

**NORCO COLLEGE
STUDENT EQUITY PLAN**

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Norco College

Student Equity Plan

College Executive Summary

INTRODUCTION

of intellect and integrity... A collegiate community must be more than a collection of buildings connected only by steam lines and fiber optic cables. It must be a set of relationships that recognize and celebrate a shared vision of purpose and values.

With this concept in mind, the Student Success Committee developed goals and activities with measurable outcomes that would enable Norco College's community of faculty and staff to ensure all students who attend this institution have the opportunity to achieve their educational goals in an environment that values who they are, where they come from, and what they aspire to become.

GOALS AND ACTIVITIES (Response to 2005 Report and Goals for Student Equity Plan)

ACCESS: A comparison of the percentage of each population group that is enrolled at the college to the percentage of each group in the adult population within the community served.

Response to 2005 RCCD Student Equity Plan - The ethnic populations of Norco College students are comparable to that of the RCCD service area, which includes the cities of Riverside, Norco, Corona, and Moreno Valley. The major ethnic group that is slightly underrepresented at the College compared to the service area is the Hispanic population. In accordance with the findings in the 2005 RCCD Student Equity Plan report, the campus did not formalize student access activities for underrepresented groups.

Goal for Norco College Student Equity Plan - In order to ensure that Norco College maintains its commitment to access for underrepresented students, efforts will be made to research and strategize appropriate action plans. The goal for this success indicator is:

xTo maintain a commitment to equitable access to underrepresented students from the communities served by Norco College.

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.

Response to 2005 RCCD Student Equity Plan - The 2005 RCCD Student Equity Plan clearly stated the need for programs, curriculum, and intervention strategies to address the low academic outcomes of African American students.

calculator loan program, ESL workshops, and various math intervention programs. The math faculty also developed new courses to support students who struggle with math with extended time for course completion. Similar efforts to support student success took place with ESL courses. In addition to offering ESL workshops to supplement students enrolled in ESL 55, the ESL faculty and the Student Success Committee planned and organized an ESL Information Day to promote awareness of ESL courses. The ESL outreach effort was a direct response to the goal in the 2005 Student Equity Plan to “increase the number of Hispanic ESL students who self-select appropriate ESL courses according to their placement levels.” Both strategies were in response to the ESL-related goals to “increase the persistence of Hispanic ESL students” and “increase the number of Hispanic ESL students who self-select appropriate ESL courses.”

Goal for Norco College Student Equity Plan - There have been a number of ESL and Basic Skills related efforts that have been implemented at Norco College to support students who place into these courses. As identified under the goals for course completion, the goals for this success indicator also include examining assessment outcomes of the activities and supporting existing and new strategies to increase student success in these courses. The goals for this success indicator are:

- xTo increase the course completion rate of students who enroll in basic ESL courses to support their progress to degree applicable courses.
- xTo develop and implement educational strategies that increase student success for all participants in Basic Skills Math and English courses.

Equity Implementation Team is no longer responsible for this research so it will be conducted by campus researchers going forward.

Goal for Norco College Student Equity Plan - The challenge with reporting relevant data to demonstrate improvement in degree and certificate completion of underrepresented students at Norco College is the difficulty of obtaining campus-based data. Specifically, the campus does not currently generate its own degree and certificate completion rate data per the Student Equity Plan. Therefore, the goal for this success indicator demonstrates a commitment to develop a campus-based research and reporting plan and use the findings to identify and recommend appropriate intervention strategies for student persistence. The goal for this success indicator is:

 xTo achieve proportional degree and certificate attainment of Norco students, particularly of underrepresented student groups.

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 math

RESOURCES

While there is currently no formalized budget allocated to specifically fund the research and existing/new intervention strategies to support access, retention, and persistence of underrepresented students, Norco College will continue its commitment to student equity in every aspect of its operations. The campus will provide ongoing support from the administration and utilize appropriate resources from existing campus operations, including the use of federal funds (Title V grants and financial aid) and state funds (BSI) to support initiatives that will enable the campus to effectively support the academic goals of all Norco College students.

