



**NORCO**  
**COLLEGE**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**Student Equity Plan**

**December 9, 2014**

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# NORCO COLLEGE STUDENT EQUITY PLAN

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# Norco College Student Equity Plan Signature Page

District: Riverside Community College District Date Approved by Board of Trustees: 12/9/2014

College President: \_\_\_\_\_  
Dr. Paul Parnell Date

Vice President, Student Services: \_\_\_\_\_  
Dr. Monica Green Date

Vice President, Instruction: \_\_\_\_\_  
Dr. Diane Dieckmeyer Date

Academic Senate President: \_\_\_\_\_  
Dr. Lyn Greene Date

Student Equity Director/Contact: \_\_\_\_\_  
Dr. Koji Uesugi Date

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# **Executive Summary**

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## EXECUTIVE SUMMARY

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### INTRODUCTION

As California gradually recovers from effects of the “Great Recession” that disenfranchised the lives of countless individuals, California’s community colleges play a critical role in helping to shape our state towards economic and social prosperity. For some, community colleges are an important first step towards their journey towards earning baccalaureate and post-baccalaureate degrees. For others, earning an associate’s degree or certificate in a career and technical field can provide 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 as a means to better their lives. Yet, as a result of increased financial and political pressures to improve student success rates, community colleges face the philosophical and pragmatic dilemma of whether success will come at the expense of access.

However, the prospect of success over access would undercut the community college’s equity mission and negatively impact California’s traditionally underserved student populations. For nearly half of all undergraduate students of color and about forty percent of students living in poverty, the path to a college degree begins at a community college.<sup>1</sup> Community colleges embody the most democratic ideals of this nation: the open door policy provides an affordable education to students irrespective of the accidents of birth and privilege. At a time of rapidly increasing college costs, community colleges continue to provide the primary avenue to good paying jobs and entry into the middle class for many students who otherwise would not get a second chance. Community colleges enroll those students who have the most daunting educational, economic, and social barriers to their education, yet funding for California’s community colleges is among the lowest nationwide.<sup>2</sup> Providing developmental programs for the academically underprepared, vocational training for workforce development, and a transfer curriculum for degree seeking students, community colleges help to reduce the gap between the privileged and less fortunate in American society. The core mission of community colleges is to provide access and a quality education to all students capable of benefitting from higher education. The equity goal at community colleges embodies long cherished American democratic ideals, and the community college remains for this reason the most democratic of all American institutions of higher learning.

Quality, affordability, accessibility, diversity and student success. These things are at the very core of community colleges, and it makes us all stronger... When I think of community colleges and their mission, I am reminded that community colleges are the robust and democratic institutions of higher education that provide (a) socially legitimate pathways to empowerment and (b) means for prosperity and engagement for a segment of society often neglected by others.<sup>3</sup>

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<sup>1</sup> “Why Access Matters: The Community College Student Body” by Christopher M. Mullin 2012

<sup>2</sup> Access & Equity Issue Brief by California Tomorrow 2005

<sup>3</sup> Rassoul Dastmozd, Ph.D. President, Saint Paul College -- A Community & Technical College

## **STUDENT EQUITY PHILOSOPHY**

While the challenges we confront to effectively serve the educational needs of our surrounding communities are many, California's community colleges are poised to face them head-on with a renewed commitment to access and success. With the passage of the Student Success Act of 2012 and additional funding to increase resources, community colleges are seeking innovative strategies and developing partnerships to leverage efforts to support many of its most disenfranchised students. At Norco College, the faculty, staff, administration, and students are working collectively to ensure access and improve success for historically underserved students by approaching our pedagogical and organizational practices through an "equity-minded" lens. According to contributing members of the University of Southern California's Center for Urban Education, "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 the elimination of inequity."<sup>4</sup> By adopting an "equity-minded mode of thinking" as our method of examining student outcomes data and institutional practices, we are confident that our Student Equity Plan will help us address the inequitable outcomes we see of specific student groups at the College.

## **STUDENT EQUITY PLANNING PROCESS**

The development and evaluation of our Student Equity Plan originated and rests within our Student Success Committee. The committee has a wide constituency of 28 members that include 9 faculty, 10 administrators, 7 staff members, and 2 students. Our 2-hour meetings are held twice per month during the fall and spring semesters. The following is our committee purpose:

Through the integrated efforts of academic and student services, the Student Success Committee supports all students in achieving their stated educational goals by responding to evolving student academic needs. The committee engages in research, analysis, dialogue and implementation of initiatives to ensure college access and improve student success.

Student Equity and Student Success & Support Program (SSSP) plan development, implementation, and evaluation are initiated within constituencies represented in the Student Success Committee. In 2013-2014, the Student Success Committee divided into two subgroups to carry out program plan development. During our monthly meetings, the committee convened to dialogue about developing strategies to form synergy between the two plans. Importantly, the Student Success Committee is aligned with many of the Accreditation standards (II.A.1.a.-b.; II.A.2.c.-d., II.3.a.-f.) that we assist in writing and providing input throughout the self-evaluation process.

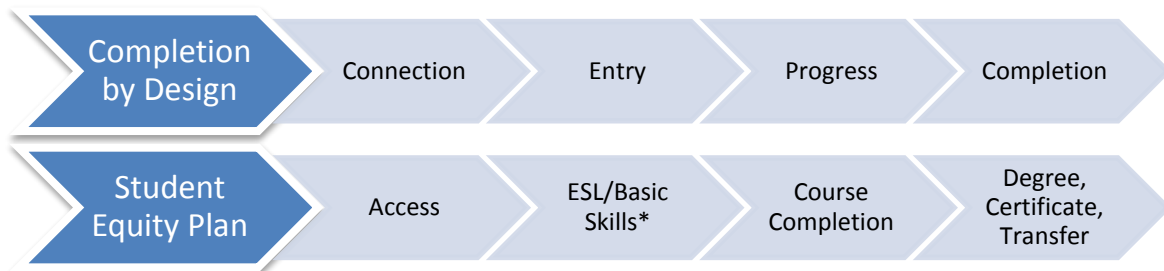
In fall 2014, the college hosted a Student Equity Retreat to create a forum for broad constituency input on plan development using the data as a foundation for dialogue. Participants were provided with a notebook of student equity planning documents that included, but not limited to, data reports, our Student Equity Plan 2010 Overview report, and goal/activity worksheets. All data reports including the 2010 Student Equity Plan Overview Final report are housed on our

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<sup>4</sup> "Contextual Problem Defining: Learning to Think and Act from the Standpoint of Equity" by Pena, E.V., Bensimon, E.M. & Colyar, J. 2006

Institutional Research webpage at: <http://norcollege.edu/about/academic-affairs/Pages/Research.aspx>.

A key framework that drove the discussion at the Student Equity Retreat and subsequent Student Success Committee meetings is the Completion by Design’s “Loss and Momentum Framework.” When we examined the progression that college students typically follow from the point of connection through completion of their educational goal, we observed a similar progression model with the Student Equity Plan’s “Success Indicators.” Aligning the two helped us visualize a college pathway model (see below) that served as a foundation for our discussions around student equity goals, activities, and outcomes.



\*ESL/Basic Skills Completion was reordered for this chart as it aligns more closely with the “gatekeeper” courses identified under “Entry” in the Completion by Design model.

Also, since the Student Equity and SSSP planning is associated with our Student Success Committee, these student access and success efforts are more or less related to five of our seven strategic initiatives in our educational master plan: (1) Increase student retention, persistence, and success; (2) Improve the quality of student life; (3) Increase student access; (4) Enhance academic programs and the learning environment; and (5) Enhance institutional effectiveness (see Attachment A). As a result, our Student Equity Plan goals reference, where applicable, an alignment with the College’s strategic goals. Over the last year, Norco College adopted seven strategic goals with 44 objectives (see Attachment B). The Student Success Committee is responsible for 17 of the objectives that are directly aligned with our purpose statement and interrelated to the philosophy and outcomes of the student equity plan and SSSP services.

Similarly to SSSP and Student Equity efforts, the Student Success Committee is also the strategic planning committee that works directly with the Basic Skills Initiative (BSI). The committee engages in research, analysis, dialogue, and the implementation of college-wide initiatives related to BSI. As a result, initiating the development of our Student Equity Plan under this committee guided us towards integrating the plan to the College’s existing strategic goals and objectives, SSSP services, and BSI activities, in addition to aligning it with the Completion by Design “Loss and Momentum Framework.”

## STUDENT GROUPS AND RESEARCH METHODOLOGY

The Student Equity Plan goals and activities have been developed in response to a number of student groups that have been identified as disproportionately impacted (DI) by research conducted by the College’s Office of Institutional Effectiveness in conjunction with the District’s institutional research office. As in the previous Student Equity Plan, all analyses were to be disaggregated by ethnicity, gender and disability status. However, the current plan includes three

additional student groups which are low income, Veterans and foster youth. Because these groups were not specifically identified in MIS data elements, it was necessary to define how these populations were identified. For the designation as low income, students needed to receive a Pell grant or a Board of Governor’s Fee Waiver during the time period of the indicator. Veteran data were collected from program participant identification flags in the student database system. For Veterans prior to summer 2010, Norco Veterans were identified by home campus location as a subset of a district program participant identification flag. Foster youth data were collected from students’ self-identification as a “foster youth” in the Free Application for Federal Student Aid (FAFSA).

Some explanation should be made for Veterans and foster youth in interpreting any of the success indicators that analyzed a six-year cohort (ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer). Although many of these indicators did not show disproportionate impact for students in the cohort, the point of concern is the number of veterans and foster youth who were excluded from the cohort analysis. In the case of ESL and Basic Skills Completion, the issue is the number of Veterans and foster youth who do not ever start the ESL and Basic Skills pipeline. For the Degree and Certificate, and Transfer indicators, the issue is the number of veterans and foster youth who do not ever complete 6 units in three years. Thus, while the charts may show little cause for concern for those in the cohort, what requires attention is the student attrition of veterans and foster youth from ever making it into the cohort analysis.

The following table provides a listing of the five success indicators and the student groups that have been identified through institutional research as disproportionality impacted.

<b>Success Indicators</b>	<b>Student Groups</b>
<b>Access</b>	Disability status (females/males) Veteran (males)
<b>Course Completion</b>	Pacific Islanders, Two or more races (males) *Veteran (females – not DI, but extremely low numbers) Foster youth (males)
<b>ESL</b>	Hispanic (females/males) Low-income (males)
<b>Basic Skills Completion (English)</b>	Males (all groups) Black, Hispanic, White (females) *Veteran (females/males – not DI, but extremely low numbers in pipeline – requires intervention) *Foster youth (females/males – not DI, but extremely low numbers in pipeline – requires intervention)
<b>Basic Skills Completion (Math)</b>	Black, Hispanic, White (females/males) Disability status (females) *Veteran (females/males – not DI, but extremely low numbers in pipeline – requires intervention) *Foster youth (females/males – not DI, but extremely low numbers in pipeline – requires intervention)
<b>Degree Completion</b>	Males (all groups) Asian (females)



	Disability status (females) *Disability status (males – not DI, but extremely low numbers eligible to be part of initial cohort (SPAR)– requires intervention) Low income (males) *Veteran (females/males – not DI, but extremely low numbers eligible to be part of initial cohort (SPAR)– requires intervention) *Foster youth (females/males – not DI, but extremely low numbers eligible to be part of initial cohort (SPAR)– requires intervention)
<b>Certificate Completion</b>	Males (all groups) Asian, Black (females) Disability status (females and *males – not DI, but extremely low numbers eligible to be part of initial cohort (SPAR) – requires intervention) Low income (males) *Veteran (females/males – not DI, but extremely low numbers eligible to be part of initial cohort (SPAR)– requires intervention) *Foster youth (females/males – not DI, but extremely low numbers eligible to be part of initial cohort (SPAR)– requires intervention)
<b>Transfer</b>	Males (all groups) Hispanic & White (females) Disability status (females/males) *Veteran (females/males – not DI, but extremely low numbers eligible to be part of initial cohort (SPAR)– requires intervention) *Foster youth (females/males – not DI, but extremely low numbers eligible to be part of initial cohort (SPAR)– requires intervention)

\*Note: SPAR is the California Community College’s Student Progress and Achievement Rate as defined in the Campus-Based Research section of this plan.

## GOALS AND ACTIVITIES OUTLINE

Based on an interactive approach with members of the college community, thirteen goals and twenty-five activities were established in an effort to “eradicate inequitable outcomes” for specific student groups. The operational definition of success for any of the outcomes in this plan is that all student groups would be within 80% (0.80) of the highest performing group for a success indicator. The following is a list of the goals and activities of this plan:

- **ACCESS**
  - **Goal:** Ensure distribution of the student population is reflective of the communities the college serves.
    - **Activity:** Regularly examine the enrollment rates of traditionally underrepresented students compared to those of the local service area (research will include data of local feeder schools).
    - **Activity:** Conduct targeted outreach activities with local K-12 high schools and service agencies (i.e. Department of Public Social Services, Veterans’ Transition Assistance Program, Department of Rehabilitation) to promote and prepare students for college.

- **COURSE COMPLETION**

- **Goal 1:** Improve the course completion and success rates of student groups (specifically males of color).
  - **Activity:** Faculty leaders and student services leaders will develop and offer college success activities (workshops, tutorial support, etc.) tailored to meet the needs of specific student groups.
  - **Activity:** Develop and pilot a revamped Early Alert system with a select group of faculty for specific courses that is customized to meet the needs of specific student groups
- **Goal 2:** Improve access to college support services for historically underserved student groups.
  - **Activity:** Develop and implement a supplemental summer transition component in connection with/or in addition to Summer Advantage for historically underserved.
  - **Activity:** Collaborate with local feeder K-12 districts and community agencies (foster, veterans, etc) to connect historically underserved students to college support programs.
- **Goal 3:** Cultivate an educational environment that promotes awareness of and validates the experiences of diverse student populations.
  - **Activity:** Develop a college-based assessment tool and process to evaluate the college climate at Norco College to insure inclusivity for all students.
  - **Activity:** Facilitate college-based programs for faculty, staff, and students that promote awareness and understanding of college diversity.
  - **Activity:** Offer faculty trainings and workshops on diversity-based pedagogical and curricular development strategies that can be implemented in the classroom to meet the academic needs of specific student populations.

- **ESL/BASIC SKILLS COMPLETION**

- **Goal 1:** Increase the course completion rate of students who enroll in ESL courses to support their progress to degree applicable courses.
  - **Activity:** Establish connections with the identified TESOL programs and create a process for them to work with ESL faculty to develop supplemental instruction activities such as workshops, and tutoring sessions.
- **Goal 2:** Increase the percentage of students who place into basic skills courses to begin the course sequence their first year
  - **Activity:** Students who place into basic skills **English** on their placement test will be advised to enroll in their basic skills course through in-person or online advisement during their first term.
  - **Activity:** Students who place into basic skills **math** on their placement test will be advised to enroll in their basic skills course through in-person or online advisement during their first term.

- **Goal 3:** Increase the percentage of basic skills students who complete the basic skills pipeline.
  - **Activity:** Basic skills English and Math faculty will establish classroom procedures for supporting additional tutorial related services.
  - **Activity:** Basic skills English and math faculty will examine alternatives to traditional basic skills completion (i.e. accelerated courses, reduce the number of courses required, change placement practices).
- **Goal 4:** Create a culture of teaching excellence among basic skills faculty that enriches the learning experience of historically underserved students.
  - **Activity:** Faculty will collaborate in developing equity-minded approaches to pedagogy, which support active learning strategies in the classroom.
- **Goal 5:** Examine, develop, and implement improved placement methods for historically underserved first time students.
  - **Activity:** Develop a redesigned pre-placement workshop that informs and assists prospective students prepare for the Accuplacer placement test.
  - **Activity:** Identify alternate placement method(s) that includes multiple measures (including non-cognitive variables) that more accurately places historically underserved students into appropriate courses.
- **DEGREE AND CERTIFICATE COMPLETION**
  - **Goal 1:** Increase the degree and/or certificate completion rates of students that are disproportionately impacted.
    - **Activity:** Provide proactive, “roving” counseling/advising to review students’ academic progress towards degree and certificate completion.
    - **Activity:** Provide faculty with data on students nearing completion of degree and/or certificate requirements by modeling on WebAdvisor, how to access degree completion
    - **Activity:** Men of color learning communities will be linked to summer transition program and these students will enroll in classes taught by equity-minded faculty leaders
  - **Goal 2:** Increase percentage of new and continuing students who develop an educational plan.
    - **Activity:** Instructional and counseling faculty will collaborate with student services staff to promote and offer access to students to develop degree and/or certificate
- **TRANSFER**
  - **Goal 1:** Improve transfer rate of student groups that are disproportionately impacted.
    - **Activity:** Faculty will participate in flex workshops on how to promote transfer and acquire general knowledge about transfer.
    - **Activity:** Collaborate with instructional faculty to disseminate transfer information to students in the classrooms via counselors, educational advisors, and Transfer Center

- **Activity:** Men of color learning communities will be linked to summer transition program and these students will enroll in classes taught by equity-minded faculty leaders.
- **Goal 2:** Increase percentage of new and continuing students who develop an educational plan.
  - **Activity:** Instructional and counseling faculty will collaborate with to promote and offer access to students to develop transfer-based educational plans.

## **RESOURCES**

Norco College will leverage the Student Equity Plan allocation of \$324,935 with Student Success & Support Program, Basic Skills Initiative, and institutional resources to coordinate the activities developed for this plan. The proposed Budget section specifies in detail, how the funding sources will be utilized to support our efforts.

## **CONTACT PERSON/STUDENT EQUITY DIRECTOR**

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# **Campus-Based Research**

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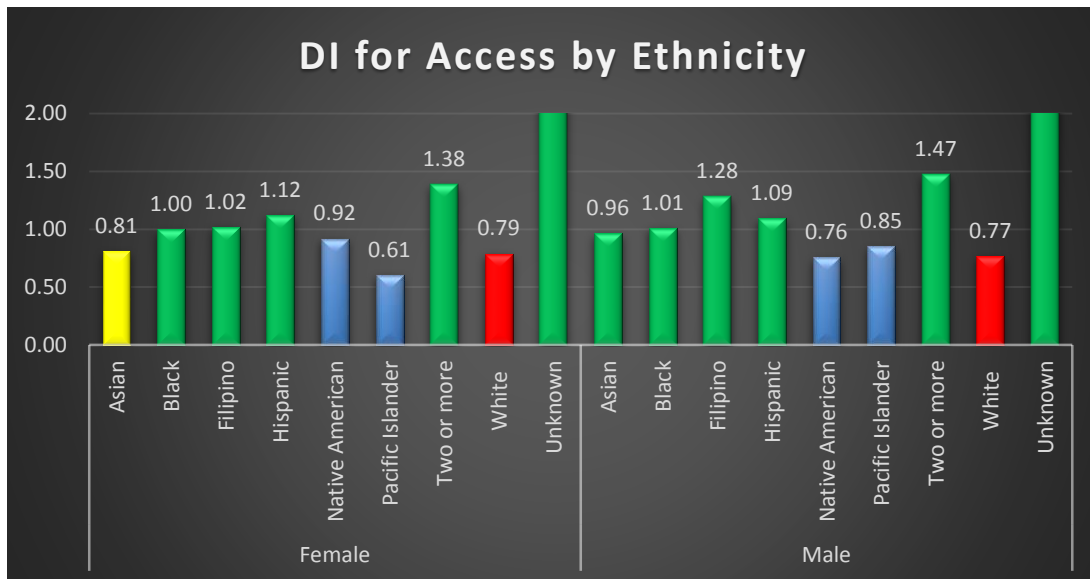
## CAMPUS-BASED RESEARCH

**A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Using the data provided by the Chancellor’s Office, the following charts were constructed. Included are locally derived counts of student groups to indicate more recent measures of student access. The Norco College service area includes the populations of the cities of Riverside, Norco, Corona, and Eastvale. Although Norco College serves a population that reaches into Orange, Los Angeles and San Bernardino counties, approximately three-quarters of the students attending the college reside in one of the four cities in the local service area. Data for determining various sub-populations in the service area were taken from most recent census data in the American Community Survey 3-Year Estimates 2010-12. The 2012-13 Norco College headcount data from the State Chancellor’s Office DataMart website were selected since they most closely matched the time frame of census data.

