development in support of two student engagement strategies, e-portfolios and use of computer simulations.

COOPERATIVE GRANT COMMUNITY COLLEGE CONSORTIUM (C4)

The Title V Cooperative Grant program links Moreno Valley College, Norco College, and the University of California, Riverside (UCR). C4 proposes a partnership among two local community college campuses and a university through a newly formed community college consortium (C4) in order to **increase the higher educational opportunities for low income and/or Hispanic students** who want to pursue a career in teaching.

C4 aims to improve student learning and success in three integrated components: (1) creation of a center for faculty development; (2) implementation of key instructional programs and support services; and (3) instituting a graduate internship program aimed to increase the number of low income and Hispanic students who seek a career in community college teaching. The overall goals of the Cooperative Title V Grant are to: (1) Improve learning and increase student persistence, transfer and graduation rates with a special emphasis on low income and Hispanic students; (2) create a Center for Faculty Development (CFD) to assist faculty in improving understanding of students and learning and developing more appropriate instructional methods to improve student learning and success; (3) reorganize, integrate and strengthen the curriculum in ESL and in mathematics to better address the needs of the targeted population; (4) increase student learning through revised and expanded tutoring and creation of a Supplemental Instruction (SI) Program; and (5) increase the numbers of targeted students who pursue careers in teaching at community colleges by providing an internship program.

TRIO: REGULAR STUDENT SUPPORT SERVICES (SSS) (TRIO)

The Student Support Services (SSS) Program offers 160 qualifying students a strong academic support system and learning community that will assist them in mastering their college transitions. The primary goal of the program is to increase the retention and graduation rates of students who are committed to transferring to a four-year institution by increasing their access and opportunity to higher education. To be eligible for the SSS program, students must be a **first-generation college student, low-income, or disabled** and meet the Department of Education's income and/or family educational requirements.

Students who participate in the SSS program receive a variety of benefits, including: priority registration; financial aid assistance and grant aid; transfer and financial aid workshops; one-on-one academic advising and guidance regarding educational goals; tutoring services; college and university visits; cultural field trips; and career and leadership development that supports each student's individual career options, and prepares the student for leadership in the community.

TRIO: RISE: DISABLED STUDENT SUPPORT SERVICES (SSS)

The Student Support Services (SSS) Program offers 100 qualifying disabled students a strong academic support system and learning community that will assist them in mastering their college transitions. The primary goal of the program is to increase the retention and graduation rates of students who are committed to transferring to a four-year institution by increasing their access and opportunity to higher education. To be eligible for the SSS program, students must be a **first-generation college student, low-income, or disabled** and meet the Department of Education's income and/or family educational requirements.

Students who participate in the SSS program receive a variety of benefits, including: priority registration; financial aid assistance and grant aid; transfer and financial aid workshops; one-on-one academic advising and guidance regarding educational goals; tutoring services; college and university visits; cultural field trips; and career and leadership development that supports each student's individual career options, and prepares the student for leadership in the community.

TRIO: UPWARD BOUND: CORONA-NORCO UNIFIED

Upward Bound prepares qualified high school students for a college education. The program's goal is to help **first generation or low-income students** enroll in and graduate from college. Upward Bound students at Norco and Corona enroll in a two-part program (Academic Year and Summer Component) and participate in 10-12 hours of classes and activities each month. All Upward Bound events and activities are at no cost to the student. The program seeks to inspire students with confidence in their natural abilities and to help them achieve the skills necessary for higher education. It also encourages students to pursue and complete a college education. The Upward Bound Program was created to support students who demonstrate potential, despite barriers or limited exposure to experiences that would help them develop and follow through on a plan for college attendance.

Upward Bound provides college-bound students with access and opportunity to a post-secondary education, and one-on-one academic advising designed to assist high school students with their academic decisions. The program provides a variety of support services, including: tutoring services; mentoring services; college and university visits; cultural field trips; career and leadership development; residential stays at major universities; a six-week summer enrichment program; and parent workshops.