CONTACT

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Campus-Based Research

Section 1 ACCESS

ACCESS: Definitions and Data

1.

ACCESS: Goals and Activities

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

Goal 1.1: To

District:

While there have been fluctuations in the Norco College success rates from year to year, the general ranking in terms of success rates for the different ethnic groups, has remained similar. Specifically, Asian, Filipino, and White students rank higher than Hispanic students, and African American students rank the lowest of the largest ethnic groups.

In terms of success rates for gender, females have been slightly more successful than their male counterparts over the past seven academic years.

27,342	25,479	24,363	24,363	24,363	24,363	24,363	24,363	24,363
			AY					
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	25,479	24,363	25,673	25,377	25,324	27,342	30,833
	Sum of Valid_sum	22,936	23,104	24,414	24,421	24,281	27,334	29,673
	Sum of Success_sum	16,793	16,981	17,782	17,223	17,316	18,817	20,736
	Sum of Success							

For Norco College students enrolled in basic skills courses, White and Filipino students are demonstrating higher success rates than other groups. African American, Hispanic, and Native American students are performing at significantly lower rates.

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basic_skillsCampus 4.193-1020meric Tw -38308-09
Campus NOR

Ethnicity	Data	AY						
		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	155	173	184	217	246	215	234
	Sum of Valid_sum	153	166	180	213	240	215	234
	Sum of Success_sum	111	127	148	156	191	152	154
	Sum of Success							

COURSE COMPLETION: Goals and Activities

“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”

Goal 2.1: To increase the course completion rates of underrepresented students using campus-based research to improve programs and services that enhance student learning and success.

- x **Activity 2.1.1:** Special funded programs, including T3p, Puente, SSS, EOPS, and DSPP, will regularly assess and report on the impact of their programs on the students served.
 - o **Expected Outcome 2.1.1:** An outcomes-based report that examines historical and current trends of course completion and semester-semester persistence for students in these programs.

Timeline: Summer 2010 and annually thereafter

Responsible Offices: Student Services departments; Special Funded Programs; Student Success Office

- x **Activity 2.1.2:** Develop a research agenda that examines possible barriers that impede the retention of underrepresented students, particularly of African American and Hispanic students.
 - o **Expected Outcome 2.1.2:** A report of possible barriers that impede student success.

Timeline: Fall 2010 and annually thereafter

Responsible Offices: Student Success Office; Student Success Committee

- x **Activity 2.1.3:** Integrate course completion data into the campus strategic planning process.
 - o **Expected Outcome 2.1.3:** A Norco Strategic Planning Committee (NSPC) agenda that reflects outcome report of course completion data.

Timeline: Spring 2011

Responsible Offices: Student Success Committee; NSPC and appropriate sub-groups

Goal 2.2: To cultivate an educational environment that promotes awareness of and validates the experiences of Norco College's diverse student population.

x **Activity 2.2.1:** Develop and implement an assessment process to evaluate the campus climate at Norco College.

- o **Expected Outcome 2.2.1:** A campus climate survey will be administered and the recommendations from the research will be submitted for implementation as a part of the campus strategic plan.

Timeline: Fall 2010 and every three years thereafter

Responsible Offices: Student Success Committee; NSPC and appropriate sub-groups

x **Activity 2.2.2:** Facilitate campus-based programs for faculty, staff, and students that promote awareness and understanding of campus diversity and equity issues.

- o **Expected Outcome 2.2.2:** A minimum of two diversity and equity-based activities per year at Norco College for faculty, staff, students, and community members.