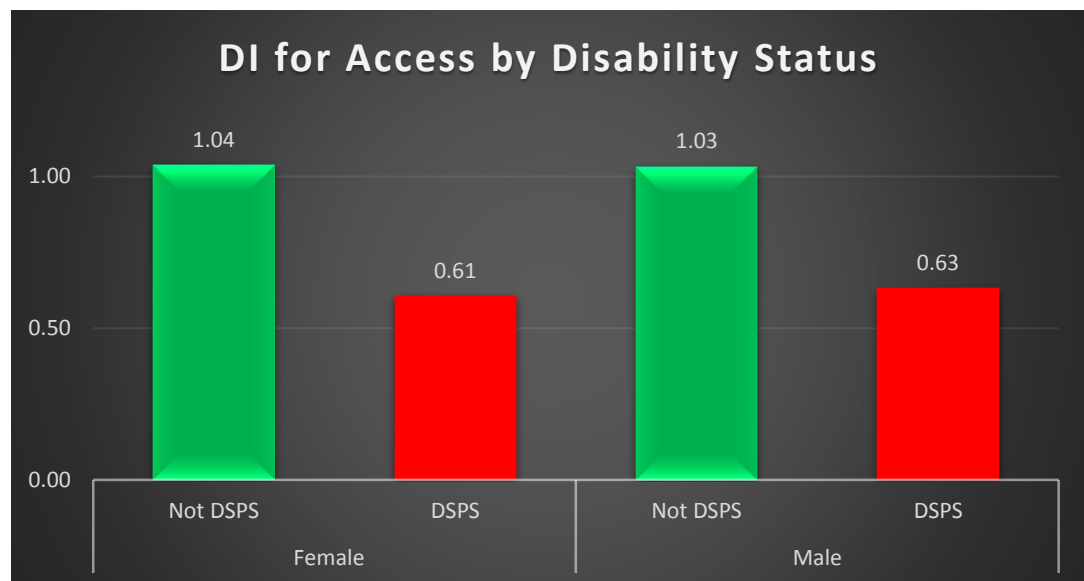
As a key for interpreting the data below, the chart is a comparison of disproportionate impact for each of the student groups. Disproportionate impact (DI) for access was determined if the ratio of the percent of the student group at Norco College divided by the percent of the student group within the service area fell below 0.80. The bar chart below is color-coded according to the following:

- Green: DI above 0.85
- Yellow: DI 0.80- 0.85
- Red: DI below 0.80
- Blue: Size of group was too small (n<20) to validly determine DI

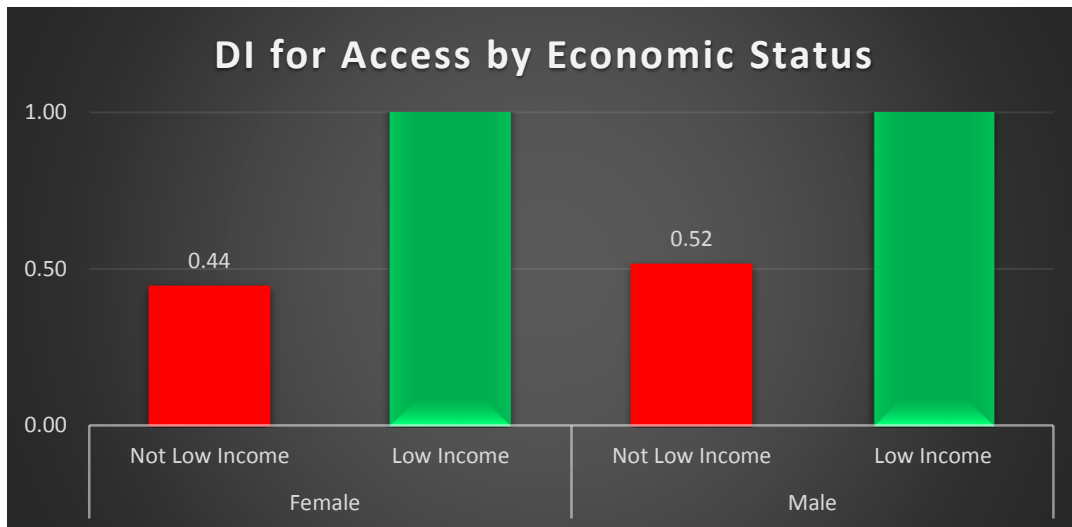


Gender	ETHNICITY	Norco College Fall '12 Count	Norco College Fall '12 Percent	Census Count	Census Percent	DI
Female	Asian	282	5.6%	37748	6.9%	0.81
	Black	315	6.2%	33976	6.2%	1.00
	Filipino	114	2.3%	12080	2.2%	1.02
	Hispanic	2620	51.8%	252212	46.2%	1.12

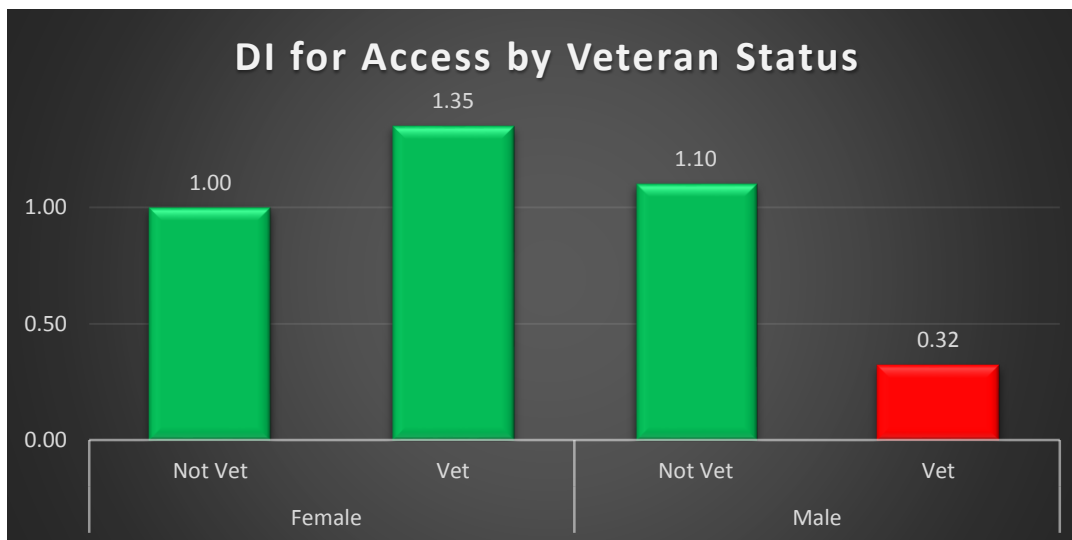
Gender	ETHNICITY	Norco College Fall '12 Count	Norco College Fall '12 Percent	Census Count	Census Percent	DI
Female	Native American	19	0.4%	2235	0.4%	0.92
	Pacific Islander	12	0.2%	2139	0.4%	0.61
	Two or more	169	3.3%	13169	2.4%	1.38
	White	1396	27.6%	191127	35.0%	0.79
	Unknown	134	2.6%	1211	0.2%	11.94
F Total		5061		545897		
Male	Asian	279	6.6%	37748	6.9%	0.96
	Black	264	6.3%	33976	6.2%	1.01
	Filipino	119	2.8%	12080	2.2%	1.28
	Hispanic	2119	50.5%	252212	46.2%	1.09
	Native American	13	0.3%	2235	0.4%	0.76
	Pacific Islander	14	0.3%	2139	0.4%	0.85
	Two or more	149	3.6%	13169	2.4%	1.47
	White	1131	27.0%	191127	35.0%	0.77
	Unknown	108	2.6%	1211	0.2%	12.87
	M Total		4196		544686	



Gender	DISABILITY STATUS	Norco College Fall '12 Count	Norco College Fall '12 Percent	Census Count	Census Percent	DI
Female	Not DSPS	4686	94.8%	247455	91.4%	1.04
	DSPS	259	5.2%	23394	8.6%	0.61
F Total		4945		270849		
Male	Not DSPS	3915	95.1%	247385	92.2%	1.03
	DSPS	203	4.9%	20991	7.8%	0.63
M Total		4118		268376		

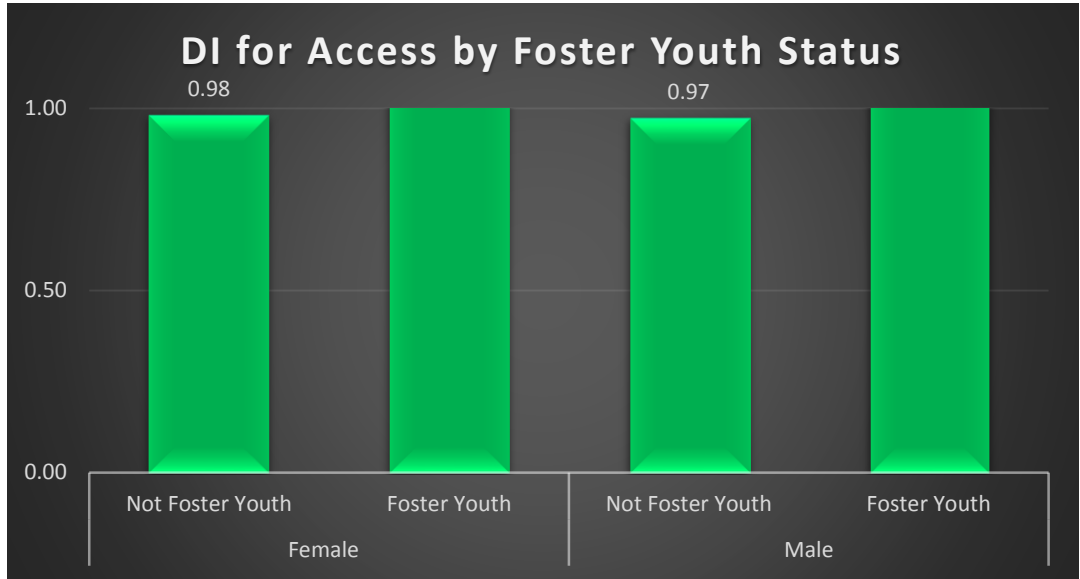


Gender	ECONOMIC STATUS	Norco College Fall '12 Count	Norco College Fall '12 Percent	Census Count	Census Percent	DI
Female	Not Low Income	1878	38.0%	227790	85.4%	0.44
	Low Income	3067	62.0%	38957	14.6%	4.25
F Total		4945		266747		
Male	Not Low Income	1860	45.2%	232200	87.7%	0.52
	Low Income	2258	54.8%	32670	12.3%	4.45
M Total		4118		264870		

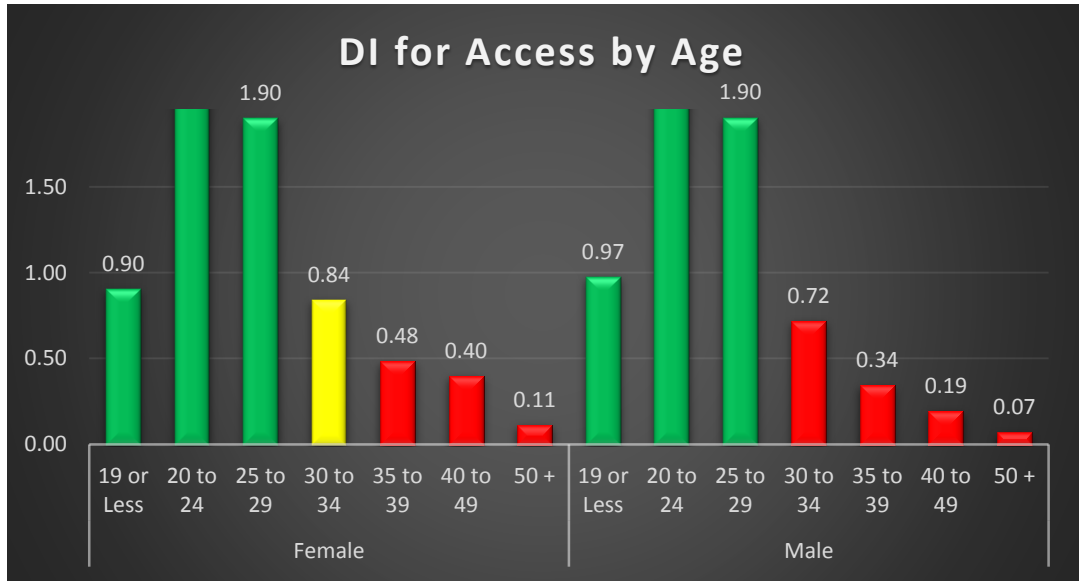


Gender	VETERAN STATUS	Norco College Fall '12 Count	Norco College Fall '12 Percent	Census Count	Census Percent	DI
Female	Not Vet	4902	99.1%	195394	99.4%	1.00
	Vet	43	0.9%	1269	0.6%	1.35
F Total		4945		196663		
Male	Not Vet	3950	95.9%	170242	87.2%	1.10
	Vet	168	4.1%	24903	12.8%	0.32
M Total		4118		195145		





Gender	FOSTER YOUTH STATUS	Norco College Fall '12 Count	Norco College Fall '12 Percent	Census Count	Census Percent	DI
Female	Not Foster Youth	4850	98.1%	n/a	99.8%	0.98
	Foster Youth	95	1.9%	n/a	0.2%	10.67
F Total		4945		n/a		
Male	Not Foster Youth	4006	97.3%	n/a	99.8%	0.97
	Foster Youth	112	2.7%	n/a	0.2%	15.11
M Total		4118		n/a		



Gender	AGE	Norco College Fall '12 Count	Norco College Fall '12 Percent	Census Count	Census Percent	DI
Female	19 or Less	1504	29.7%	89614	32.9%	0.90
	20 to 24	2008	39.7%	18927	6.9%	5.71
	25 to 29	622	12.3%	17665	6.5%	1.90
	30 to 34	280	5.5%	17932	6.6%	0.84

Gender	AGE	Norco College Fall '12 Count	Norco College Fall '12 Percent	Census Count	Census Percent	DI
	35 to 39	203	4.0%	22748	8.3%	0.48
	40 to 49	314	6.2%	42672	15.7%	0.40
	50 +	130	2.6%	63015	23.1%	0.11
TOTAL		5061		272573		
Male	19 or Less	1345	32.1%	89614	32.9%	0.97
	20 to 24	1823	43.4%	18927	6.9%	6.26
	25 to 29	517	12.3%	17665	6.5%	1.90
	30 to 34	198	4.7%	17932	6.6%	0.72
	35 to 39	120	2.9%	22748	8.3%	0.34
	40 to 49	127	3.0%	42672	15.7%	0.19
	50 +	66	1.6%	63015	23.1%	0.07
TOTAL		4196		272573		

**Summary of Data for Access Indicator**

Data for access indicated the following student groups as having disproportionate impact (i.e. lower representation) in comparison to the local service area: White (male and female), Disabled (male and female), and Veteran (male).

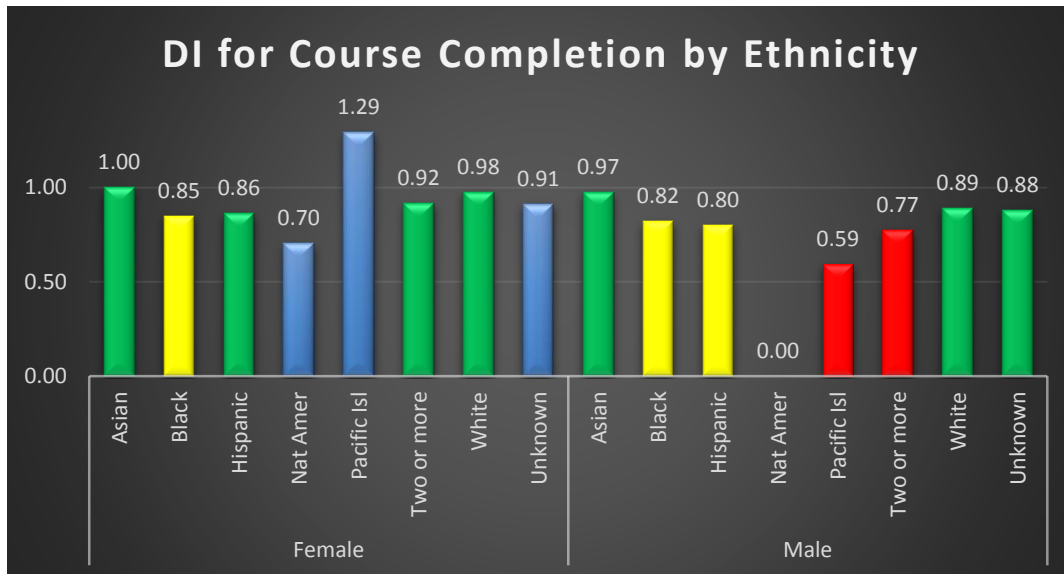
## CAMPUS-BASED RESEARCH

**B. COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

The data for this indicator were based on examining the percentage of student enrollments with an “A”, “B”, “C”, or “P” out of student enrollments that persisted beyond the census day of the term during the 2012-13 academic year. DI methodology for this success indicator was to divide all student group outcomes by the outcome of the highest group. If the ratio was less than 0.80 for any student group, DI would be found for that student subpopulation. The bar chart below is color-coded according to the following:

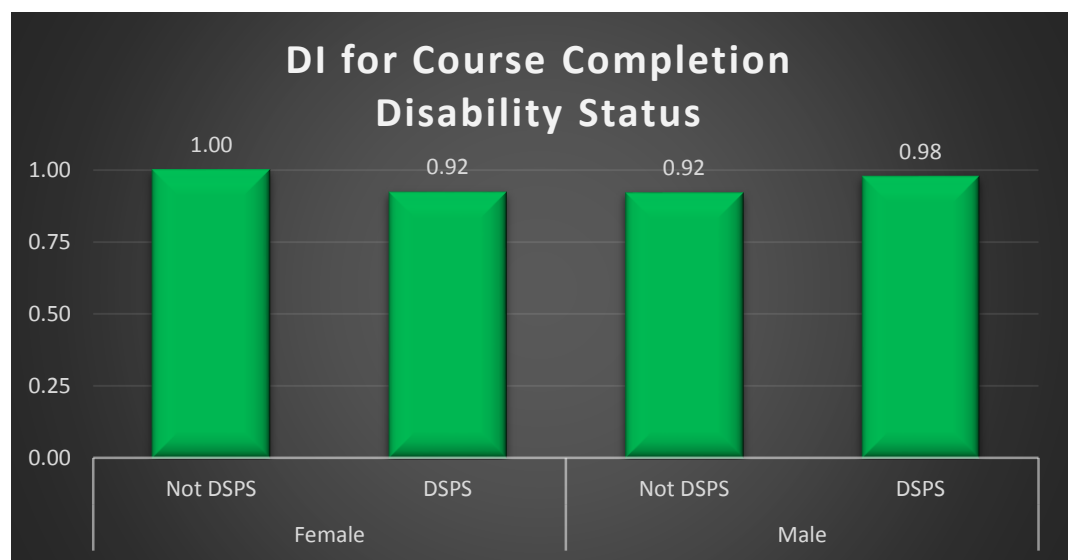
- Green: DI above 0.85
- Yellow: DI 0.80-0.85
- Red: DI below 0.80
- Blue: Size of group was too small (n<20) to validly determine DI\*

\*For foster youth and veterans this rule was not applied due to low population numbers

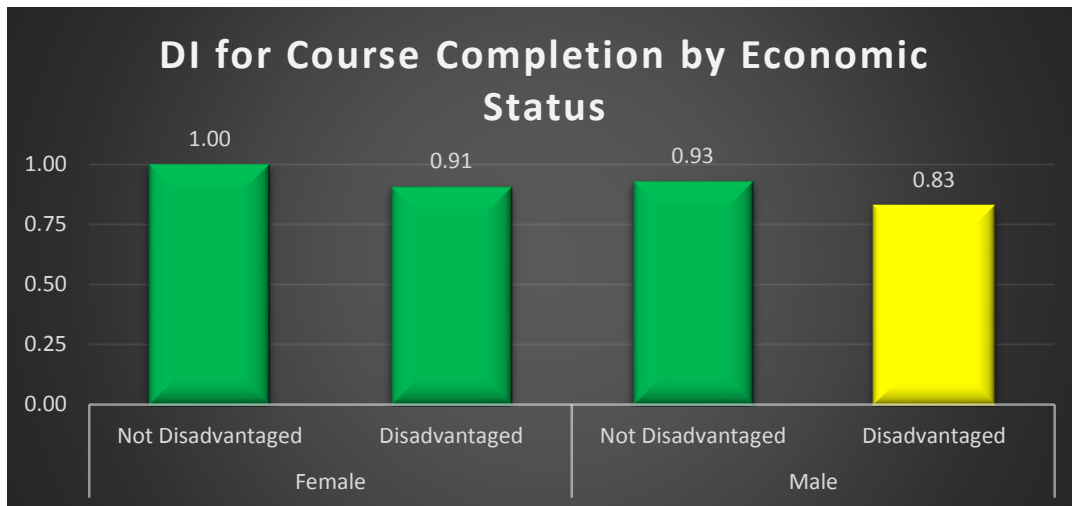


Gender	ETHNICITY	Unsuccessful	Successful	Total	Success	DI
Female	Asian	54	185	239	77.4%	1.00
	Black	92	176	268	65.7%	0.85
	Hispanic	799	1600	2399	66.7%	0.86
	Native American	5	6	11	54.5%	0.70
	Pacific Islander	0	3	3	100.0%	1.29
	Two or more	46	112	158	70.9%	0.92
	White	252	781	1033	75.6%	0.98
	Unknown	5	12	17	70.6%	0.91
F Total		1253	2875	4128		

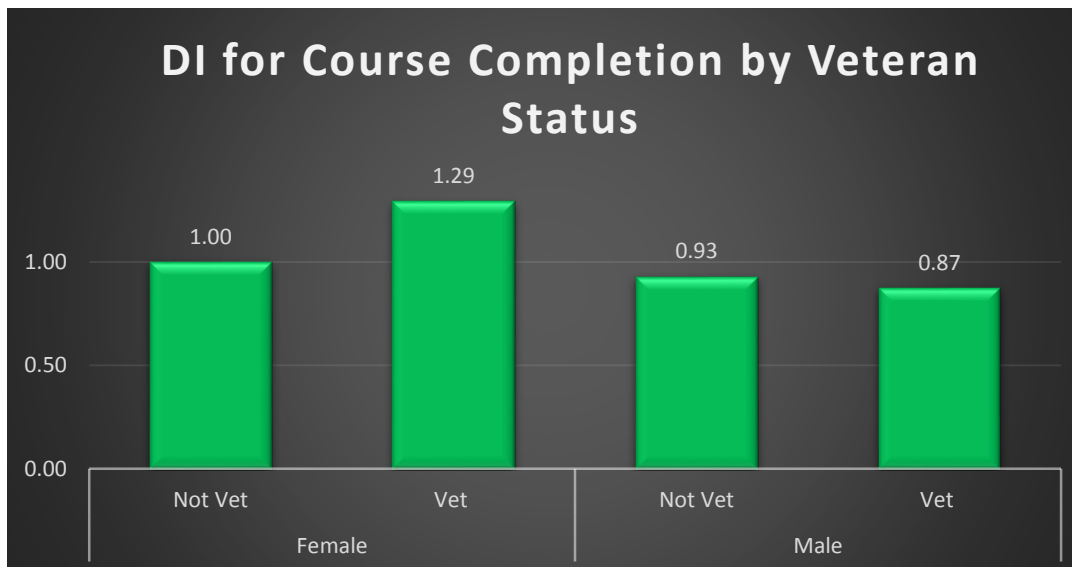
Gender	ETHNICITY	Unsuccessful	Successful	Total	Success	DI
Male	Asian	86	263	349	75.4%	0.97
	Black	82	142	224	63.4%	0.82
	Hispanic	872	1414	2286	61.9%	0.80
	Nat American	1	0	1	0.0%	0.00
	Pacific Islander	13	11	24	45.8%	0.59
	Two or more	61	91	152	59.9%	0.77
	White	255	564	819	68.9%	0.89
	Unknown	8	17	25	68.0%	0.88
M Total		1378	2502	3880		



Gender	DISABILITY STATUS	Unsuccessful	Successful	Total	Success	DI
Female	Not DSPS	1183	2748	3931	69.9%	1.00
	DSPS	70	127	197	64.5%	0.92
F Total		1253	2875	4128		
Male	Not DSPS	1318	2373	3691	64.3%	0.92
	DSPS	60	129	189	68.3%	0.98
M Total		1378	2502	3880		

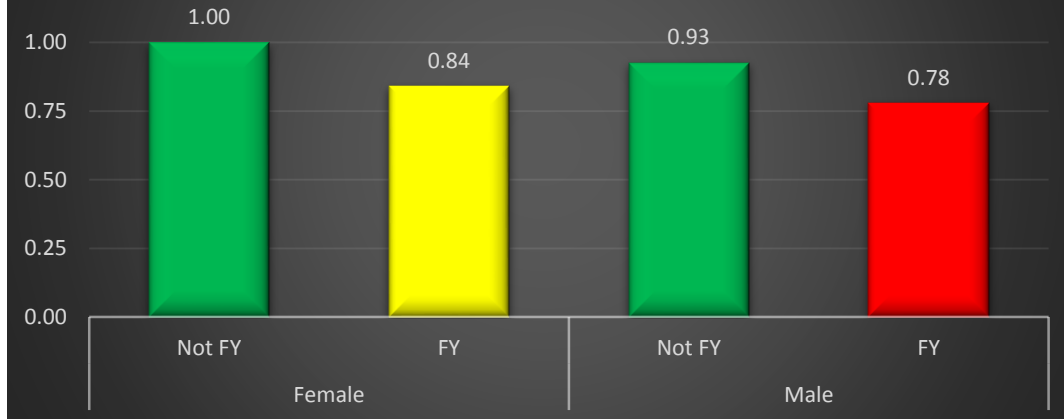


Gender	ECONOMIC STATUS	Unsuccessful	Successful	Total	Success	DI
Female	Not Disadvantaged	263	783	1046	74.9%	1.00
	Disadvantaged	990	2092	3082	67.9%	0.91
F Total		1253	2875	4128		
Male	Not Disadvantaged	388	886	1274	69.5%	0.93
	Disadvantaged	990	1616	2606	62.0%	0.83
M Total		1378	2502	3880		



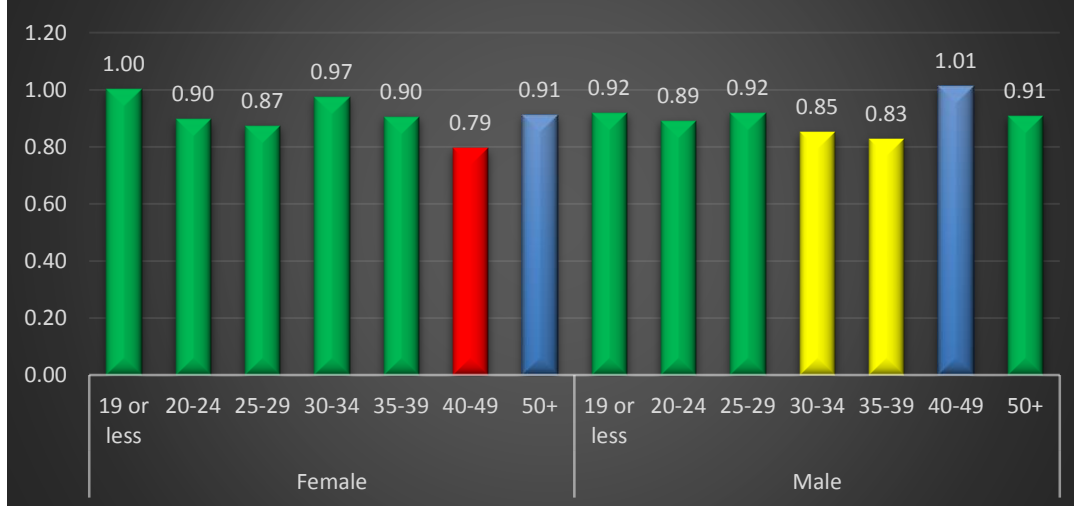
Gender	VETERAN STATUS	Unsuccessful	Successful	Total	Success	DI
Female	Not Vet	1251	2857	4108	69.5%	1.00
	Vet	2	18	20	90.0%	1.29
F Total		1253	2875	4128		
Male	Not Vet	1340	2443	3783	64.6%	0.93
	Vet	38	59	97	60.8%	0.87
M Total		1378	2502	3880		

## DI for Course Completion by Foster Youth Status



Gender	FOSTER YOUTH STATUS	Unsuccessful	Successful	Total	Success	DI
Female	Not FY	1191	2786	3977	70.1%	1.00
	FY	62	89	151	58.9%	0.84
F Total		1253	2875	4128		
Male	Not FY	1318	2430	3748	64.8%	0.93
	FY	60	72	132	54.5%	0.78
M Total		1378	2502	3880		

## DI for Course Completion by Age



Gender	AGE	Unsuccessful	Successful	Total	Success	DI
Female	19 or less	1059	2541	3600	70.6%	1.00
	20-24	113	195	308	63.3%	0.90
	25-29	33	53	86	61.6%	0.87
	30-34	15	33	48	68.8%	0.97
	35-39	17	30	47	63.8%	0.90
	40-49	11	14	25	56.0%	0.79

<b>Gender</b>	<b>AGE</b>	<b>Unsuccessful</b>	<b>Successful</b>	<b>Total</b>	<b>Success</b>	<b>DI</b>
Female	50+	5	9	14	64.3%	0.91
F Total		1253	2875	4128		
	AGE					
Male	19 or less	1172	2153	3325	64.8%	0.92
	20-24	146	247	393	62.8%	0.89
	25-29	19	35	54	64.8%	0.92
	30-34	18	27	45	60.0%	0.85
	35-39	10	14	24	58.3%	0.83
	40-49	4	10	14	71.4%	1.01
	50+	9	16	25	64.0%	0.91
M Total		1378	2502	3880		

**Summary of Data for Course Completion Indicator**

Data for course completion indicated the following student groups as having disproportionate impact: Pacific Islanders (male), Two or More Races (male), and Foster Youth (male).

## CAMPUS-BASED RESEARCH

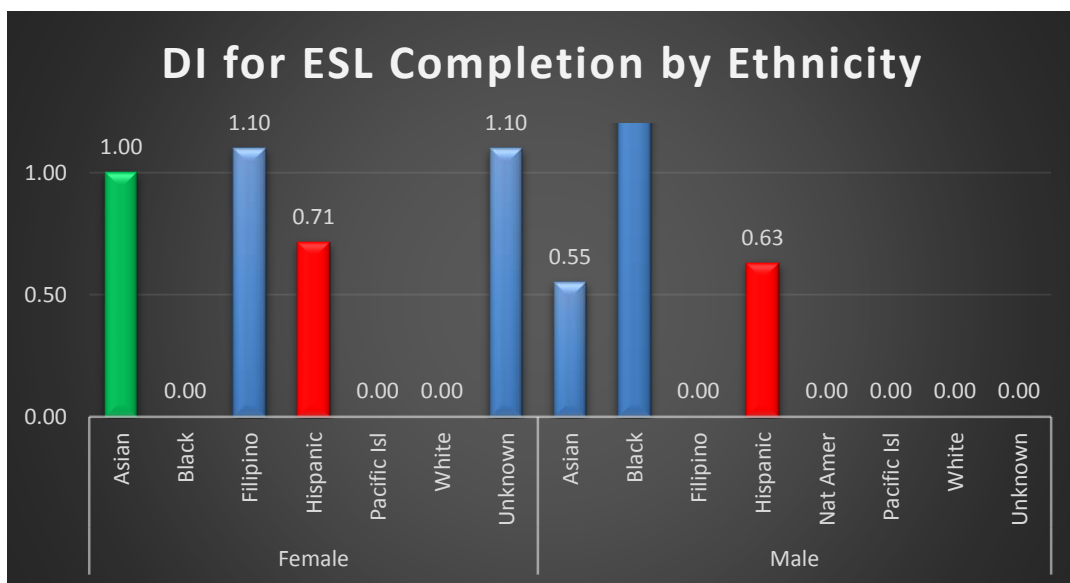
- C. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course within six years after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Institutional research at the college was based on the percentage of students who successfully complete the degree-applicable course in a basic skills sequence within 6 years after beginning below degree-level in ESL, English, or math. This is based on a cohort of students who began taking the ESL or basic skills sequence during the 2007-08 academic year.

DI methodology for this success indicator was to divide all student group outcomes by the outcome of the highest group. If the ratio was less than 0.80 for any student group, DI would be found for that student subpopulation. The bar chart below is color-coded according to the following:

- Green: DI above 0.85
- Yellow: DI 0.80- 0.85
- Red: DI below 0.80
- Blue: Size of group was too small (n<20) to validly determine DI\*

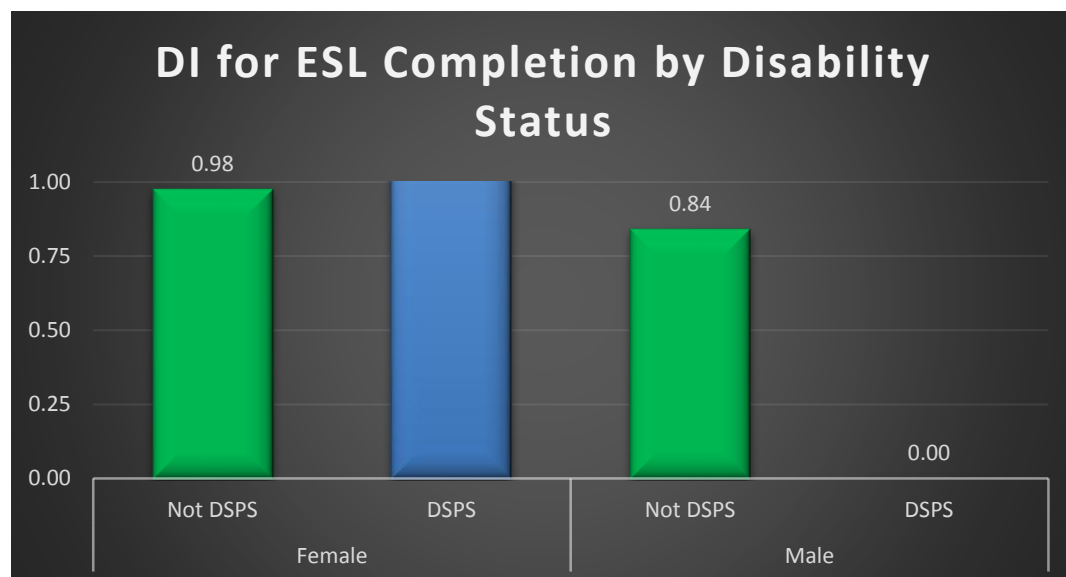
\*For foster youth and veterans this rule was not applied due to low population numbers



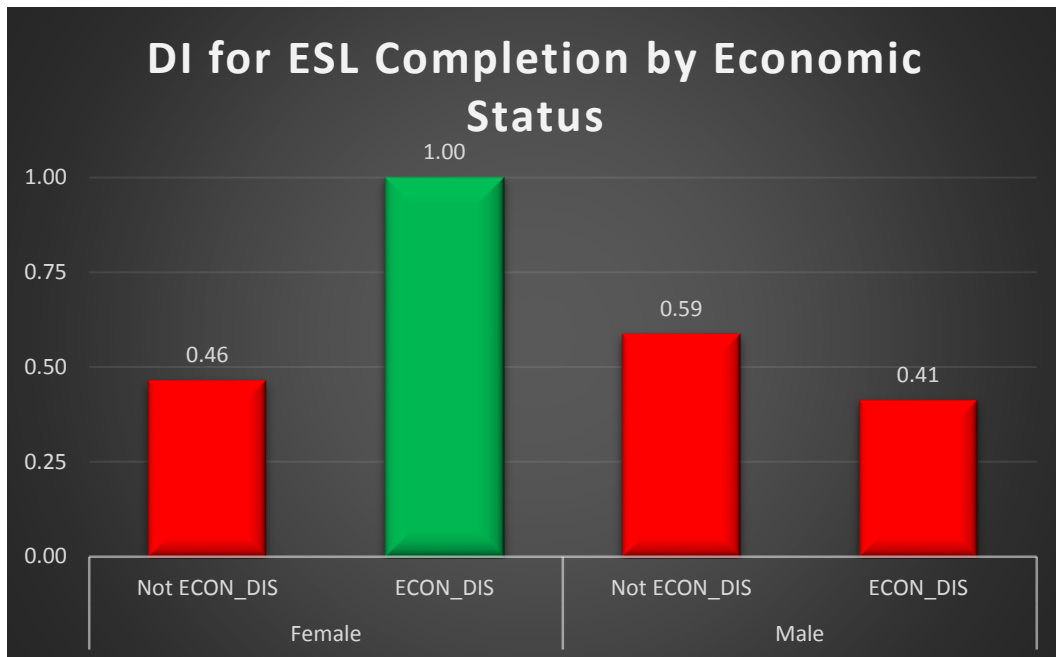
Gender	ETHNICITY	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Asian	18	4	22	81.8%	18.2%	1.00
	Black	1		1	100.0%	0.0%	0.00
	Filipino	4	1	5	80.0%	20.0%	1.10
	Hispanic	67	10	77	87.0%	13.0%	0.71
	Pacific Islander	1		1	100.0%	0.0%	0.00