TRIO: UPWARD BOUND: ALVORD UNIFIED

The goal of the Upward Bound program is to assist **first generation or low-income students** enroll in and graduate from college. The program offers academic instruction and tutorials in English/Language Arts, Math, and Science; dropout prevention, leadership and citizenship skills, career exploration, and cultural awareness; after-school academic programs offered Tuesdays and Thursdays at target schools and designated Saturdays at Norco College; entrance exam information and preparation for the PSAT, SAT and ACT tests; college and financial aid information; individual assistance with college and financial aid applications; and concurrent high school and college enrollment opportunities. There is also a six-week non-residential summer component, operating Monday through Friday, which will expose students to a stimulating college environment that emphasizes the development of the academic skills and personal motivation necessary for success in both secondary and postsecondary education.

CALWORKS PROGRAM

Current and prospective Norco students who meet the criteria for eligibility may receive services through the CalWORKs Program. Eligible CalWORKs students usually begin by participating in an intake appointment where they are introduced to Norco College, and the CalWORKs program. Each CalWORKs student then is given the opportunity to meet with a Norco College counselor to develop an educational plan. Students are referred to and assisted with other resources on campus as necessary, including Financial Aid, Disabled Student Programs & Services, Admissions, etc.

CalWORKs students receive support services such as priority registration, intensive case management, job placement, counseling, career advisement, and other services that promote success. Many current CalWORKs students could not get the education they need to break the cycle of poverty and dependency without such assistance. The Norco CalWORKs staff continues to seek recruit eligible students so that support services can be provided to ensure their success in school and the workplace.

NSF GOODS TO GO

The Goods to Go project accomplished many worthwhile goals. During the duration of the project, Norco College: (1) improved the educational experience of pre-technology students by providing a complete fast-track career pathway in supply chain/logistics technology; (2) recruited regional high school students, at-risk youth and foster care youth to the automated systems and logistics technology program; and (3) prepared community college faculty to teach the automated systems and logistics technology program by developing their expertise in specialized curricula areas with the support of Cal Poly Pomona faculty.

Goods to Go linked regional high schools serving **diverse low-income communities** that have student bodies with low college-going rates to RCCD's Logistics programs. Norco College, in partnership with California State Polytechnic University, Pomona created an innovative program that: (1) provided a streamlined educational and career pathway into high-wage, high-demand jobs in the Logistics industry; (2) recruited high school students, **at-risk youth and foster-care youth** who generally have low college-going rates; (3) provided wrap-around counseling and educational support services for increased student success; and, (4) provided hands-on experiential learning in a state-of-the-art automated systems/logistics technology lab.

4. A longitudinal progression detailing the number of these students served by the institution's programs and services during the past five academic periods: 2006-2007, 2007-2008, 2008-2009, 2009-2010, and 2010-2011.

The total number of students served by EOPS, Talented Tenth (T3p), Puente, Title V, and the TRiO programs (Student Support Services, Educational Talent Search, and Upward Bound) for the past five academic periods is 4263. The breakdown of students by program is below:

Program	2006-07	2007-08	2008-2009	2009-2010	2010-2011
EOPS	145	264	148	265	344
T3p	30	50	50	93	78
Puente	28	33	40	37	40

Title V (Portal)	N/A	N/A	540	355	319
SSS (TRiO)	168	160	166	163	163
UB (Corona-Norco USD and Alvord USD)	72	70	111	121	113

NOTE: This data was provided by respective program managers.

NEEDY STUDENT WAIVER OPTION #7, 34 CFR 607.3(B)(7):

Provide evidence that your institution **will substantially increase higher education opportunities for American Indians, Alaska Natives, Black Americans, Hispanic Americans, Asian Americans, Pacific Islanders or Native Hawaiians.** In addressing "higher education opportunities" include both student enrollment and retention.

