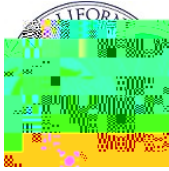


Integrated

2017-2017



NORCO
COLLEGE



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

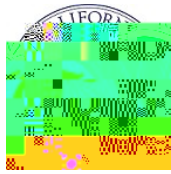
Part I –Deadlines and Important Information

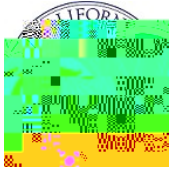
- x Submission deadline January 31, 2018
- x The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations
- x Integrated fiscal reports will be required on an annual basis.
- x All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- x Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- x Identify one individual and an alternate to serve as the point of contact for your college

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations. These requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

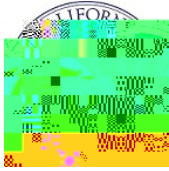
Part II– Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you have accomplished during the 201516 planning cycle

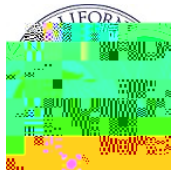
1. Assess your college's previous program efforts:

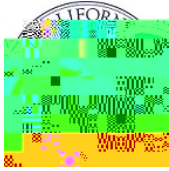
a. In the table below, a .



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>participants' persistence rates and academic performance.</p>
	<p>(Achieved) SSS personnel helped pilot the Multiple Measures Assessment Project (MMAP). The pilot project improved overall placement for all students including placement for disproportionately impacted student groups. MMAP is now being used for all students and has resulted in improved accuracy of English and math for all students.</p>
	<p>(In progress) Hired additional counselors to increase access to counseling services to develop comprehensive Student Education Plans Deployed counselors to other areas of the campus, added evening counseling, and pilot of drbp</p>





2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

(Achieved) The EL pipeline 5 year completion rate increased from 28.6% to 44.9%.

(In progress) Student Equity provided funding for a Norco College team to participate in RP Group's Leading From the Middle Academy. The team's assignment was to explore how guided pathways has been implemented at other institutions and develop a plan of action to pilot guided pathways at Norco College with disproportionately impacted student. The team was successful in laying the groundwork for



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

(Ongoing) Provided financial support for Umoja students to attend annual and regional conferences. Also provided financial support to send students and staff to the A2M annual conference and the Latina Leadership Network conference. In addition, Student Equity sponsored a tour for 30 students to visit Historically Black College and Universities (HBCU).

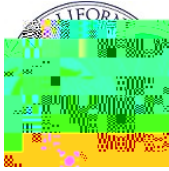
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

One of the most successful activities Norco College has implemented that has significantly increased basic skills math and English completion is the Summer Advantage Program. Summer Advantage is an intervention for graduating seniors in the Core Norco Unified School District who assessed one or more levels below college level math and English. Students in the program participate in intensive summer workshops involving brush-up sessions and are tested on materials they should already have covered in their high school course work. After a thorough evaluation of their work by faculty, students who demonstrated knowledge of critical concepts in English and math allowed to advance up to three levels in each subject, reducing time in basic skills courses by as much as 3 semesters. In addition, program completers are required to attend one-day orientation where they learn about Norco College requirements for certificates, degrees, transfer, categorical programs, and campus services. Parents are also invited to the one orientation. To help direct students towards a goal, Summer Advantage participants complete a 2-semester education plan with a counselor at the orientation. As an incentive for completing the program and orientation, students are given access to early registration for fall term. Student Equity and Basic Skills personnel also help program completers in categorical or special funded programs to ensure they receive continued support during their first year in college.

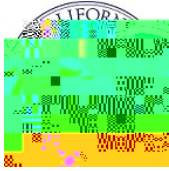
Summer Advantage has a proven record in reducing the number of basic skills courses students are required to complete before reaching college level English and math. For example, 77.2% of 2016 Summer Advantage completers moved up 1 or 2 levels in basic skills English and 40% moved up 1 or 2 levels in basic skills math. The program also played a significant role in increasing the percentage of students who enroll in English and math in the first semester. A total of 48.9% of 2016 program participants completed the English basic skills sequence in one academic year as compared to 18% of non-participants. In math, 23% completed the sequence in one year as compared to 8% of non-participants. Summer Advantage completers also achieved significantly higher fall retention rates (72%) as compared to non-participants (56%).

Summer Advantage has served a significant cross section of disproportionately impacted students. The 2016 program served a total of 418 participants, 199 females (49.5%) and 207 males (47.6%) and 12 (2.9%) unreported. More than half of the male participants (139) were Hispanic African American, foster youth.