Gender	ETHNICITY	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
	White	2		2	100.0%	0.0%	0.00
	Unknown	12	3	15	80.0%	20.0%	1.10
F Total		105	18	123	85.4%	14.6%	
Male	Asian	9	1	10	90.0%	10.0%	0.55
	Black	1	2	3	33.3%	66.7%	3.67
	Filipino	3		3	100.0%	0.0%	0.00
	Hispanic	31	4	35	88.6%	11.4%	0.63
	Native American	1		1	100.0%	0.0%	0.00
	Pacific Islander	1		1	100.0%	0.0%	0.00
	White	2		2	100.0%	0.0%	0.00
	Unknown	3		3	100.0%	0.0%	0.00
M Total		51	7	58	87.9%	12.1%	

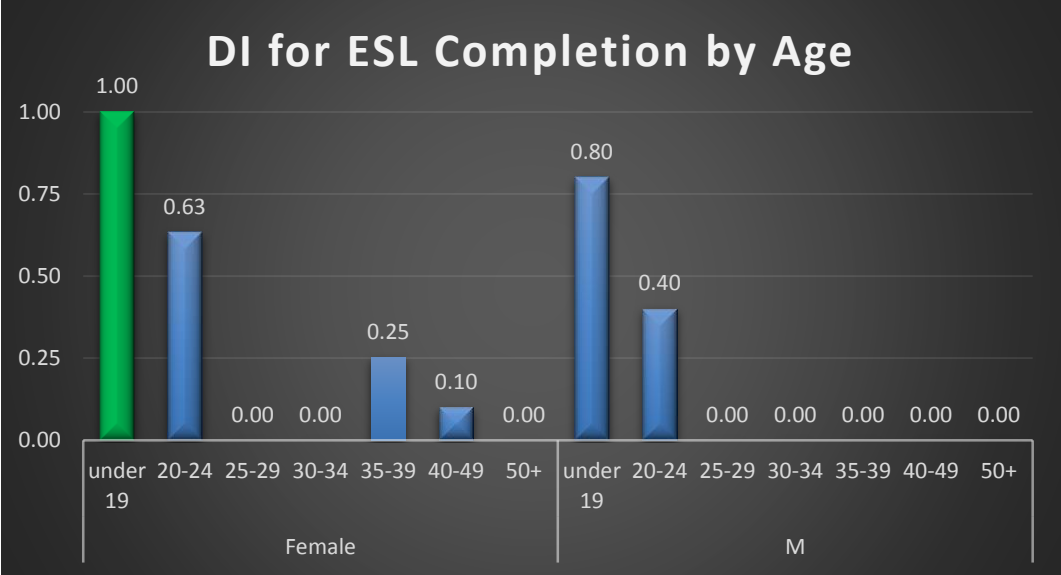


Gender	DISABILITY STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not DSPS	102	17	119	85.7%	14.3%	0.98
	DSPS	3	1	4	75.0%	25.0%	1.71
F Total		105	18	123	85.4%	14.6%	
Male	Not DSPS	50	7	57	87.7%	12.3%	0.84
	DSPS	1		1	100.0%	0.0%	0.00
M Total		51	7	58	87.9%	12.1%	



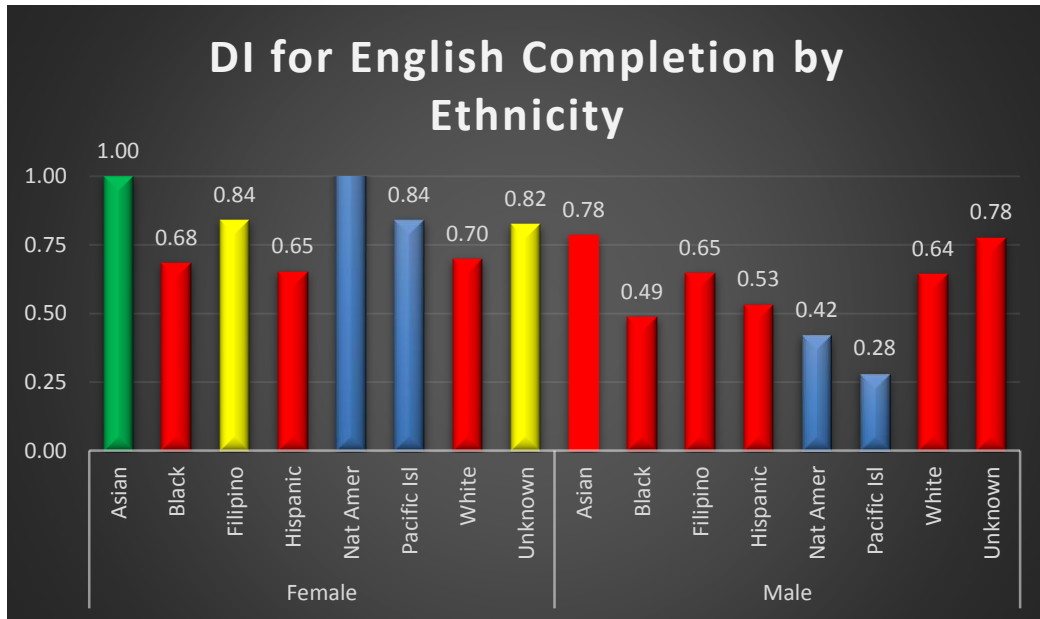
Gender	ECONOMIC STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not ECON_DIS	75	9	84	89.3%	10.7%	0.46
	ECON_DIS	30	9	39	76.9%	23.1%	1.00
F Total		105	18	123	85.4%	14.6%	
Male	Not ECON_DIS	32	5	37	86.5%	13.5%	0.59
	ECON_DIS	19	2	21	90.5%	9.5%	0.41
M Total		51	7	58	87.9%	12.1%	

**\*Note: There were no foster youth that started the ESL pipeline during 2007-08. For vets, no males ever started the pipeline and one female started but never finished.**



GENDER	AGE	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	under 19	14	10	24	58.3%	41.7%	1.00
	20-24	14	5	19	73.7%	26.3%	0.63
	25-29	13		13	100.0%	0.0%	0.00
	30-34	14		14	100.0%	0.0%	0.00
	35-39	17	2	19	89.5%	10.5%	0.25
	40-49	23	1	24	95.8%	4.2%	0.10
	50+	10		10	100.0%	0.0%	0.00
<b>F Total</b>		<b>105</b>	<b>18</b>	<b>123</b>	<b>85.4%</b>	<b>14.6%</b>	
Male	under 19	10	5	15	66.7%	33.3%	0.80
	20-24	10	2	12	83.3%	16.7%	0.40
	25-29	11		11	100.0%	0.0%	0.00
	30-34	6		6	100.0%	0.0%	0.00
	35-39	2		2	100.0%	0.0%	0.00
	40-49	8		8	100.0%	0.0%	0.00
	50+	4		4	100.0%	0.0%	0.00
<b>M Total</b>		<b>51</b>	<b>7</b>	<b>58</b>	<b>87.9%</b>	<b>12.1%</b>	

**BASIC SKILLS ENGLISH**



GENDER	RACE	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Asian	17	25	42	40.5%	59.5%	1.00
	Black	35	24	59	59.3%	40.7%	0.68
	Filipino	11	11	22	50.0%	50.0%	0.84
	Hispanic	238	151	389	61.2%	38.8%	0.65
	Native American	1	3	4	25.0%	75.0%	1.26
	Pacific Islander	1	1	2	50.0%	50.0%	0.84
	White	152	108	260	58.5%	41.5%	0.70
	Unknown	27	26	53	50.9%	49.1%	0.82
F Total		482	349	831	58.0%	42.0%	
Male	Asian	16	14	30	53.3%	46.7%	0.78
	Black	27	11	38	71.1%	28.9%	0.49
	Filipino	16	10	26	61.5%	38.5%	0.65
	Hispanic	177	82	259	68.3%	31.7%	0.53
	Native American	3	1	4	75.0%	25.0%	0.42
	Pacific Islander	5	1	6	83.3%	16.7%	0.28
	White	123	76	199	61.8%	38.2%	0.64
	Unknown	21	18	39	53.8%	46.2%	0.78
M Total		388	213	601	64.6%	35.4%	

## DI for English Completion by Disability Status



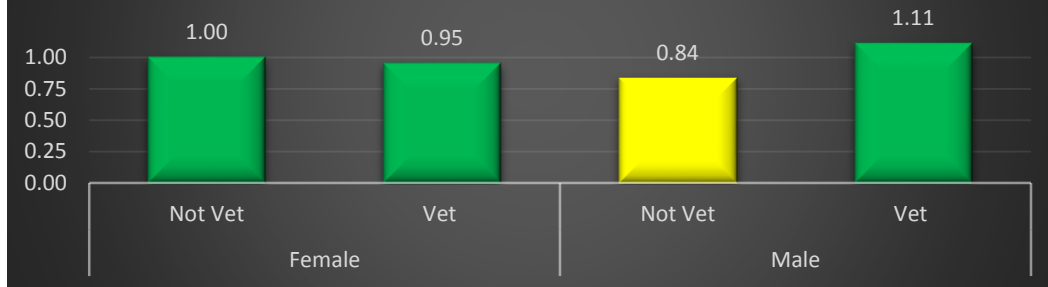
Gender	DISABILITY STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not DSPS	459	337	796	57.7%	42.3%	1.00
	DSPS	23	12	35	65.7%	34.3%	0.81
F Total		482	349	831	58.0%	42.0%	
Male	Not DSPS	377	207	584	64.6%	35.4%	0.84
	DSPS	11	6	17	64.7%	35.3%	0.83
M Total		388	213	601	64.6%	35.4%	

## DI for English Completion by Economic Status



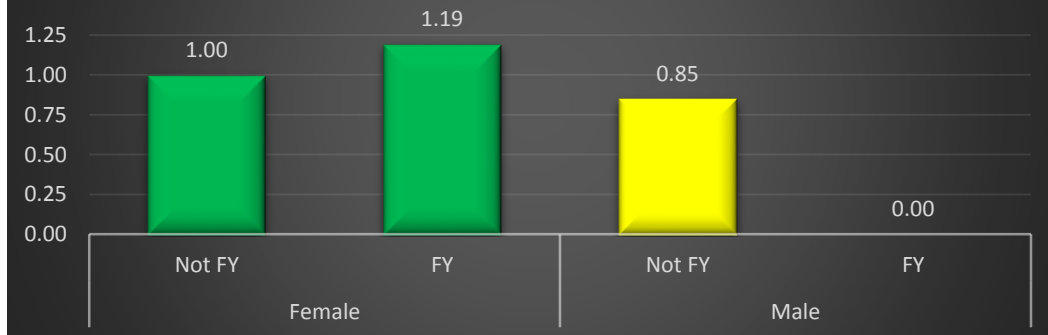
Gender	ECONOMIC STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not ECON_DIS	307	208	515	59.6%	40.4%	0.91
	ECON_DIS	175	141	316	55.4%	44.6%	1.00
F Total		482	349	831	58.0%	42.0%	
Male	Not ECON_DIS	273	141	414	65.9%	34.1%	0.76
	ECON_DIS	115	72	187	61.5%	38.5%	0.86
M Total		388	213	601	64.6%	35.4%	

## DI for English Completion by Veteran Status

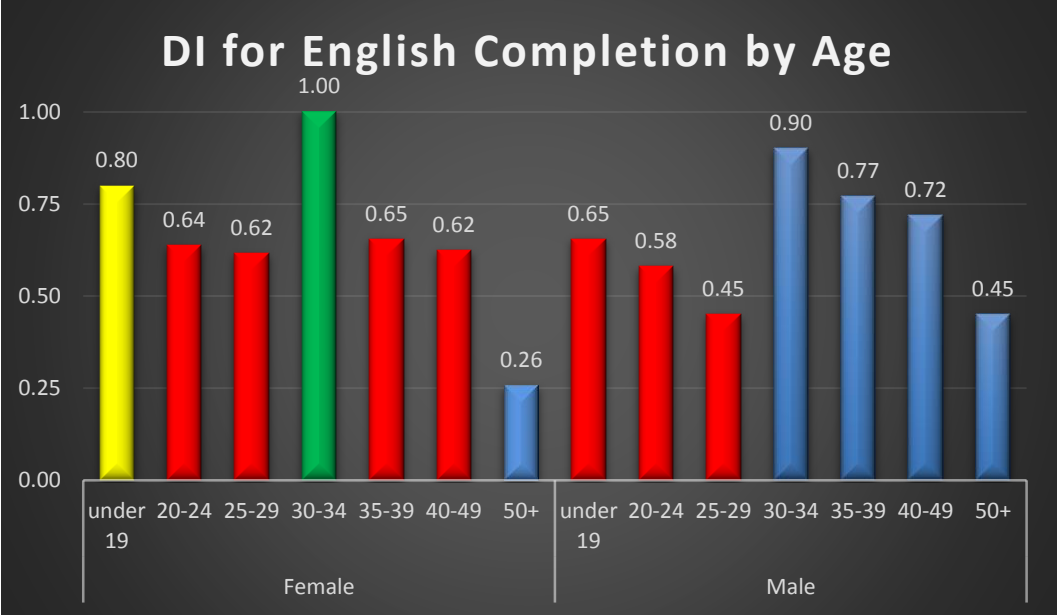


Gender	VETERAN STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not Vet	479	347	826	58.0%	42.0%	1.00
	Vet	3	2	5	60.0%	40.0%	0.95
F Total		482	349	831	58.0%	42.0%	
Male	Not Vet	380	206	586	64.8%	35.2%	0.84
	Vet	8	7	15	53.3%	46.7%	1.11
M Total		388	213	601	64.6%	35.4%	

## DI for English Completion by Foster Youth Status

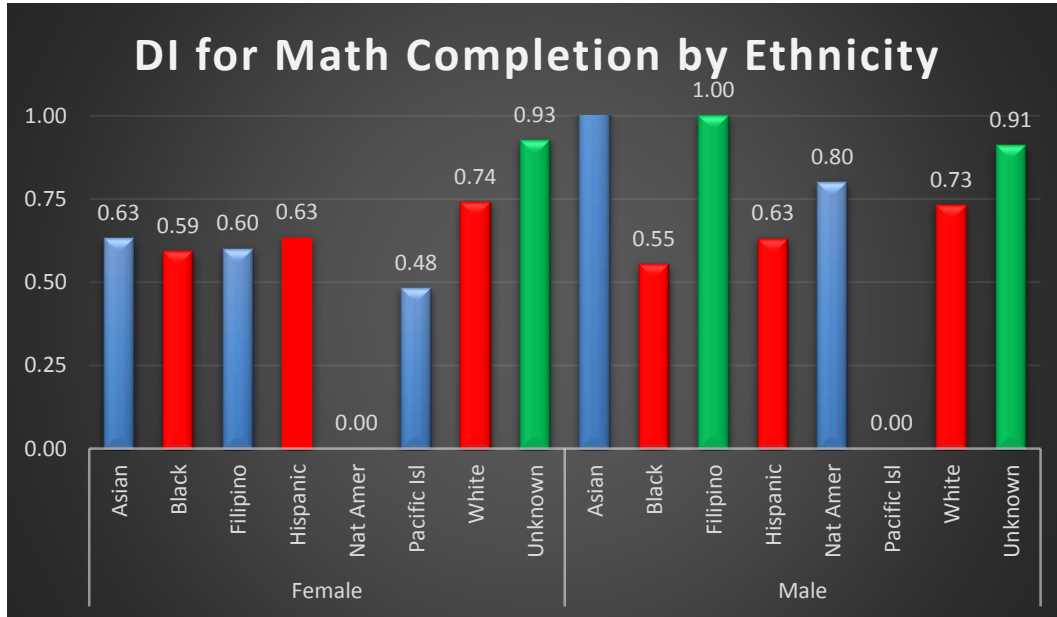


Gender	FOSTER YOUTH STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not FY	475	342	817	58.1%	41.9%	1.00
	FY	7	7	14	50.0%	50.0%	1.19
F Total		482	349	831	58.0%	42.0%	
Male	Not FY	387	213	600	64.5%	35.5%	0.85
	FY	1		1	100.0%	0.0%	0.00
M Total		388	213	601	64.6%	35.4%	



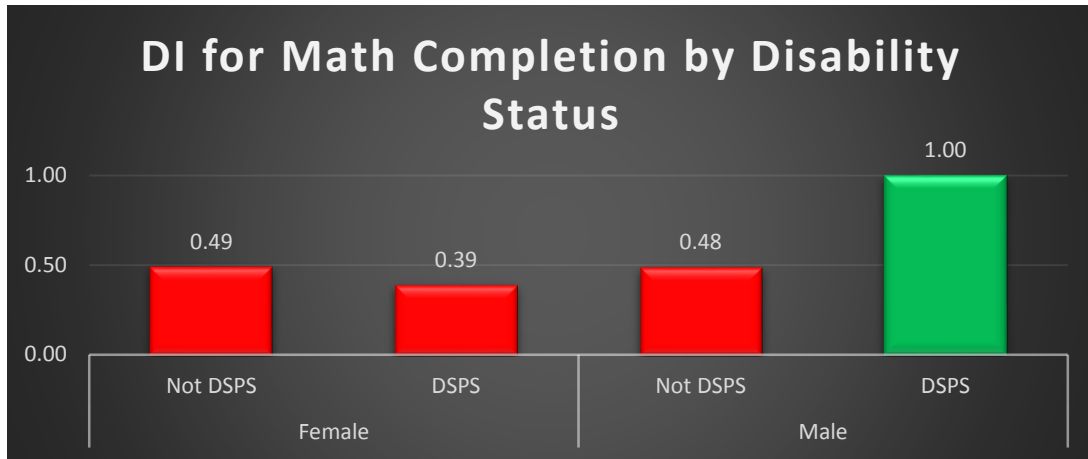
GENDER	AGE	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	under 19	317	253	570	55.6%	44.4%	0.80
	20-24	84	46	130	64.6%	35.4%	0.64
	25-29	25	13	38	65.8%	34.2%	0.62
	30-34	12	15	27	44.4%	55.6%	1.00
	35-39	21	12	33	63.6%	36.4%	0.65
	40-49	17	9	26	65.4%	34.6%	0.62
	50+	6	1	7	85.7%	14.3%	0.26
F Total		482	349	831	58.0%	42.0%	
Male	under 19	271	155	426	63.6%	36.4%	0.65
	20-24	82	39	121	67.8%	32.2%	0.58
	25-29	18	6	24	75.0%	25.0%	0.45
	30-34	7	7	14	50.0%	50.0%	0.90
	35-39	4	3	7	57.1%	42.9%	0.77
	40-49	3	2	5	60.0%	40.0%	0.72
	50+	3	1	4	75.0%	25.0%	0.45
M Total		388	213	601	64.6%	35.4%	