Include ***ALL*** of the following information:

1. A description of the student body characteristics for the 2009-10 base year and the two academic years following the base year (2011-2012 and 2012-2013). Include the racial/ethnic composition and specifically identify the number and the percentage for each racial/ethnic group listed above by full-time and part-time status. This count excludes anyone who did not receive a valid grade during the entire academic year (mostly students who were in noncredit courses).

2010-2011

Ethnicity	Part-Time	Full-Time	Total
Caucasian	3524 (30.5%)	1199 (28.5%)	4723 (30.0%)
Hispanic	5295 (45.8%)	1770 (42.1%)	7065 (44.8%)
African American	913 (7.9%)	311 (7.4%)	1224 (7.8%)
Asian/Pacific Is.	960 (8.3%)	460 (10.9%)	1420 (9.0%)
Native American	39 (0.3%)	26 (0.6%)	65 (0.4%)
Multiethnic	317 (2.7%)	106 (2.5%)	423 (2.7%)
Other/Unknown	501 (4.3%)	336 (8.0%)	837 (5.3%)
TOTAL	11549 (100%)	4208 (100%)	15757 (100%)

2011-2012

Ethnicity	Part-Time	Full-Time	Total
Caucasian	5118 (28.1%)	1056 (27.3%)	6174 (28.0%)
Hispanic	8738 (48.0%)	1871 (48.4%)	10609 (48.1%)
African American	1172 (6.4%)	271 (7.0%)	1443 (6.5%)
Asian/Pacific Is.	1237 (6.8%)	255 (6.6%)	1492 (6.8%)
Native American	64 (0.4%)	13 (0.3%)	77 (0.3%)
Multiethnic	594 (3.3%)	116 (3.0)	710 (3.2%)
Other/Unknown	744 (4.1%)	178 (4.6%)	922 (4.2%)
TOTAL	18186 (100%)	3862 (100%)	22048 (100%)

2012-2013**

*****Information for student demographics based on part-time/full-time for 2011-2012 is not currently available as Riverside Community College's Fall 2012 MIS Referential files are not yet available and Spring 2013 is not complete.***

2. Describe the programs and services in place during the 2010-11 base year and the two academic years following the base year (2011-2012 and 2012-2013) that were specifically designed to increase the higher educational opportunities for one or more of the racial/ethnic groups listed above.

EXTENDED OPPORTUNITY PROGRAM AND SERVICES

Extended Opportunity Program and Services (EOPS) is a student support program that serves **economically and educationally disadvantaged** students. It was implemented and funded by the state of California (as per Title 5 regulations) to help recruit, retain, and assist the academic success of low-income and educationally disadvantaged students by providing them with the tools and resources for achieving a higher education.

Students admitted to EOPS are eligible for a number of support services including: academic counseling services; priority registration; book vouchers; specialized tutorial services; extensive transfer counseling and advisement; and the Cooperative Agencies Resources for Education (CARE) program, which provides additional assistance for eligible EOPS students who are single parents receiving AFDC/TANF benefits to pursue a college education. CARE benefits & services include: child care assistance (grants), special counseling services, themed workshops, and community referrals.

TALENTED TENTH (T3P)

Norco College developed a multi-faceted program promoting the academic success of all students, but with the primary focus on its **African American students**. The name of this program is "The Talented Tenth Program" (T3p). The program is centered on the four components of thematic course offerings, mentoring, academics, and support services. Since the inception of this program in the fall of 2005, students have been involved with at least one if not all of these components. Working in conjunction with T3p is the African American Leadership Club (AAL) focusing on community service.

In order to provide students with the opportunity to visit college campuses, T3p has joined with Puente and TRIO to take students on college visits. Moreover, T3p students are taking a more active role in student government. Since fall 2005, students have been seen and/or have participated in the T3p Program.

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Latino community; ongoing academic advisement to ensure transfer to the university; one-on-one mentoring from a professional working in the community; field trips to UC, CSU and private university campuses; and, opportunities for students to develop leadership skills through participation in the Puente Club and in statewide student leadership conferences.