Timeline: Spring 2010 and every semester thereafter

Responsible Offices: Student Success Office; Faculty Development;

Campus-Based Research

Section 3

ESL and BASIC SKILLS COMPLETION

District: Riverside Community College District

College: Norco College

District: Riverside Community College District

College: Norco College

For Norco College

District: Riverside Community College District

College: Norco College

For Norco College reading enrollments only (starting in fall 2003), the overall success rate was higher than the district's. Of the larger student ethnic groups, Asian and White students had highest rates, f2(s)-R(25385 T3733745.4Ba)-12s-JTJi T/Tc(e)6()JT4 0 Tc 0 TTT1 114.907Tc 745.44 62(he)10

ESL and BASIC SKILLS COMPLETION: Goals and Activities

“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”

Goal 3.1: To increase the course completion rate of students who enroll in basic ESL courses to support their progress to degree applicable courses.

- x **Activity 3.1.1:** Identify the success and completion rates for students enrolled in ESL courses and regularly report on these outcomes.
 - o **Expected Outcome 3.1.1:** Initial baseline of success and completion rates of ESL students is established and information is disseminated to the ESL faculty.

Timeline: Winter 2011 and annually thereafter

Responsible Offices: ESL faculty; Student Success Office

- x **Activity 3.1.2:** Develop and implement appropriate interventions by ESL faculty and counselors based on the research from activity 3.1.1.
 - o **Expected Outcome 3.1.2:** Faculty/staff development workshops that target strategies for supporting ESL students throughout their educational experience.

Timeline: Develop in Spring 2011 and implement in Fall 2011 and annually thereafter

Responsible Offices: ESL faculty; Faculty Development Coordinator; Administration; Counselors

- x **Activity 3.1.3:** Utilize the campus’s Early Alert system to inform students of their academic progress in their courses and recommend appropriate services.

- o **Expected Outcome 3.1.3:** Faculty participation in Early Alert process will increase by 5 percentage points.

Timeline: Fall 2010

Responsible Offices: ESL faculty; Dean of Student Services; Matriculation Office; Dean of Instruction; Student Success Committee

Goal 3.2: To develop and implement educational strategies that increase student success for all participants in Basic Skills Math and English courses.

- × **Activity 3.2.1:** Develop English intervention workshop to reduce the time Basic Skills English students need to complete the sequence through English 1A.
 - **Expected Outcome 3.2.1:** A pilot workshop will be available for students who place into English 60A/B.

Timeline: Summer 2010

Responsible Offices: English faculty

- × **Activity 3.2.2:** Continue Basic Skills Math intervention workshop and develop pacing guide for each math course to increase pass rate in those courses.
 - **Expected Outcome 3.2.2:** Pacing guide for Math 63 is developed and implemented in at least one of the course sections.

Timeline: Fall 2010

Responsible Offices: Math faculty

- × **Activity 3.2.3:** Utilize the campus's early alert system to inform students of their academic progress in their courses and recommend appropriate services.

Goal 3.4: To increase the success rates of reading students who are enrolled in transfer and/or degree applicable courses.

- x **Activity 3.4.1:** Examine data to determine whether students who complete the reading sequence do better in their transfer-level courses than comparable students who placed into reading classes but did not complete their reading courses.

- o **Expected Outcome 3.4.1:** (a)5(3e)4(i)-2(ran)-4-6(di)-2(ngf)34(t)-2(heTc 0 T19.49)Tj EMC

Campus-Based Research

Section 4

DEGREE and CERTIFICATE COMPLETION

District:

District: Riverside Community College District

College: Norco College

Campus-Based Research

Section 5

TRANSFER

TRANSFER: Definitions and Data

5. **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.

In the previous Student Equity Plan, to compute this measure the Expanded Student Right to

2002-03 Accountabilty Reporting for the Community Colleges

	Total Students	Transfer 4 yr. %	Transfer Prepared %
White	1,902	28.7%	21.9%
Afr Am	422	27.3%	14.2%
Hispanic	1,520	23.9%	20.7%
Asian / Paclsl	479	37.4%	33.8%
NatAm	18	27.8%	11.1%
Other	298	30.5%	22.1%

District: Riverside Community College District

College: Norco College