**BASIC SKILLS MATH**

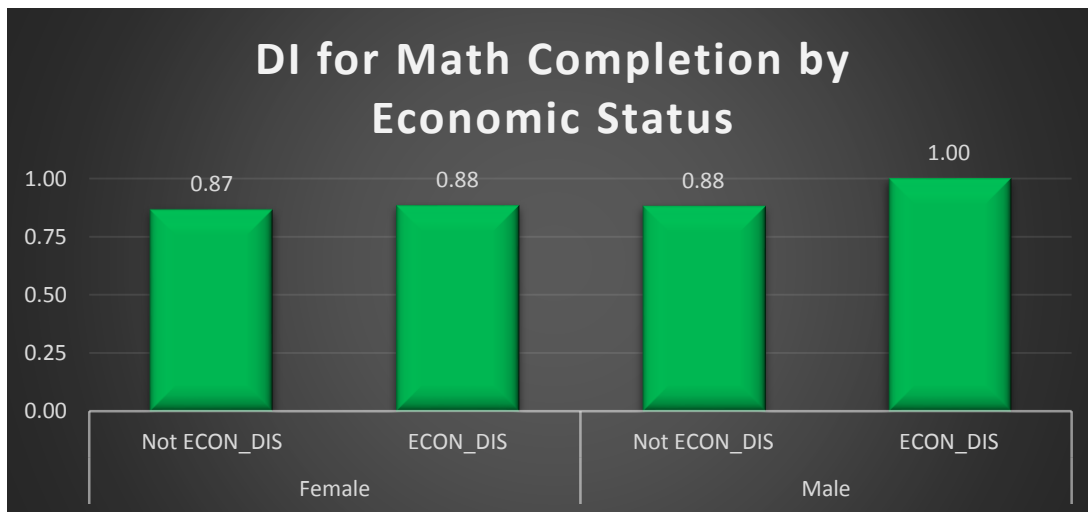


Gender	ETHNICITY	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Asian	14	5	19	73.7%	26.3%	0.63
	Black	58	19	77	75.3%	24.7%	0.59
	Filipino	12	4	16	75.0%	25.0%	0.60
	Hispanic	229	82	311	73.6%	26.4%	0.63
	Native American	2		2	100.0%	0.0%	0.00
	Pacific Islander	4	1	5	80.0%	20.0%	0.48
	White	186	83	269	69.1%	30.9%	0.74
	Unknown	35	22	57	61.4%	38.6%	0.93
F Total		540	216	756	71.4%	28.6%	
Male	Asian	7	12	19	36.8%	63.2%	1.52
	Black	30	9	39	76.9%	23.1%	0.55
	Filipino	14	10	24	58.3%	41.7%	1.00
	Hispanic	149	53	202	73.8%	26.2%	0.63
	Native American	4	2	6	66.7%	33.3%	0.80
	Pacific Islander	5		5	100.0%	0.0%	0.00
	White	96	42	138	69.6%	30.4%	0.73
	Unknown	18	11	29	62.1%	37.9%	0.91
M Total		323	139	462	69.9%	30.1%	

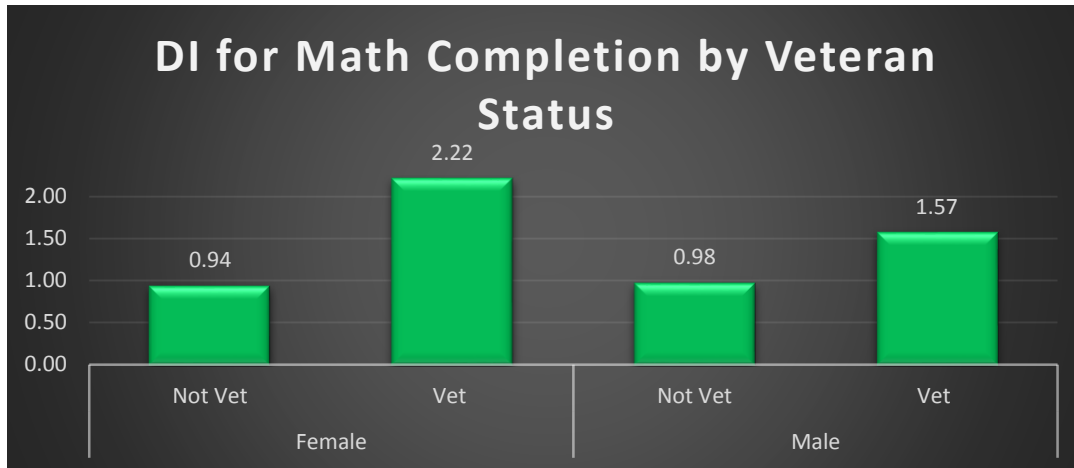




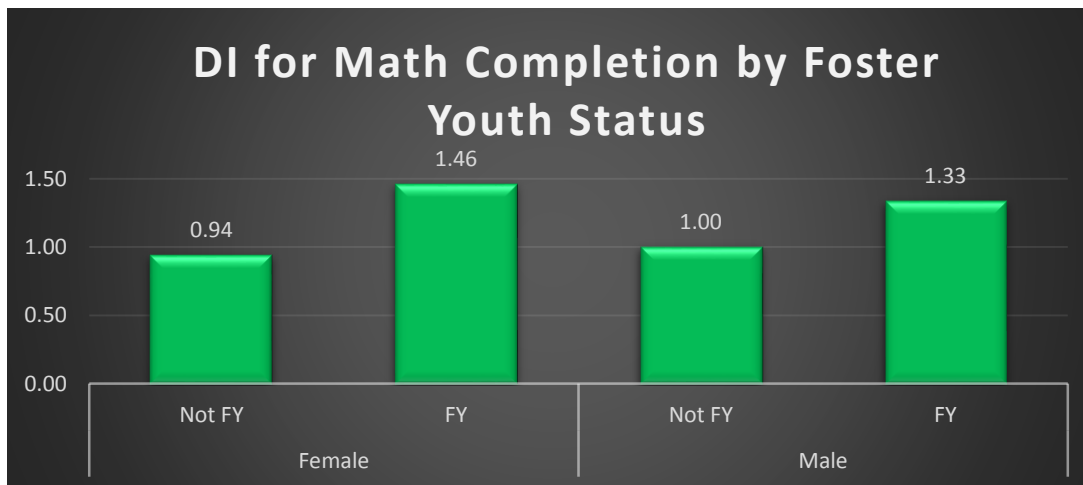
Gender	DISABILITY STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not DSPTS	513	208	721	71.2%	28.8%	0.49
	DSPTS	27	8	35	77.1%	22.9%	0.39
F Total		540	216	756	71.4%	28.6%	
Male	Not DSPTS	314	126	440	71.4%	28.6%	0.48
	DSPTS	9	13	22	40.9%	59.1%	1.00
M Total		323	139	462	69.9%	30.1%	



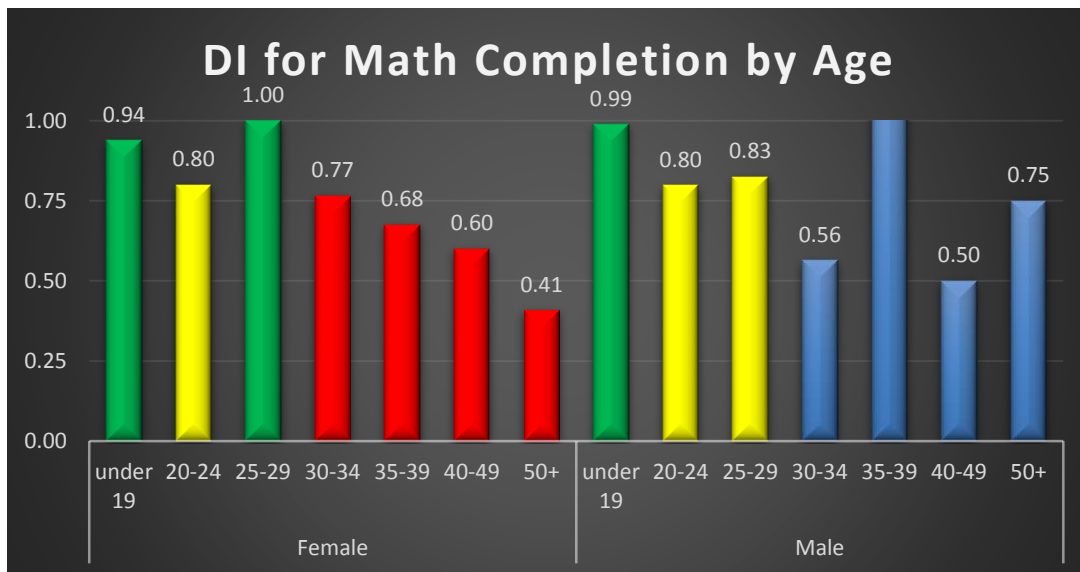
Gender	ECONOMIC STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not ECON_DIS	326	129	455	71.6%	28.4%	0.87
	ECON_DIS	214	87	301	71.1%	28.9%	0.88
F Total		540	216	756	71.4%	28.6%	
Male	Not ECON_DIS	220	89	309	71.2%	28.8%	0.88
	ECON_DIS	103	50	153	67.3%	32.7%	1.00
M Total		323	139	462	69.9%	30.1%	



Gender	VETERAN STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not Vet	538	212	750	71.7%	28.3%	0.94
	Vet	2	4	6	33.3%	66.7%	2.22
F Total		540	216	756	71.4%	28.6%	
Male	Not Vet	313	130	443	70.7%	29.3%	0.98
	Vet	10	9	19	52.6%	47.4%	1.57
M Total		323	139	462	69.9%	30.1%	



Gender	FOSTER YOUTH STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not FY	531	209	740	40.5%	59.5%	0.94
	FY	9	7	16	71.8%	28.2%	1.46
F Total		540	216	756	56.3%	43.8%	
Male	Not FY	320	137	457	70.0%	30.0%	1.00
	FY	3	2	5	60.0%	40.0%	1.33
M Total		323	139	462	69.9%	30.1%	



GENDER	AGE	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	under 19	264	120	384	68.8%	31.3%	0.94
	20-24	99	36	135	73.3%	26.7%	0.80
	25-29	52	26	78	66.7%	33.3%	1.00
	30-34	35	12	47	74.5%	25.5%	0.77
	35-39	31	9	40	77.5%	22.5%	0.68
	40-49	40	10	50	80.0%	20.0%	0.60
	50+	19	3	22	86.4%	13.6%	0.41
F Total		540	216	756	71.4%	28.6%	
Male	under 19	177	87	264	67.0%	33.0%	0.99
	20-24	80	29	109	73.4%	26.6%	0.80
	25-29	29	11	40	72.5%	27.5%	0.83
	30-34	13	3	16	81.3%	18.8%	0.56
	35-39	8	5	13	61.5%	38.5%	1.15
	40-49	10	2	12	83.3%	16.7%	0.50
	50+	6	2	8	75.0%	25.0%	0.75
M Total		323	139	462	69.9%	30.1%	

### Summary of Data for ESL and Basic Skills Completion Indicator

Data for ESL Completion indicated the following student groups as having disproportionate impact: Hispanic (male and female), and Low-Income (male). The data for English completion indicated the following student groups as having disproportionate impact: Black (male and female), Hispanic (male and female), White (male and female), Asian (male), and Filipino (male). The data for math completion indicated the following student groups as having disproportionate impact: Black (male and female), Hispanic (male and female), White (male and female), and Disabled (female).

**CAMPUS-BASED RESEARCH**

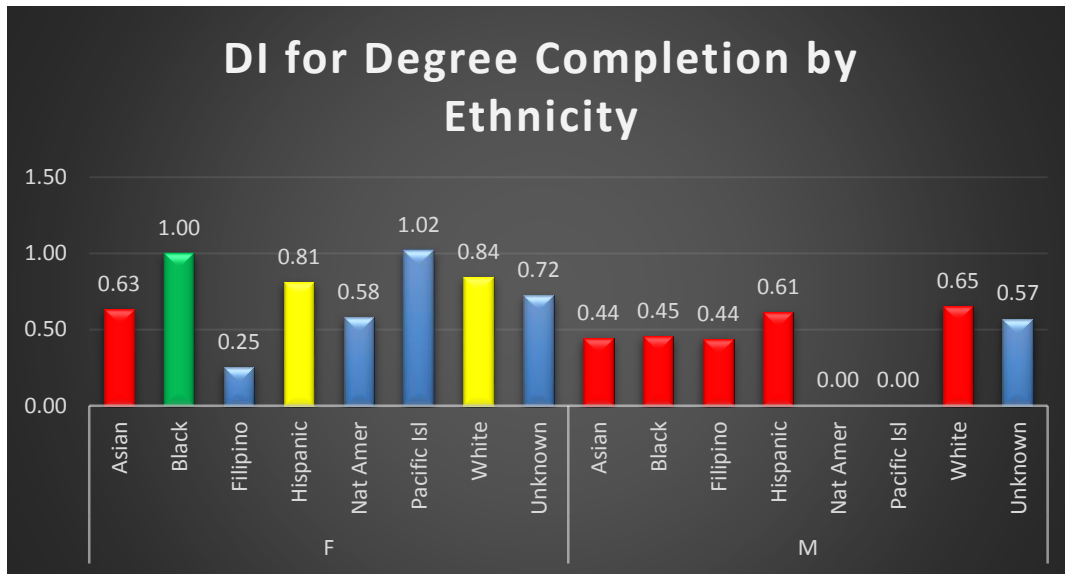
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**D. DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Specifically, this outcome is based on a six-year cohort of new students who meet the following criteria, 1) Completed six units within three years, and 2) attempted an English or math course within the first three years. The SPAR cohort for this indicator was any student meeting the above criteria who began college in the 2007-08 academic year. To be counted as having completed a degree or certificate, a student would have received an AA/AS degree or credit certificate (Chancellor’s Office approved) by the end of spring 2013. DI methodology for this success indicator was to divide all student group outcomes by the outcome of the highest group. If the ratio was less than 0.80 for any student group, DI would be found for that student subpopulation. The bar chart below is color-coded according to the following:

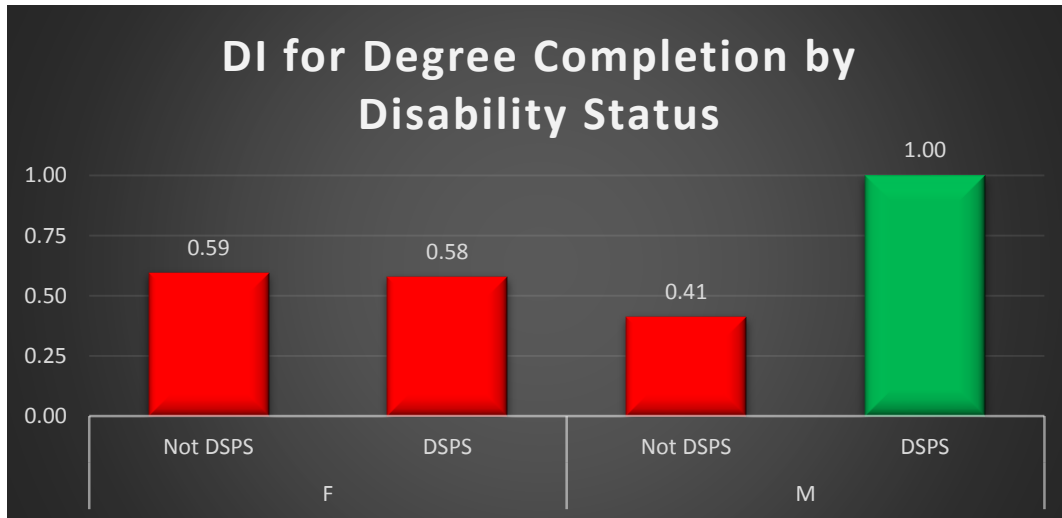
- Green: DI above 0.85
- Yellow: DI 0.80- 0.85
- Red: DI below 0.80
- Blue: Size of group was too small (n<20) to validly determine DI\*

\*For foster youth and veterans this rule was not applied due to low population numbers

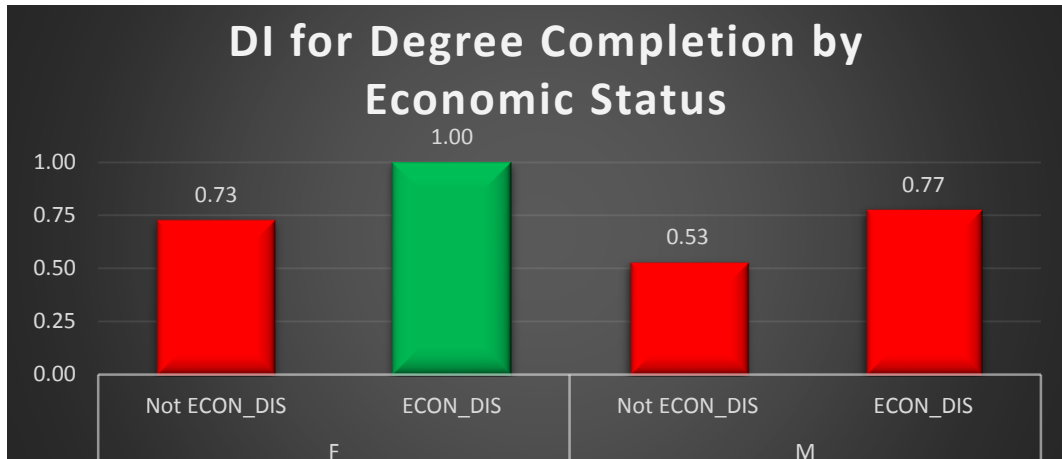


Gender	ETHNICITY	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Asian	38	7	45	84.4%	15.6%	0.63
	Black	43	14	57	75.4%	24.6%	1.00
	Filipino	15	1	16	93.8%	6.3%	0.25
	Hispanic	291	72	363	80.2%	19.8%	0.81
	Native American	6	1	7	85.7%	14.3%	0.58