In fall, students take an English 50 course (Basic English Composition) focusing on literature written by Chicano/Latino authors. They also enroll in a Guidance course that introduces students to the college and teaches them how to successfully navigate the system of higher education. In the spring semester, students continue their English preparation with an English 1A (English Composition) class, with an emphasis in multicultural literature. Students take a second Guidance course that demystifies the transfer process and provides students with tools to make informed career choices. The third component of the program is Mentoring. Each student is paired up with a mentor from the professional community. The mentors volunteer at minimum 8 hours per semester and serve as role models to students who typically are the first in their family to attend college.

HISPANIC-SERVING INSTITUTIONS, SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (HSI-STEM)

Participation in emerging STEM fields is dependent on educational attainment. However, Hispanic educational achievement is not keeping pace with this demand: **only 8% of Hispanic adults in the service area hold a bachelor's degree**, compared to 21% of adults overall. Consequently, **Hispanic per capita income is only two-thirds of the overall** service area figure of \$22,827. While more Hispanic students in the area are enrolling in college, data from area high schools demonstrate that many underperform in mathematics, and, when they do enter college, they enter underprepared to succeed in core courses required for STEM degrees.

Norco College has a mandated responsibility under California State Law to prepare its students for transfer to the region's three public universities, but gaps in pre-engineering curricula, facilities, and equipment are preventing us from fulfilling this responsibility at the highest level. In addition, review of best practices that support student success, retention and transfer for Hispanic and disadvantaged students in STEM courses/programs reveals deficiencies in Norco's ability to support these learners. Norco's proposed project, *Un Sendero Luminoso*, responds to these deficiencies in three ways. (1) Working collaboratively with faculties from the region's three public universities, we will redesign curricula to create a rigorous, culturally responsive pre-engineering associate degree for direct transfer, along with four pre-engineering degree options in alternative energy, engineering technology, and sustainable engineering. (2) Student success for Hispanic and disadvantaged learners will be developed through adoption of the MESA (Mathematics, Engineering and Science Achievement) program; 100% of California Community College student participants on other campuses which have adopted this program successfully transferred to a 4-year institution, 60% of these in a STEM major. We will address college preparedness through expanded outreach that supports students in completion of college algebra and trigonometry during high school. (4) We will develop a centralized STEM Learning Center that includes dedicated open labs, tutoring, technology/software, career advising and counseling, and transfer activities.

TITLE V: HABILIDADES UNIDOS: TRANSDISCIPLINARY COOPERATION FOR ACADEMIC AND CAREER SUCCESS

Norco College and California State University, San Bernardino, have entered into a joint effort to serve **Latino and low-income residents** by providing *access to education; support for their*

academic success, and *opportunity* to obtain skills leading to involvement in the rapidly growing field of “new media,” that is—the production of digital media incorporating sound, visual content, motion, animation, and interactive design. These skills are used in the production of video games and other media; simulations for business, industry, and education; and applications for mobile devices.

Through this project, *Habilidades Unidos: Transdisciplinary Cooperation for Academic and Career Success* the partners will pursue (1) Curriculum Development: Creation of new 2+2 articulated programs in Commercial Music/Music Technology, Game Development/Motion Graphics, and Mobile Applications; (2) Success Services: Assistance for English-language learners and specialized assistance with math and writing/storytelling skills that commonly pose obstacles for students who are academically underprepared; and (3) Outreach to Latino and Low-Income populations: Targeted efforts to invite and support participation on the part of Latinos and other low-income persons, including awareness activities, support activities, and career education and development of success skills.