FUTURE PLANS

Questions 3 address the 2017-19 planning cycle

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes based, using system-wide outcomes metrics. For example:

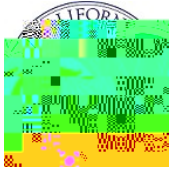


2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- x Basic skills completion, including but not limited to, (1) increasing the number of students successfully transitioning to college level mathematics and English courses and 2) reducing the time it takes students to successfully transition to college level mathematics and English courses.
- x Closing achievement gaps for disproportionately impacted groups
- x Improving success rates in degree attainment, certificate attainment, and transfer.
- x Improved identification of and support for students at risk for academic or progress probation
- x Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- x Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit to credit transition)

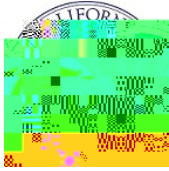
Selective integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

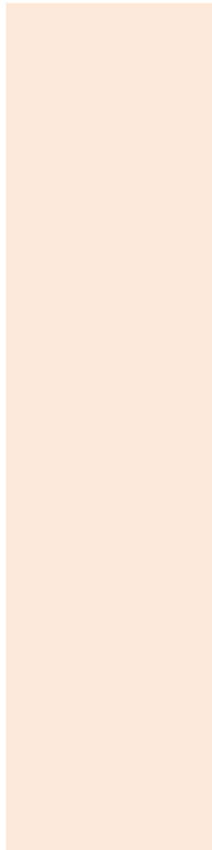


2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Goal	Activities in each program that serve the goal			Goal Area
	<p>Organize conference for high school counselors to keep them informed about the onboarding process and initiatives</p> <hr/> <p>Provide application and assessment services in local high schools</p> <hr/> <p>Offer "one-stop shop" application to registration onboarding events</p> <hr/> <p>Promote dual enrollment opportunities</p> <hr/> <p>Offer financial aid/ FAFSA workshops for DI students and their parents</p> <hr/> <p>Increase in-person orientations for first-time college students and DI populations</p>	<p>Schedule onboarding workshops in local high school and on campus for DI student groups</p> <hr/> <p>Provide individualized assistance with the onboarding process for DI students</p> <hr/> <p>Conduct targeted outreach activities to attract more veterans and foster youth</p> <hr/> <p>Provide support for Next Phase education program (incarcerated inmates)</p> <hr/> <p>Promote dual enrollment opportunities for DI students</p>	<p>Coordinate implementation of Multiple Measures Assessment Project (MMAP)</p> <hr/> <p>Provide Accuplacer test-preparation workshops</p>	<p>Access</p> <p>Retention Transfer</p> <p>ESL/Basic Skills</p> <p>Course Completion</p> <p>Degree & Certificate Completion</p> <p>Other: _____</p>
	Plan and	Plan and		Access



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

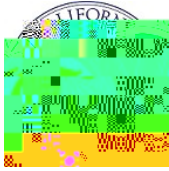


implement
Summer
Advantage
Program

Conduct targeted
outreach
activities increase
the percentage of

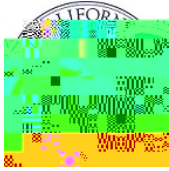
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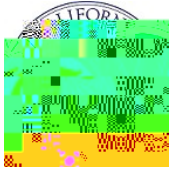


2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>services for at-risk students experiencing academic difficulties</p>	<p>Success Teams for English learning communities (faculty, counselors, student success coaches, and peer mentors)</p> <hr/> <p>Support FYE participants with books and instructional materials</p>	<p>of ENG 70 accelerated course</p> <hr/> <p>Provide SI and/or embedded tutoring for accelerated courses.</p> <hr/> <p>Organize learning communities by Schools and math placement, with linked guidance courses</p> <hr/> <p>Provide intrusive counseling services in basic skills English sections</p>	<ul style="list-style-type: none"> • Retention • Transfer • ESL/Basic Skills <p>Course Completion</p> <p>Degree & Certificate Completion</p> <p>Other: _____</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student

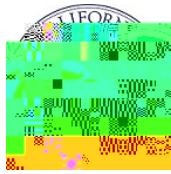


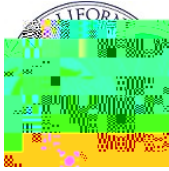
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including postsecondary transitions and employment (250 words max)

Not applicable Norco College does not currently offer noncredit courses.

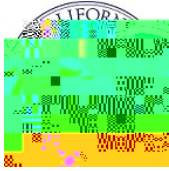
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

student success outcomes.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

College Norco College

District Riverside Community College District

Board of Trustees Approval Date January 16, 2018

Verify the review and approval of the 2017 -19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.