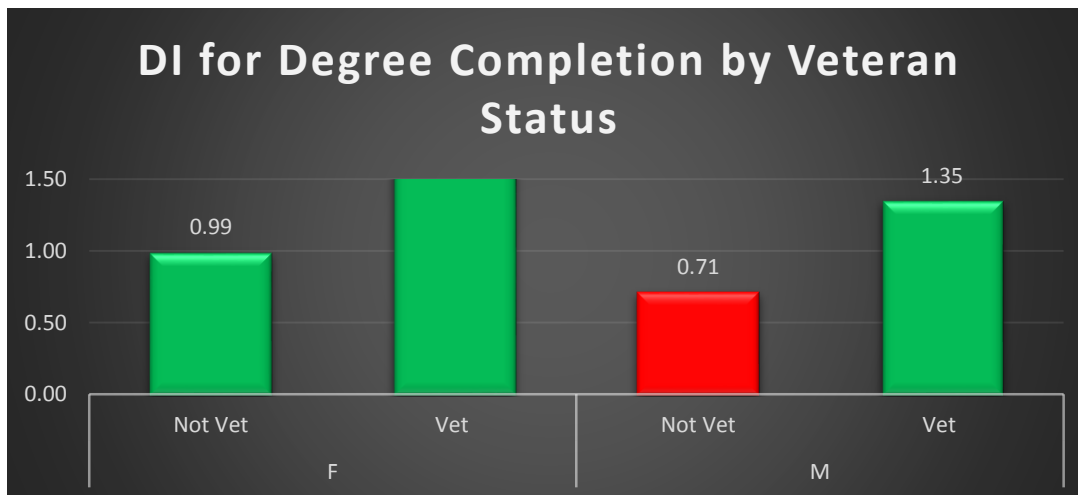
Gender	ETHNICITY	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Pacific Islander	6	2	8	75.0%	25.0%	1.02
	White	223	58	281	79.4%	20.6%	0.84
	Unknown	51	11	62	82.3%	17.7%	0.72
F Total		673	166	839	80.2%	19.8%	
Male	Asian	33	4	37	89.2%	10.8%	0.44
	Black	32	4	36	88.9%	11.1%	0.45
	Filipino	25	3	28	89.3%	10.7%	0.44
	Hispanic	210	37	247	85.0%	15.0%	0.61
	Native American	4		4	100.0%	0.0%	0.00
	Pacific Islander	6		6	100.0%	0.0%	0.00
	White	178	34	212	84.0%	16.0%	0.65
	Unknown	43	7	50	86.0%	14.0%	0.57
M Total		531	89	620	85.6%	14.4%	



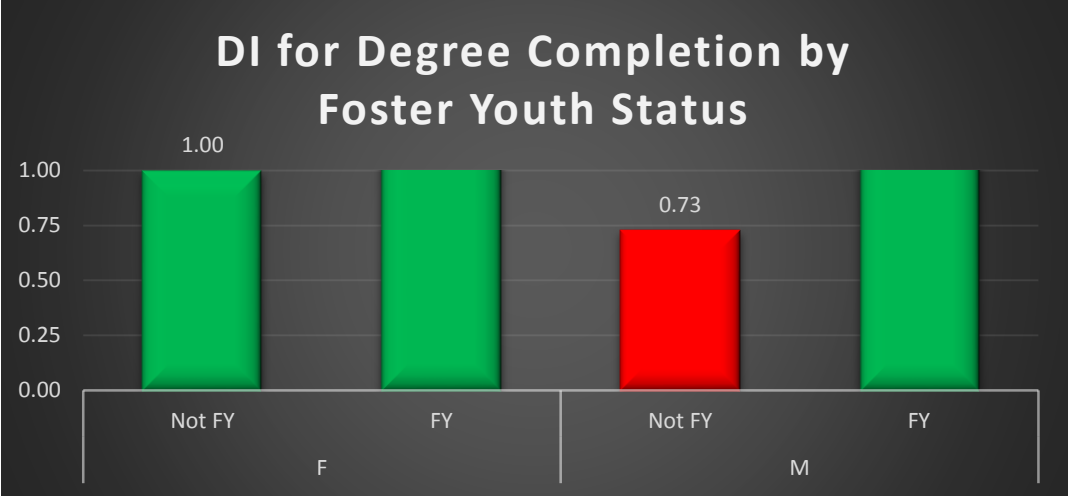
Gender	DISABILITY STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not DSPS	652	161	813	80.2%	19.8%	0.59
	DSPS	21	5	26	80.8%	19.2%	0.58
F Total		673	166	839	80.2%	19.8%	
Male	Not DSPS	517	82	599	86.3%	13.7%	0.41
	DSPS	14	7	21	66.7%	33.3%	1.00
M Total		531	89	620	85.6%	14.4%	



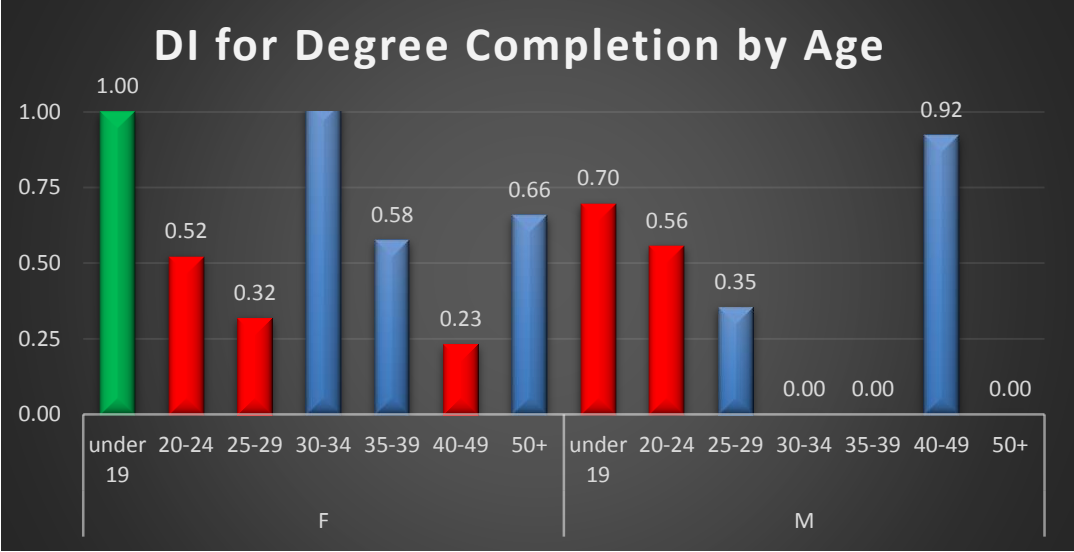
Gender	ECONOMIC STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not ECON_DIS	303	59	362	83.7%	16.3%	0.73
	ECON_DIS	370	107	477	77.6%	22.4%	1.00
F Total		673	166	839	80.2%	19.8%	
Male	Not ECON_DIS	298	40	338	88.2%	11.8%	0.53
	ECON_DIS	233	49	282	82.6%	17.4%	0.77
M Total		531	89	620	85.6%	14.4%	



Gender	VETERAN STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not Vet	670	163	833	80.4%	19.6%	0.99
	Vet	3	3	6	50.0%	50.0%	2.53
F Total		673	166	839	80.2%	19.8%	
Male	Not Vet	520	85	605	86.0%	14.0%	0.71
	Vet	11	4	15	73.3%	26.7%	1.35
M Total		531	89	620	85.6%	14.4%	



GENDER	FOSTER YOUTH STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not FY	662	161	823	80.4%	19.6%	1.00
	FY	11	5	16	68.8%	31.3%	1.60
F Total		673	166	839	80.2%	19.8%	
Male	Not FY	530	88	618	85.8%	14.2%	0.73
	FY	1	1	2	50.0%	50.0%	2.56
M Total		531	89	620	85.6%	14.4%	



GENDER	AGE	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	under 19	545	151	696	78.3%	21.7%	1.00
	20-24	55	7	62	88.7%	11.3%	0.52
	25-29	27	2	29	93.1%	6.9%	0.32
	30-34	7	2	9	77.8%	22.2%	1.02
	35-39	14	2	16	87.5%	12.5%	0.58
	40-49	19	1	20	95.0%	5.0%	0.23
	50+	6	1	7	85.7%	14.3%	0.66
<b>F Total</b>		<b>673</b>	<b>166</b>	<b>839</b>	<b>80.2%</b>	<b>19.8%</b>	
Male	under 19	450	80	530	84.9%	15.1%	0.70
	20-24	51	7	58	87.9%	12.1%	0.56
	25-29	12	1	13	92.3%	7.7%	0.35
	30-34	4		4	100.0%	0.0%	0.00
	35-39	7		7	100.0%	0.0%	0.00
	40-49	4	1	5	80.0%	20.0%	0.92
	50+	3		3	100.0%	0.0%	0.00
<b>M Total</b>		<b>531</b>	<b>89</b>	<b>620</b>	<b>85.6%</b>	<b>14.4%</b>	



## CERTIFICATE COMPLETION



Gender	ETHNICITY	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Asian	43	2	45	95.6%	4.4%	0.60
	Black	56	1	57	98.2%	1.8%	0.24
	Filipino	15	1	16	93.8%	6.3%	0.84
	Hispanic	336	27	363	92.6%	7.4%	1.00
	Native American	7		7	100.0%	0.0%	0.00
	Pacific Islander	8		8	100.0%	0.0%	0.00
	White	264	17	281	94.0%	6.0%	0.81
	Unknown	61	1	62	98.4%	1.6%	0.22
	<b>F Total</b>		<b>790</b>	<b>49</b>	<b>839</b>	<b>94.2%</b>	<b>5.8%</b>
Male	Asian	37		37	100.0%	0.0%	0.00
	Black	34	2	36	94.4%	5.6%	0.75
	Filipino	27	1	28	96.4%	3.6%	0.48
	Hispanic	237	10	247	96.0%	4.0%	0.54
	Native American	4		4	100.0%	0.0%	0.00
	Pacific Islander	6		6	100.0%	0.0%	0.00
	White	201	11	212	94.8%	5.2%	0.70
	Unknown	47	3	50	94.0%	6.0%	0.81
	<b>M Total</b>		<b>593</b>	<b>27</b>	<b>620</b>	<b>97.0%</b>	<b>3.0%</b>

## DI for Certificate Completion by Disability Status



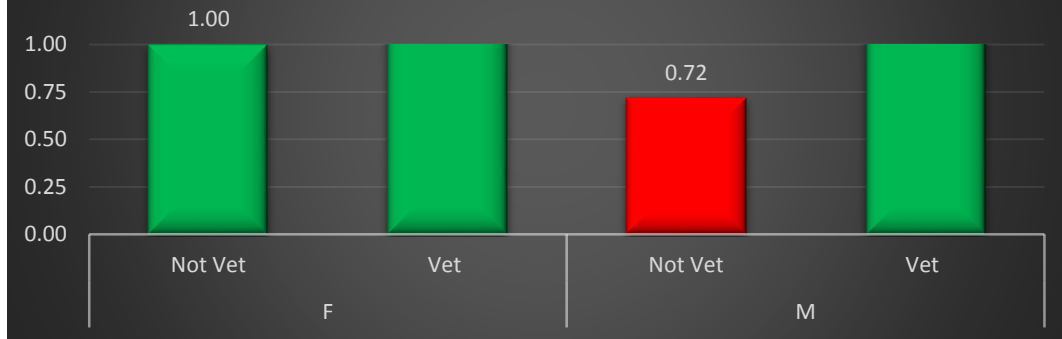
Gender	DISABILITY STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not DSPS	767	46	813	94.3%	5.7%	0.30
	DSPS	23	3	26	88.5%	11.5%	0.61
F Total		790	49	839	94.2%	5.8%	
Male	Not DSPS	576	23	599	96.2%	3.8%	0.20
	DSPS	17	4	21	81.0%	19.0%	1.00
M Total		593	27	620	95.6%	4.4%	

## DI for Certificate Completion by Economic Status



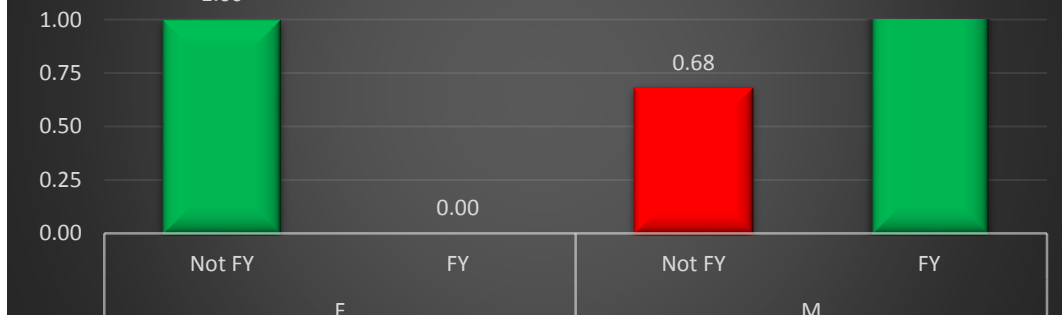
Gender	ECONOMIC STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not ECON_DIS	350	12	362	96.7%	3.3%	0.43
	ECON_DIS	440	37	477	92.2%	7.8%	1.00
F Total		790	49	839	94.2%	5.8%	
Male	Not ECON_DIS	329	9	338	97.3%	2.7%	0.34
	ECON_DIS	264	18	282	93.6%	6.4%	0.82
M Total		593	27	620	95.6%	4.4%	

## DI for Certificate Completion by Veteran Status

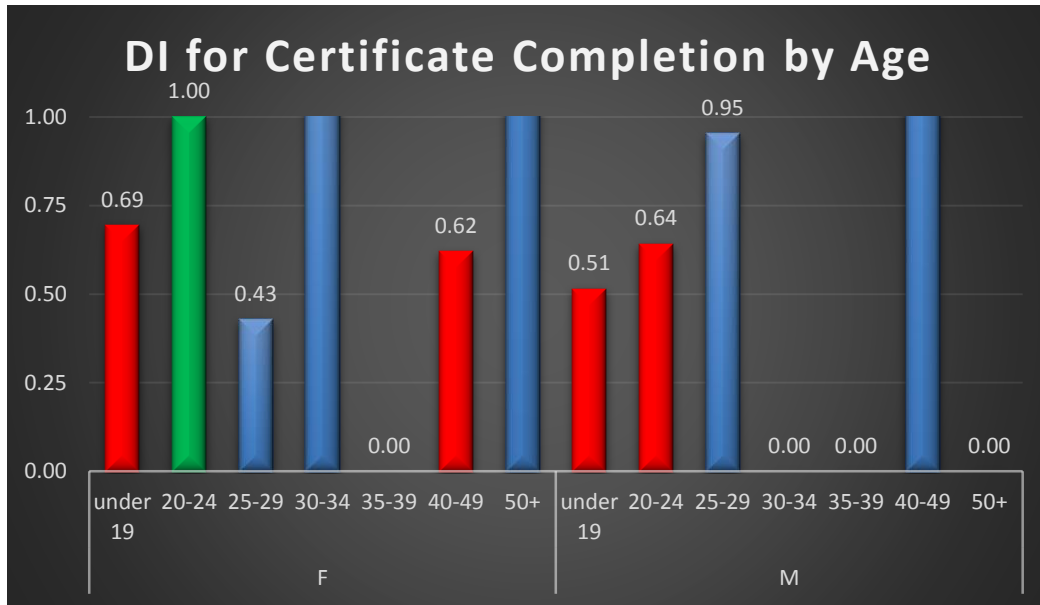


Gender	VETERAN STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not Vet	785	48	833	94.2%	5.8%	1.00
	Vet	5	1	6	83.3%	16.7%	2.89
F Total		790	49	839	94.2%	5.8%	
Male	Not Vet	580	25	605	95.9%	4.1%	0.72
	Vet	13	2	15	86.7%	13.3%	2.31
M Total		593	27	620	95.6%	4.4%	

## DI for Certificate Completion by Foster Youth Status



Gender	FOSTER YOUTH STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not FY	774	49	823	94.0%	6.0%	1.00
	FY	16	0	16	100.0%	0.0%	0.00
F Total		790	49	839	94.2%	5.8%	
Male	Not FY	593	25	618	96.0%	4.0%	0.68
	FY	0	2	2	0.0%	100.0%	16.80
M Total		593	27	620	95.6%	4.4%	



GENDER	AGE	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	under 19	657	39	696	94.4%	5.6%	0.69
	20-24	57	5	62	91.9%	8.1%	1.00
	25-29	28	1	29	96.6%	3.4%	0.43
	30-34	8	1	9	88.9%	11.1%	1.38
	35-39	16		16	100.0%	0.0%	0.00
	40-49	19	1	20	95.0%	5.0%	0.62
	50+	5	2	7	71.4%	28.6%	3.54
F Total		790	49	839	94.2%	5.8%	
Male	under 19	508	22	530	95.8%	4.2%	0.51
	20-24	55	3	58	94.8%	5.2%	0.64
	25-29	12	1	13	92.3%	7.7%	0.95
	30-34	4		4	100.0%	0.0%	0.00
	35-39	7		7	100.0%	0.0%	0.00
	40-49	4	1	5	80.0%	20.0%	2.48
	50+	3		3	100.0%	0.0%	0.00
M Total		593	27	620	95.6%	4.4%	

**Summary of Data for Degree and Certificate Completion Indicator**

Data for Degree Completion indicated the following student groups as having disproportionate impact: Asian (male and female), Black (male), Filipino (male), Hispanic (male), White (male), Disabled (female), and Low-Income (male). The data for Certificate Completion indicated the following student groups as having disproportionate impact: Asian (female), Black (male and female), Filipino (male), Hispanic (male), White (male), and Disabled (female)

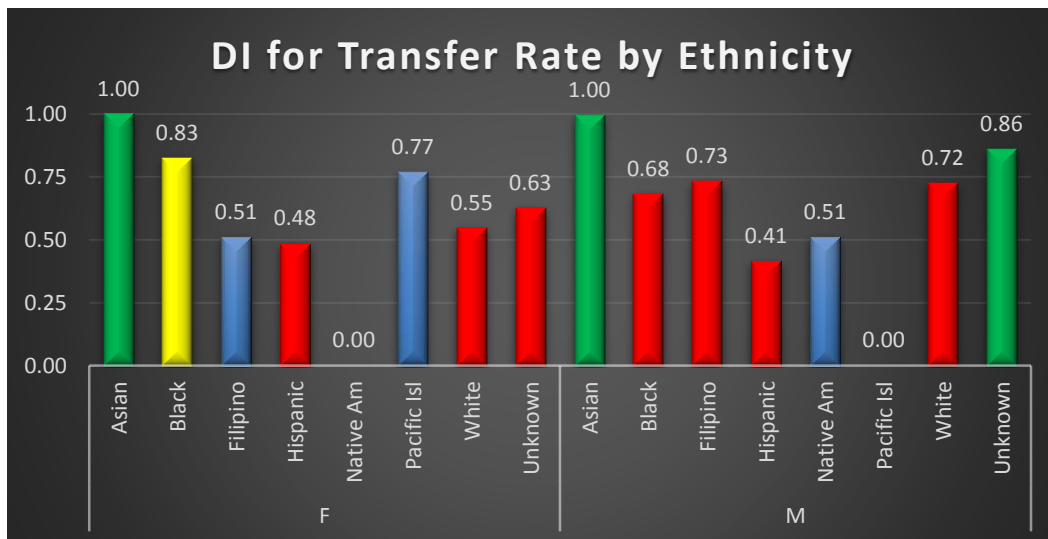
## CAMPUS-BASED RESEARCH

**E. TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

This indicator is calculated based on the six-year SPAR cohort (see description in “Degree and Certificate Completion” above) for new students in 2007-08. DI methodology for this success indicator was to divide all student group outcomes by the outcome of the highest group. If the ratio was less than 0.80 for any student group, DI would be found for that student subpopulation. The bar chart below is color-coded according to the following:

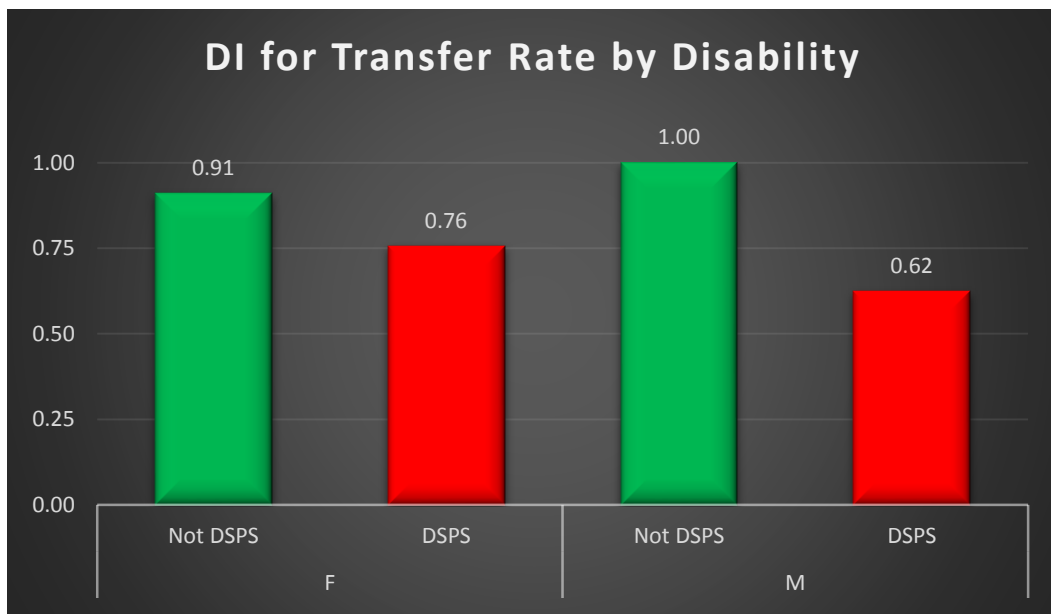
- Green: DI above 0.85
- Yellow: DI 0.80- 0.85
- Red: DI below 0.80
- Blue: Size of group was too small (n<20) to validly determine DI\*

\*For foster youth and veterans this rule was not applied due to low population numbers

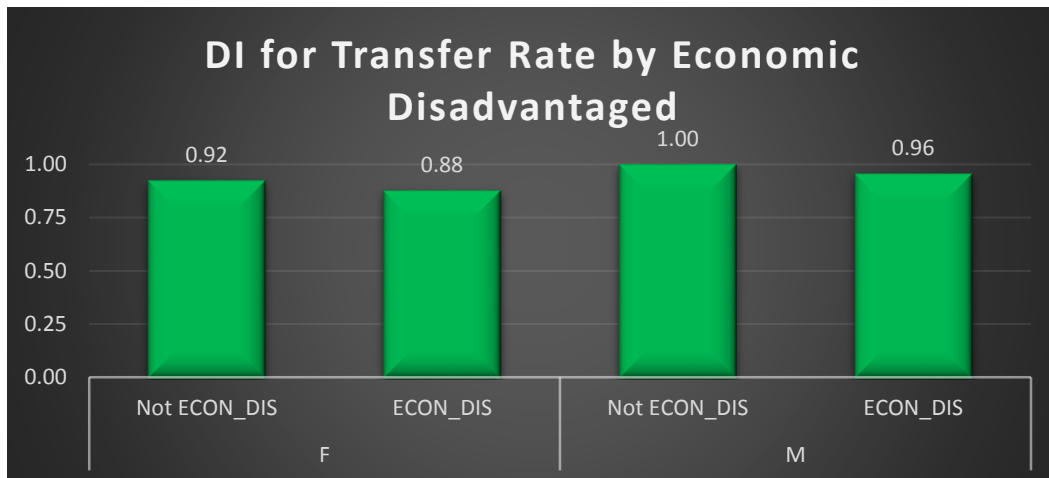


Gender	ETHNICITY	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Asian	23	22	45	51.1%	48.9%	1.00
	Black	34	23	57	59.6%	40.4%	0.83
	Filipino	12	4	16	75.0%	25.0%	0.51
	Hispanic	277	86	363	76.3%	23.7%	0.48
	Native American	7		7	100.0%	0.0%	0.00
	Pacific Islander	5	3	8	62.5%	37.5%	0.77
	White	206	75	281	73.3%	26.7%	0.55
	Unknown	43	19	62	69.4%	30.6%	0.63
F Total		607	232	839	72.3%	27.7%	

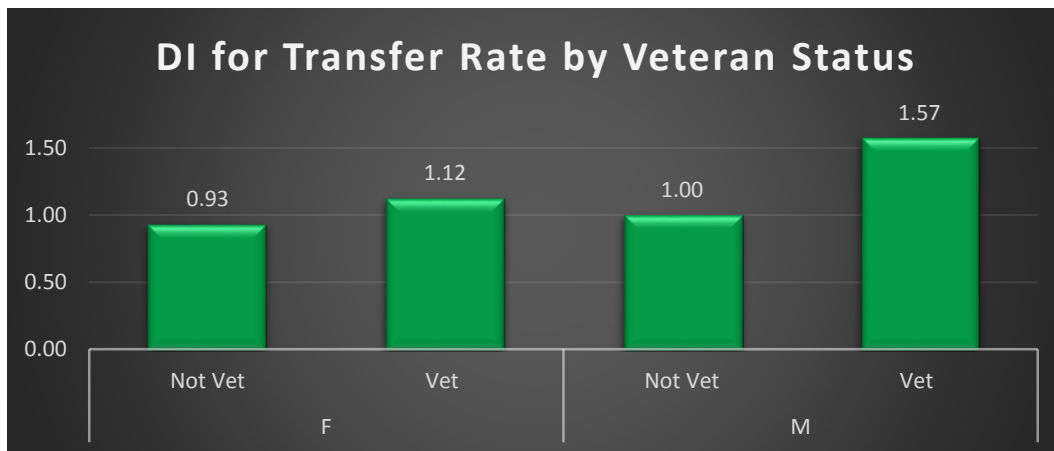
Gender	ETHNICITY	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Male	Asian	19	18	37	51.4%	48.6%	1.00
	Black	24	12	36	66.7%	33.3%	0.68
	Filipino	18	10	28	64.3%	35.7%	0.73
	Hispanic	197	50	247	79.8%	20.2%	0.41
	Native American	3	1	4	75.0%	25.0%	0.51
	Pacific Islander	6		6	100.0%	0.0%	0.00
	White	137	75	212	64.6%	35.4%	0.72
	Unknown	29	21	50	58.0%	42.0%	0.86
M Total		433	187	620	69.8%	30.2%	



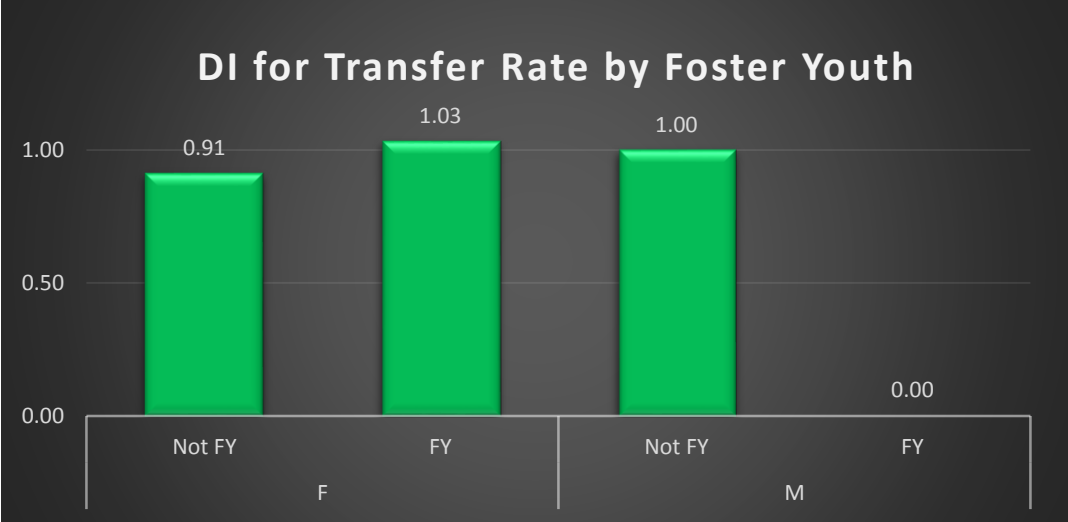
Gender	DISABILITY STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not DSPS	587	226	813	72.2%	27.8%	0.91
	DSPS	20	6	26	76.9%	23.1%	0.76
F Total		607	232	839	72.3%	27.7%	
Male	Not DSPS	416	183	599	69.4%	30.6%	1.00
	DSPS	17	4	21	81.0%	19.0%	0.62
M Total		433	187	620	69.8%	30.2%	



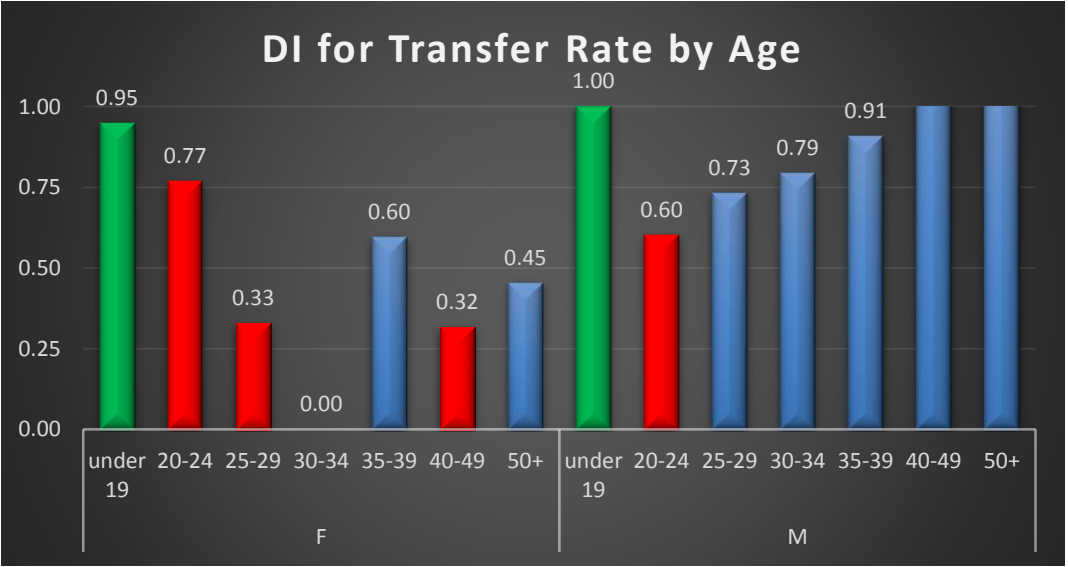
Gender	ECONOMIC STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not ECON_DIS	259	103	362	71.5%	28.5%	0.92
	ECON_DIS	348	129	477	73.0%	27.0%	0.88
F Total		607	232	839	72.3%	27.7%	
Male	Not ECON_DIS	234	104	338	69.2%	30.8%	1.00
	ECON_DIS	199	83	282	70.6%	29.4%	0.96
M Total		433	187	620	69.8%	30.2%	



Gender	VETERAN STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not Vet	603	230	833	72.4%	27.6%	0.93
	Vet	4	2	6	66.7%	33.3%	1.12
F Total		607	232	839	72.3%	27.7%	
Male	Not Vet	425	180	605	70.2%	29.8%	1.00
	Vet	8	7	15	53.3%	46.7%	1.57
M Total		433	187	620	69.8%	30.2%	



Gender	FOSTER YOUTH STATUS	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	Not FY	596	227	823	72.4%	27.6%	0.91
	FY	11	5	16	68.8%	31.3%	1.03
F Total		607	232	839	72.3%	27.7%	
Male	Not FY	431	187	618	69.7%	30.3%	1.00
	FY	2		2	100.0%	0.0%	0.00
M Total		433	187	620	69.8%	30.2%	



GENDER	AGE	Didn't Complete	Completed	Grand Total	Didn't Complete	Completed	DI
Female	under 19	488	208	696	70.1%	29.9%	0.95
	20-24	47	15	62	75.8%	24.2%	0.77



<b>GENDER</b>	<b>AGE</b>	<b>Didn't Complete</b>	<b>Completed</b>	<b>Grand Total</b>	<b>Didn't Complete</b>	<b>Completed</b>	<b>DI</b>
Female	25-29	26	3	29	89.7%	10.3%	0.33
	30-34	9		9	100.0%	0.0%	0.00
	35-39	13	3	16	81.3%	18.8%	0.60
	40-49	18	2	20	90.0%	10.0%	0.32
	50+	6	1	7	85.7%	14.3%	0.45
F Total		607	232	839	72.3%	27.7%	
Male	under 19	363	167	530	68.5%	31.5%	1.00
	20-24	47	11	58	81.0%	19.0%	0.60
	25-29	10	3	13	76.9%	23.1%	0.73
	30-34	3	1	4	75.0%	25.0%	0.79
	35-39	5	2	7	71.4%	28.6%	0.91
	40-49	3	2	5	60.0%	40.0%	1.27
	50+	2	1	3	66.7%	33.3%	1.06
M Total		433	187	620	69.8%	30.2%	

### **Summary for Data on Transfer Indicator**

Data for Transfer Rate indicated the following student groups as having disproportionate impact: Hispanic (male and female), White (male and female), Black (male), Filipino (male), and Disabled (male and female).

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## **Goals and Activities**

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## GOALS AND ACTIVITIES

### A. STUDENT SUCCESS INDICATOR FOR ACCESS

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”*

SUCCESS INDICATOR	GOALS	ACTIVITIES	OUTCOMES	TIMELINE	LEAD PERSON(S)/ COLLABORATOR
<b>ACCESS</b>	<b>A.1</b> Ensure distribution of the student population is reflective of the communities the college serves. (Goal 3, Obj 4)	<b>A.1.1</b> Regularly examine the enrollment rates of traditionally underrepresented students compared to those of the local service area (research will include data of local feeder schools).	<b>A1.1</b> An annual report on student access to the college will be produced and recommendations will be made to the college leadership to ensure equitable access for historically underrepresented students.	Ongoing annual report starting fall 2015	Office of Institutional Effectiveness; Student Equity Director
		<b>A.1.2</b> Conduct targeted outreach activities with local K-12 high schools and service agencies (i.e. Department of Public Social Services, Veterans’ Transition Assistance Program, Department of Rehabilitation) to promote and prepare students for college.	<b>A.1.2</b> Based on data from annual outreach report, a comprehensive outreach strategy that reaches out to foster youth, students receiving cash aid, students with disabilities, and Veterans will be developed.	2016-17	College equity programs (CalWORKs, DRC, EOPS, Foster Youth, Veterans); Outreach; Office of Institutional Effectiveness; Student Equity Director

## GOALS AND ACTIVITIES

### B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

*“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”*

SUCCESS INDICATOR	GOALS	ACTIVITIES	OUTCOMES	TIMELINE	LEAD PERSON(S)/ COLLABORATOR
<b>COURSE COMPLETION</b>	<b>B.1</b> Improve the course completion and success rates of student groups (specifically males of color). (Goal 1, Obj 10)	<b>B1.1</b> Faculty leaders and student services leaders will develop and offer college success activities (workshops, tutorial support, etc.) tailored to meet the needs of specific student groups.	<b>B1.1</b> Forty percent of new college students from target groups will complete college success activities.	2016-17	Instructional faculty; Counselors; Student Success Committee; College support programs
		<b>B.1.2</b> Develop and pilot a revamped Early Alert system with a select group of faculty for specific courses that is customized to meet the needs of specific student groups.	<b>B1.2</b> Seventy-five percent of students identified in the new Early Alert system will initiate contact with faculty/counselor and 55% will complete the intervention.	2016-17	Academic Senate; Instructional faculty; Counselors; Student Success Committee; College support programs
	<b>B.2</b> Improve access to college support services for historically underserved student groups. (Goal 2, Obj 6 & Goal 4, Obj 1)	<b>B.2.1</b> Develop and implement a supplemental summer transition component in connection with/or in addition to Summer Advantage for historically underserved student groups.	<b>B.2.1</b> Launch supplemental transition component in conjunction with Summer Advantage.	Summer 2016	Summer Advantage; College support programs; Counseling Dept; Student Activities; Outreach

**GOAL B. (Continued)**

SUCCESS INDICATOR	GOALS	ACTIVITIES	OUTCOMES	TIMELINE	LEAD PERSON(S)/ COLLABORATOR
<b>COURSE COMPLETION</b>	<p><b>B.2</b> Improve access to college support services for historically underserved student groups. (Goal 2, Obj 6 &amp; Goal 4, Obj 1)</p>	<p><b>B.2.2</b> Collaborate with local feeder K-12 districts and community agencies (foster, veterans, etc) to connect historically underserved students to college support programs.</p>	<p><b>B.2.2</b> The number of students from target groups that participate in at least one college support program will increase by 20%.</p>	2016-17	College support programs; Counseling Dept; Office of Institutional Effectiveness; Student Activities; Outreach
	<p><b>B.3</b> Cultivate an educational environment that promotes awareness of and validates the experiences of diverse student populations. (Goal 7, Obj 1,4)</p>	<p><b>B.3.1</b> Develop a college-based assessment tool and process to evaluate the college climate at Norco College to insure inclusivity for all students.</p>	<p><b>B.3.1</b> A college climate survey will be administered and the recommendations from the research will be submitted for implementation as a part of the college strategic plan.</p>	2016-17	Student Success Committee; Office of Institutional Effectiveness; Student Equity Director
		<p><b>B.3.2</b> Facilitate college-based programs for faculty, staff, and students that promote awareness and understanding of college diversity.</p>	<p><b>B.3.2</b> A minimum of two diversity-based activities per year for faculty, staff, students, and community members.</p>	2016-17	Academic Senate; Professional Development Committee; Legacy Committee
		<p><b>B.3.3</b> Offer faculty trainings and workshops on diversity-based pedagogical and curricular development strategies that can be implemented in the classroom to meet the academic needs of specific student populations.</p>	<p><b>B.3.3</b> Ten volunteers will participate and complete at least one training or workshop.</p>	2016-17 (five faculty each year)	Academic Senate; Professional Development Committee; Legacy Committee

## GOALS AND ACTIVITIES

### C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”*

SUCCESS INDICATOR	GOALS	ACTIVITIES	OUTCOMES	TIMELINE	LEAD PERSON(S)/ COLLABORATOR
<b>ESL/BASIC SKILLS COMPLETION</b>	<b>C.1</b> Increase the course completion rate of students who enroll in ESL courses to support their progress to degree applicable courses. (Goal 1, Obj 6)	<b>C.1.1</b> Establish connections with the identified TESOL programs and create a process for them to work with ESL faculty to develop supplemental instruction activities such as workshops, and tutoring sessions.	<b>C.1.1</b> The number of ESL students receiving Supplemental Instruction in targeted ESL courses will increase.	2016-17	ESL faculty; Supplemental Instruction Leaders
	<b>C.2</b> Increase the percentage of students who place into basic skills courses to begin the course sequence their first year. (Goal 1, Obj 8)	<b>C.2.1</b> Students who place into basic skills <b>English</b> on their placement test will be advised to enroll in their basic skills course through in-person or online advisement during their first term.	<b>C.2.1</b> The percentage of specific student groups that place into and enroll in basic skills <b>English</b> courses within their first year will increase by 7.5%.	2016-17	English and Counseling faculty; SSSP; College support programs; Outreach; Office of Institutional Effectiveness
		<b>C.2.1</b> Students who place into basic skills <b>math</b> on their placement test will be advised to enroll in their basic skills course through in-person or online advisement during their first term.	<b>C.2.1</b> The percentage of specific student groups that place into and enroll in basic skills <b>math</b> courses within their first year will increase by 7.5%.	2016-17	Math and Counseling faculty; SSSP; College support programs; Outreach; Office of Institutional Effectiveness