TITLE V: INDIVIDUAL GRANT - CAREER AND TECHNICAL EDUCATION WITH GAMING

Norco provides programs in General Education and Career and Education Technology Programs (CTE) such as Health, Business, Manufacturing and a recently introduced Certificate and Associate’s degree program in Computer Game Art Simulation. Norco is the designated “Technology College” for RCCD, and the college focuses on developing technical education programs that prepare students for employment in the region’s growing industry sectors as well as A.S. degrees that allow for direct transfer. Norco has developed significant, collaborative relationships with regional industry professionals who advise and assist the campus in program development and on-going review and evaluation.

Title V Activity, *El Portal a tu Futuro: Portal to Your Future*, addresses these identified opportunities and weaknesses. First, the development of a comprehensive Computer Game Design and Programming curriculum will support employment opportunities for Norco’s **Hispanic and low-income residents** while providing long-term fiscal enrollment stability to the campus. Second, we propose to increase student success in the CTE programs of computer information systems, business administration, accounting and manufacturing through faculty development in support of two student engagement strategies, e-portfolios and use of computer simulations.

TITLE V: COOPERATIVE GRANT COMMUNITY COLLEGE CONSORTIUM (C4)

The Title V Cooperative Grant program, which links the Moreno Valley College (of Riverside Community College District) as the lead institution with two local campuses, Norco College (of Riverside Community College District), and the University of California, Riverside (UCR). It proposes a partnership among two local community college campuses and a university through its newly formed community college consortium (C4) in order to increase the higher educational opportunities for **low income and/or Hispanic students** who want to pursue a career in teaching. Second, a new Upward Bound grant proposal was just awarded to Norco College. This award will enable Norco College to offer **low-income, economically disadvantaged youth, and potential first-generation college students/families** educational and financial support.

This proposal has one activity with three components presenting an integrated and comprehensive plan to improve student learning and student success: *Component A – the Center for Faculty Development (CFD)* will be established as a structured, integrated, ongoing, professional training program for faculty and support services staff. The CFD is designed to renew faculty learning and to help institutionalize long term initiatives in and outside the classroom directly tied to student learning and success; *Component B – Instructional Development* creates both more expanded and more appropriate methods for improving student learning and success with an initial focus on ESL/second language learners and mathematics; *Component C – Internship Program* establishes an internship/faculty mentoring program that supports an enlarged and more effective pipeline to increase the number of faculty, especially low income and Hispanic students, who enter teaching at the community college level.

TRIO: STUDENT SUPPORT SERVICES (SSS)

The Student Support Services (SSS) Program offers qualifying students a strong academic support system and learning community that will assist them in mastering their college transitions. The primary goal of the program is to increase the retention and graduation rates of students who are committed to transferring to a four-year institution by increasing their access and opportunity to higher education. To be eligible for the SSS program, students must be a **first-generation college student, low-income, or disabled** and meet the Department of Education's income and/or family educational requirements.

Students who participate in the SSS program receive a variety of benefits, including: priority registration; financial aid assistance and grant aid; transfer and financial aid workshops; one-on-one academic advising and guidance regarding educational goals; tutoring services; college and university visits; cultural field trips; and career and leadership development that supports each student's individual career options, and prepares the student for leadership in the community.

TRIO: UPWARD BOUND: CORONA-NORCO UNIFIED (CENTENNIAL HIGH SCHOOL)

Upward Bound prepares qualified high school students for a college education. The program's goal is to help **first generation or low-income students** enroll in and graduate from college. Upward Bound students at Norco and Corona enroll in a two-part program (Academic Year and Summer Component) and participate in 10-12 hours of classes and activities each month. All Upward Bound events and activities are at no cost to the student. The program seeks to inspire students with confidence in their natural abilities and to help them achieve the skills necessary for higher education. It also encourages students to pursue and complete a college education. The Upward Bound Program was created to support students who demonstrate potential, despite barriers or limited exposure to experiences that would help them develop and follow through on a plan for college attendance.

Upward Bound **provides economically disadvantaged and first-generation college bound** students with access and opportunity to a post-secondary education. Upward Bound provides one-on-one academic advising designed to assist high school students with their academic decisions. The program provides a variety of support services, including: tutoring services; mentoring services; college and university visits; cultural field trips; career and leadership

development; residential stays at major universities; a six-week summer enrichment program; and parent workshops.

TRIO: UPWARD BOUND: ALVORD UNIFIED (NORTE VISTA HIGH SCHOOL)

This Upward Bound program will offer **low-income and potential first-generation college students** academic instruction and tutorials in English/Language Arts, Math, and Science; dropout prevention, leadership and citizenship skills, career exploration, and cultural awareness; after-school academic programs offered Tuesdays and Thursdays at target schools and designated Saturdays at Norco College; entrance exam information and preparation for the PSAT, SAT and ACT tests; college and financial aid information; individual assistance with college and financial aid applications; and concurrent high school and college enrollment opportunities.

There is also a six-week non-residential summer component, operating Monday through Friday, which will expose students to a stimulating college environment that emphasizes the development of the academic skills and personal motivation necessary for success in both secondary and postsecondary education. The goals of the summer component are to provide participants with a comprehensive program of core subject academic instruction and high school/college dual credit instruction. The summer program also provides enrichment, tutoring, academic and personal counseling, college/career guidance and planning, and exposure to educational, cultural and extra-curricular activities they otherwise would not be able to engage in if it were not for their involvement with the Project.

CALWORKS PROGRAM

Current and prospective Norco students who meet the criteria for eligibility may receive services through the CalWORKs Program. Eligible CalWORKs students usually begin by participating in an intake appointment where they are introduced to Norco College, and the CalWORKs program. Each CalWORKs student then is given the opportunity to meet with a Norco College counselor to develop an educational plan. Students are referred to and assisted with other resources on campus as necessary, including Financial Aid, Disabled Student Programs & Services, Admissions, etc.

CalWORKs students receive support services such as priority registration, intensive case management, job placement, counseling, career advisement, and other services that promote success. Many current CalWORKs students could not get the education they need to break the cycle of poverty and dependency without such assistance. The Norco CalWORKs staff continues to seek recruit eligible students so that support services can be provided to ensure their success in school and the workplace.

NATIONAL SCIENCE FOUNDATION, ADVANCED TECHNOLOGY EDUCATION: NATIONAL CENTER OF EXCELLENCE FOR LOGISTICS AND SUPPLY CHAIN TECHNOLOGY EDUCATION

Addressing the growing need for higher level technicians in the logistics and supply chain industries, Norco College, with major partner Sinclair Community College in Dayton, OH, and a nationwide partnership propose to establish the *National Center of Excellence for Supply Chain Technology Education* (Center). The goal of the Center is to increase the supply of highly qualified supply chain technicians by 20,000 over four years to meet the growing national need

across the private and public supply chains. Projected growth for a workforce that already numbers 11.3 million people (8.6% of the total US labor force) is based upon projections through 2020 of goods movement in the United States.

The Center will: engage strategic partners across the entire private and public supply chain continuum: manufacturing; port operations; transportation (air, rail, and truck); distribution; warehousing; information technology; security; and public sector supply chain; implement model 2+2+2 supply chain technology programs in high school/community college/university partnerships nationwide; increase the number of high school, community college, and university faculty participating in supply chain technology professional development; increase the number of supply chain technicians entering the private and public sector workforces; and disseminate best practices in supply chain technology education. The Center will also implement and promote multiple areas of emphasis across the spectrum of supply chain technology career pathways including geospatial technology, information systems, operations technology, automation, and control technology, and will facilitate a seamless transition from high school to postsecondary education and from postsecondary education to the workplace. Programs will vary based on local labor market demand; however, all of the model pathways will be represented across Center partners. The Center will also focus on the recruitment of **underserved populations such as minorities, women, and veterans on a nationwide basis.**

3. Describe the programs and services your institution is currently developing that are specifically designed to increase the higher educational opportunities for one or more of the racial/ethnic groups listed above. Include the projected date(s) for the implementation of these programs and services.