GOAL C. (Continued)

SUCCESS INDICATOR	GOALS	ACTIVITIES	OUTCOMES	TIMELINE	LEAD PERSON(S)/ COLLABORATOR
<b>ESL/BASIC SKILLS COMPLETION</b>	<b>C.3</b> Increase the percentage of basic skills students who complete the basic skills pipeline. (Goal 1, Obj 3)	<b>C.3.1</b> Basic skills English and Math faculty will establish classroom procedures for supporting additional tutorial related services.	<b>C.3.1</b> The success rate of each student group will increase by 7.5%.	2016-17	English and Math faculty; Student Success Committee; Tutorial Center; Student Equity Director; Outreach; Office of Institutional Effectiveness
		<b>C.3.2</b> Basic skills English and math faculty will examine alternatives to traditional basic skills completion (i.e. accelerated courses, reduce the number of courses required, change placement practices).	<b>C.3.2</b> Math and English faculty will develop and pilot at least one alternative method that will shorten the time it takes students to complete basic skills course sequence.	2016-17	English and Math faculty, Assessment Center, Student Success Committee; Office of Institutional Effectiveness
	<b>C.4</b> Create a culture of teaching excellence among basic skills faculty that enriches the learning experience of historically underserved students. (Goal 5, Obj 5)	<b>C.4.1</b> Faculty will collaborate in developing equity-minded approaches to pedagogy, which support active learning strategies in the classroom.	<b>C.4.1</b> Ten faculty will actively participate in developing an equity-minded teaching and learning initiative.	2016-17 (five faculty each year)	Academic Senate; Professional Development Committee; Legacy Committee; Vice President of Academic Affairs; Student Equity Director

GOAL C. (Continued)

SUCCESS INDICATOR	GOALS	ACTIVITIES	OUTCOMES	TIMELINE	LEAD PERSON(S)/ COLLABORATOR
<b>ESL/BASIC SKILLS COMPLETION</b>	<b>C.5</b> Examine, develop, and implement improved placement methods for historically underserved first time students. (Goal 1, Obj 6)	<b>C.5.1</b> Develop a redesigned pre-placement workshop that informs and assists prospective students prepare for the Accuplacer placement test.	<b>C.5.1</b> The pre-placement workshop will be available for use for new applicants to the college.	Beginning Fall 2015	Assessment Center; Basic Skills faculty; Counselors; Student Success Committee
		<b>C.5.2</b> Identify alternate placement method(s) that includes multiple measures (including non-cognitive variables) that more accurately places historically underserved students into appropriate courses.	<b>C.5.2</b> At least one alternate placement method will be developed and piloted.	2016-17	Academic Senate; Assessment Center; Basic Skills faculty; Counselors; Student Success Committee



## GOALS AND ACTIVITIES

### D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.”*

SUCCESS INDICATOR	GOALS	ACTIVITIES	OUTCOMES	TIMELINE	LEAD PERSON(S)/ COLLABORATOR
<b>DEGREE/CERTIFICATE COMPLETION</b>	<b>D.1</b> Increase the degree and/or certificate completion rates of students that are disproportionately impacted. (Goal 1, Obj 5, 10)	<b>D.1.1</b> Provide proactive, “roving” counseling/advising to review students’ academic progress towards degree and certificate completion.	<b>D.1.1</b> Degree and certificate completion will increase 7.5% for each student group.	2016-17	Instructional/Counseling faculty; Student Services; Office of Institutional Effectiveness
		<b>D.1.2</b> Provide faculty with data on students nearing completion of degree and/or certificate requirements by modeling on WebAdvisor, how to access degree completion.	<b>D.1.2</b> Degree and certificate completion will increase 7.5% for each student group.	2016-17	Instructional/Counseling faculty; Student Services; Office of Institutional Effectiveness
		<b>D.1.3</b> Men of color learning communities will be linked to summer transition program and these students will enroll in classes taught by equity-minded faculty leaders.	<b>D.1.3</b> Degree and certificate completion will increase 7.5% for each student group.	2016-17	Instructional/Counseling faculty; Student Equity Director; Office of Institutional Effectiveness
	<b>D.2.</b> Increase percentage of new and continuing students who develop an educational plan. (Goal 3, Obj 2, 3)	<b>D.2.1</b> Instructional and counseling faculty will collaborate with student services staff to promote and offer access to students to develop degree and/or certificate-based educational plans.	<b>D. 2.1</b> Comprehensive student educational plans will increase to 60% for specific student populations.	2016-17	Instructional/Counseling faculty; Student Services

## GOALS AND ACTIVITIES

### E. STUDENT SUCCESS INDICATOR FOR TRANSFER

*“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”*

SUCCESS INDICATOR	GOALS	ACTIVITIES	OUTCOMES	TIMELINE	LEAD PERSON(S)/ COLLABORATOR
<b>TRANSFER</b>	<b>E.1</b> Improve transfer rate of student groups that are disproportionately impacted. (Goal 1, Obj 2, 10)	<b>E.1.1</b> Faculty will participate in flex workshops on how to promote transfer and acquire general knowledge about transfer.	<b>E.1.1</b> Transfer rate will increase by 7.5% for each student group.	2016-17	Transfer Center; Instructional/Counseling faculty; Professional Development Committee; Office of Institutional Effectiveness
		<b>E.1.2</b> Collaborate with instructional faculty to disseminate transfer information to students in the classrooms via counselors, educational advisors, and Transfer Center student ambassadors.	<b>E.1.2</b> Transfer rate will increase by 7.5% for each student group.	2016-17	Transfer Center; Instructional/Counseling faculty; Office of Institutional Effectiveness
		<b>E.1.3</b> Men of color learning communities will be linked to summer transition program and these students will enroll in classes taught by equity-minded faculty leaders.	<b>E.1.3</b> Degree and certificate completion will increase 7.5% for each student group.	2016-17	Instructional/Counseling faculty; Student Equity Director; Office of Institutional Effectiveness
	<b>E.2.</b> Increase percentage of new and continuing students who develop an educational plan. (Goal 3, Obj 2, 3)	<b>E.2.1</b> Instructional and counseling faculty will collaborate with to promote and offer access to students to develop transfer-based educational plans.	<b>E. 2.1</b> Comprehensive student educational plans will increase to 60% for specific student populations.	2016-17	Instructional/Counseling faculty; Student Services

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# Budget

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## SOURCES OF FUNDING

			Resource Synergy		
CATEGORIES	YEAR 1	GOAL LINKAGE	SSSP*	BSI**	FUNCTION
<b>PERSONNEL</b>					
Student Equity Director	\$81,989.00	A.1 - E.2			Student Equity Program direction
Student Success Specialist	\$ -	A.1 - E.2	X		Coordinate activities associated program initiative
Faculty Special Projects	\$25,000.00	B.1 - E.2	X	X	Support for faculty-driven activities
Data Specialist	\$28,481.00	A.1 - E.2	X	X	Provide ongoing research support and outcomes summaries
Resilience Coach	\$27,332.00	B.1-2, C.1, C.3, D.1	X	X	Perform case management and interventions for at-risk students
SI Leaders/Tutors	\$18,680.00	B.1, C.1, C.3		X	Tutoring and supplemental instruction to at-risk students
<b>FRINGE BENEFITS</b>					
Student Equity Director	\$37,615.00	A.1 - E.2			Student Equity Program direction
Student Success Specialist	\$ -	A.1 - E.2	X		Coordinate activities associated program initiative
Data Specialist	\$19,642.00	A.1 - E.2	X	X	Provide ongoing research support and outcomes summaries
Resilience Coach	\$19,377.00	B.1-2, C.1, C.3, D.1	X	X	Perform case management and interventions for at-risk students
<b>INSTRUCTIONAL SUPPLIES</b>					
Training Materials	\$ 5,000.00	B.1, B.3, C.3-5, E.1	X	X	Faculty, student, and staff training materials
Instructional Materials	\$ 6,000.00	B.2, C.1	X	X	Instructional material/credit and no credit options
<b>FACULTY/STAFF DEVELOPMENT</b>					
Off-site Trainings	\$10,000.00	A.1 - E.2	X	X	Training directly supports plan goals and activities
<b>CONSULTANTS</b>					
On-site Educational Training	\$16,194.00	A.1 - E.2	X	X	Training directly supports plan goals and activities
Mobile App Development	\$ 5,000.00	B.1-3, C.3-5, E.1			
<b>TRAVEL</b>					
Registration Fees	\$ 5,000.00	A.1 - E.2	X	X	Training directly supports plan goals and activities
Lodging	\$ 3,000.00	A.1 - E.2	X	X	Training directly supports plan goals and activities
Meals	\$ 1,125.00	A.1 - E.2	X	X	Training directly supports plan goals and activities
Transportation/ Flights	\$ 2,500.00	A.1 - E.2	X	X	Training directly supports plan goals and activities
<b>HONORARIUMS/ STIPENDS</b>					
Speakers	\$ 3,000.00	B.1, B.3, C.3-5, E.1	X	X	Directly supports training
<b>OTHER</b>					
Software licenses for modules	\$ 5,000.00	B.1-3, C.3-5, E.1	X	X	Faculty, student, and staff development
Trainings and Special Events	\$ 5,000.00	A.1 - E.2	X	X	Trainings and events supports goals and activities
<b>Total</b>	<b>\$324,935.00</b>				

\*SSSP – Student Success and Support Programs

\*\*BSI – Basic Skills Initiative

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## **Evaluation Schedule and Process**

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**EVALUATION SCHEDULE AND PROCESS**

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The evaluation schedule for student equity will be completed on an annual basis to report on progress in achieving the goals and outcomes of the plan. The report will be presented to the Student Success Committee for the purposes of making our outcomes transparent as well as to create a forum for rich dialogue. The overview report will go through our strategic planning process annually to provide opportunities for dialogue among the various constituents on our campus. The report will follow a similar format that found in our 2010 Student Equity Overview Final Report (<http://www.norcocollege.edu/about/academic-affairs/Pages/Research.aspx>). Excerpt from the 2010 Overview report:

<b>Course Completion</b>			
<b>Goal 1:</b> To increase the course completion rates of underrepresented students using campus-based research to improve programs and services that enhance student learning and success.			
Activities	Expected Outcomes	Actual Outcome	Indicator
Special funded programs, including T3p, Puente, SSS, EOPS, and DRC, will regularly assess and report on the impact of their programs on the students served.	An outcomes-based report that examines historical and current trends of course completion and semester-semester persistence for students in these programs.	An institutional report on the success and persistence rates of students is provided every semester. See <a href="http://www.norcocollege.edu/employees/faculty/Documents/OutcomesAssessment/Special%20Programs%2012-13%20Outcomes.pdf">http://www.norcocollege.edu/employees/faculty/Documents/OutcomesAssessment/Special%20Programs%2012-13%20Outcomes.pdf</a>	

\*Note: The overview report utilizes dashboard indicators to provide the status each of the activities. Green = Activity complete, Yellow = Activity in-progress, Red = Activity not completed

*Program Review Linkage*

With regards to program review, all academic and non-academic departments complete program reviews annually addressing student learning outcomes. Elements of student access and student success are threaded throughout the program review process at Norco College. Each student services area completes an annual program review that includes detailed assessment plans that include student access and student success objectives and findings. These reports are located at: <http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Student-Services-Program-Review.aspx>.

The Student Services Administrative Unit Program Review also addresses elements of student access and student success along with student equity. Students Services Administrative Unit Program Reviews are located at: <http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Administrative-Unit-Program-Review.aspx>

*Strategic Planning Linkage*

Norco College's Student Equity Plan links its goals and objectives with that of the College's 2013-2018 Strategic Goals and Objectives:

<http://www.norcocollege.edu/about/president/strategic-planning/Documents/PlanningDocs/Approved%20Strategic%20Planning%20Goals%202012.pdf>

Annually, the college reports on the progress of our 5-year Strategic Planning Goals and Objectives. This annual report is in the development process and once completed will be reviewed in applicable strategic planning councils and committees in the spring. The report will eventually be posted on our Strategic Planning webpage under planning documents at:

<http://www.norcocollege.edu/about/president/strategic-planning/Pages/Planning-Documents.aspx>.

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## **Attachments**

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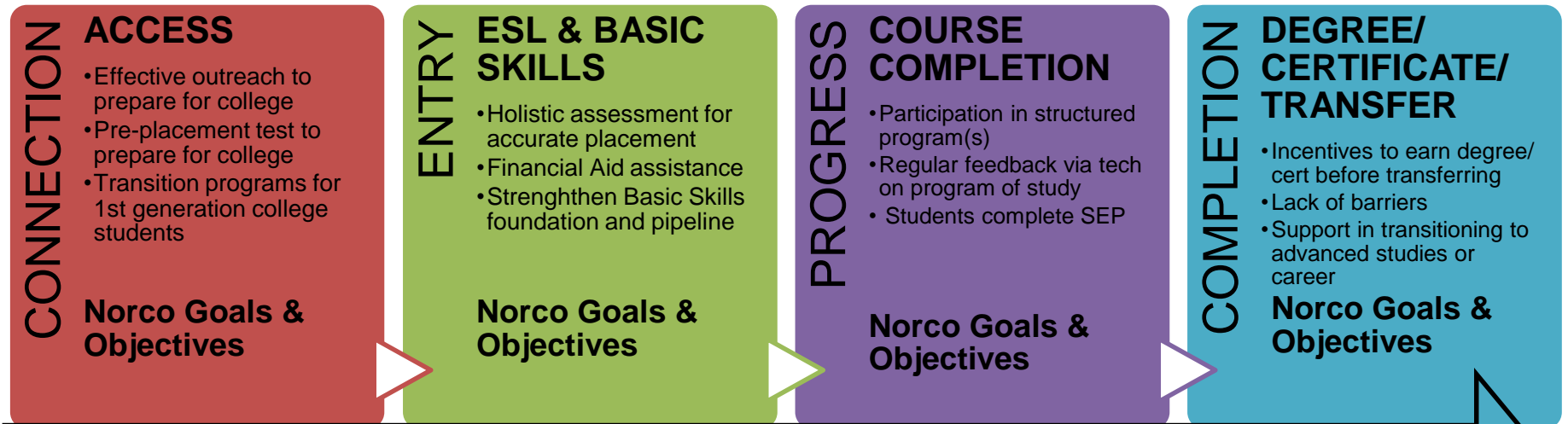
**ATTACHMENTS**

**ATTACHMENT A**

**NORCO COLLEGE STRATEGIC GOALS AND OBJECTIVES**



**LINKING COMPLETION PATHWAY, STUDENT EQUITY, AND STRATEGIC GOALS & OBJECTIVES**



**Student Success & Support Program (SSSP):** Core Services of Assessment, Orientation, Counseling, and Follow-up integration throughout the completion pathway

## **ATTACHMENT B**

### **NORCO COLLEGE INSTITUTIONAL GOALS & OBJECTIVES**

#### **I. INCREASE STUDENT ACHIEVEMENT AND SUCCESS**

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

#### **II. IMPROVE THE QUALITY OF STUDENT LIFE**

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

### **III. INCREASE STUDENT ACCESS**

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

### **IV. CREATE EFFECTIVE COMMUNITY PARTNERSHIPS**

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

### **V. STRENGTHEN STUDENT LEARNING**

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

### **VI. DEMONSTRATE EFFECTIVE PLANNING PROCESSES**

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.

2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

## **VII. STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES**

### Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

## **ATTACHMENT C**

### **Norco College Student Success Committee**

Monica Green (Co-Chair), Vice President, Student Services  
Patti Brusca (Co-Chair), Matriculation Program Assistant  
Andres Elizalde (Co-Chair), Associate Professor, English  
Natalie Aceves, Educational Advisor, Transfer Center  
Cynthia Acosta, Counseling Clerk III, Counseling  
Greg Aycock, Dean, Institutional Effectiveness  
Kimberly Bell, Assistant Professor, Disability Resource Center  
Sarah Burnett, Associate Professor, Early Childhood Education  
Mark DeAsis, Dean, Admissions & Records  
Diane Dieckmeyer, Vice President, Academic Affairs  
Ladylyn Dominguez, Assistant Professor, Counseling  
Andres Elizalde, Associate Professor, English  
Marissa Iliscupidez, Associate Professor, Counseling  
Daniela McCarson, Assistant Dean, CalWORKs & Special Funded Programs  
Alicia Montemayor, Technician, Student Services  
John Moore, Associate Professor, Counseling  
Damon Nance, Dean, Technology & Learning Resources  
Gustavo Ocegüera, Associate Dean, Grants & College Support Programs  
Jason Parks, Associate Professor, Mathematics  
Rita Perez, Counseling Clerk II, Counseling  
Gabriela Ramirez, Specialist, Student Success  
Margarita Shirinian, Associate Professor, English As a Second Language  
Deborah Smith, Associate Professor, Mathematics  
Sheryl Tschetter, Interim Dean of Instruction  
Koji Uesugi, Dean, Student Services  
Bev Wimer, Associate Professor, Kinesiology  
Jason Zamora, Student Representative

## **ATTACHMENT D**

### **Norco College Student Equity Plan Retreat Participants August 26, 2014**

Natalie Aceves, Educational Advisor, Transfer Center  
Eva Amezola, Director, Upward Bound (Norte Vista High School)  
Greg Aycock, Dean, Institutional Effectiveness  
Eric Betancourt, Technician, Veterans Services  
Emile Bradshaw, Technician, Tutorial Services  
Sarah Burnett, Associate Professor, Early Childhood Education  
Peggy Campo, Associate Professor, English  
Diane Dieckmeyer, Vice President, Academic Affairs  
Ladylyn Dominguez, Assistant Professor, Counseling  
Andres Elizalde, Associate Professor, English  
Monica Green, Vice President, Student Services  
Monica Gutierrez, Associate Professor, Biology  
Dominique Hitchcock, Professor, Spanish and French  
Julie Mendez, Director, Upward Bound (Centennial High School)  
David Mills, Associate Professor, English  
Damon Nance, Dean, Technology and Learning Resources  
Lisa Nelson, Associate Professor, English  
Gustavo Ocegueda, Associate Dean, Grants & College Support Programs  
Jason Parks, Associate Professor, Mathematics  
Paul Parnell, President  
Margarita Shirinian, Associate Professor, English As a Second Language  
Jefferson Tiangco, Specialist, Instructional Technology  
Sheryl Tschetter, Interim Dean of Instruction  
Koji Uesugi, Dean, Student Services  
Benjamin Vargas, Student Representative  
Caitlin Welch, Specialist, Institutional Research  
Bev Wimer, Associate Professor, Kinesiology