NATIONAL SCIENCE FOUNDATION - ADVANCED TECHNOLOGICAL EDUCATION – ESTIMATED START DATE 07/01/13

With a focused overall goal on improving gaming technician education and student preparation for successful STEM gaming careers at Norco College, the Game Development Technician Entrepreneurial Infusion program at Norco College will require Computer Information Systems technical students to learn and apply professional, interpersonal, business, and entrepreneurial skills in order to enhance employment opportunities. Mentored by both faculty members and industry experts/executives, this project will provide entrepreneurial education to student technicians in four different ways: (1) Industry mentorships: the entrepreneurial culture at Norco College will enhance via lectures by gaming studio executives and industry mentorship throughout the year; (2) Intensive boot camp: a 2-week Entrepreneurial Boot Camp each June for STEM students that are completing their gaming certificate/degree; (3) Creation of a 3-unit “Entrepreneurship for Game Developers” course cross-listed between Business and Gaming disciplines; and (4) Infusion of new curriculum into existing classes: specific modules from the boot camp and entrepreneurship class will be infused into existing game development courses.

Norco College expects to impact a total of 945 students with the Game Development Technician Entrepreneurial Infusion program, and will utilize existing NSF best practices to recruit and retain **minorities, women, and veterans**, increasing the diversity of this quickly expanding STEM technical field.

4. Describe your institution's enrollment goals for one or more of the racial/ethnic groups listed above for the next three academic years (2010-2011, 2011-2012 and 2012-2013). Explain in detail the institution's plans to meet these goals.

Norco College's enrollment goal is to work toward maintaining a representative racial/ethnic distribution of students at the college to the population comprising Norco College's service area through continuing and enhancing special support services for students in underrepresented population groups. For the purposes of accuracy, the Norco College service area was defined as the cities of Norco, Corona, Riverside, and Eastvale. This is different than the district service area which includes communities with little or no representation at Norco College. Please see next page for tables comparing service area to student body distribution in ethnicity.

Ethnicity	Service Area Distribution (2010-2011)
Caucasian	35.3%
Hispanic	45.7%
African-American	6.5%
Asian/Pacific Is.	9.7%
Native American	0.4%
Multiracial	2.3%
Other/Unknown	0.2%

Ethnicity	Student Body at Norco College (Fall 2011)
Caucasian	29.2%
Hispanic	47.4%
African-American	6.6%
Asian/Pacific Is.	8.8%
Native American	0.4%
Multiracial	3.2%
Other/Unknown	4.4%

As indicated by the above tables, Norco College has done a good job of recruiting a student body which closely resembles the service area it serves. Notwithstanding this good news, the college continues to provide a welcoming campus through additions of programs and buildings.

Based on the Educational Master Plan, published in January 2008, Norco College created a Student Success Center that clustered the following support programs and activities: Transfer/Career/Job Placement Center; Disabled Student Programs and Service; Extended Opportunity Program & Services (EOP/S); Puente Program; Talented Tenth Program (T3p); and career/study skills workshops. Many of these programs are geared toward minority, underrepresented, underserved, economically disadvantaged, and first-generation groups listed above, including Hispanic/Latino, African-American, and Asian American. In addition to creating the Student Success Center, Norco College continues to actively recruit an ethnically diverse student population stressing community involvement through programs such as Rites to Thrive, Talented Tenth, Title V grants and other initiatives. The creation of many of these programs was based on information presented by our Norco College equity plan. The information in the equity plan focused on five areas: access, course completion, ESL & basic skills completion, degree & certificate completion, and transfer. Data for each of these areas was disaggregated by ethnicity, gender, and disability status; and activities and outcomes were established with timelines to address any inequities borne out by these data. So in addition to establishing enrollment goals, the Norco College equity plan has outlined strategies for success and achievement of all students specifically addressing issues of various ethnic and racial backgrounds.