NORCO COLLEGE

2019-2022
Student Equity Plan

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Introduction

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 economic mobility and social justice.

However, 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. The prospect of success over access would undercut the community college's equity mission and negatively impact California's minoritized 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.[1] Community colleges embody the most democratic ideals of this nation: the open door policy provides an affordable education to students irrespective of background and privilege. 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.[2] Providing vocational training for workforce development, and a transfer curriculum for degree seeking students, community colleges help to reduce the gap between the privileged and historically oppressed groups 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

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[1] Mullin, C.M. (2012). Why Access Matters: The Community College Student Body. *American Association of Community Colleges Policy Brief,* 2012-01.

[2] Access & Equity Issue Brief (2005). *Insufficient Funding Constrains Opportunity*. California Tomorrow, Oakland, CA.

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.[3]

Equity Imperative

While the challenges we confront to effectively serve the educational needs of our surrounding communities are many, Norco College is poised to face them head-on and with a renewed commitment to closing equity gaps. To achieve this goal, we must act with a sense of urgency, and avoid being ambiguous about our equity imperative. Norco College is primarily focused on closing equity gaps for historically minoritized students, specifically Latinx and Black students. While our Latinx and Black students account for 64.5**%** of the student population, our full-time faculty and senior leadership team are predominantly white at 75.3% and 80% respectively. Targeted interventions and support for Latinx and Black students have been confined to historically unfunded/under-funded special programs, such as Puente and Umoja. Like many institutions, Norco College has provided one-size fits all approach to student success. This race-blind approach fails to recognize the embedded structural racism that American institutions of higher education were founded on when Black Americans were denied the right to an education. We maintain the legacy of historical oppression on minoritized students by making invisible our collective institutional responsibility for equitable outcomes for all students, especially for Latinx and Black students. Our focus on racialized students is based in critical race theory, which asserts that race is the most significant factor in determining educational outcomes. While class and gender intersect to help explain variances in education, race continues to be most powerful in predicting school experience and performance.[4] Our equity priority aims to address our lack of institutional knowledge and practice as agents of racial equity.

Our vision for our equity work is defined by the following concepts:

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

Our work will be inwardly focused in order to systematically address institutional attitudes and structure. Sylvia Hurtado argues that the campus racial climate must be addressed through the 1. Inclusion of students, faculty, staff, and managers from minoritized backgrounds, 2.

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[3] Rassoul Dastmozd, Ph.D. President, Saint Paul College -- A Community & Technical College

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

Curriculum that reflects the experiences of minoritized students, 3. Targeted programs and support for minoritized students, and 4. A mission statement that reflects a commitment to equity.[5] Specifically, our work seeks to engage in deep inquiry, action, and evaluation in transforming the attitudes, processes, systems, and climate that pose barriers to minoritized students.

Approach

The faculty, staff, administrators are committed to working collectively to ensure access and success for minoritized 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.[6]

By adopting an "equity-minded mode of thinking" as our method of examining student outcomes, we acknowledge that our practices and policies are the main contributors to inequities as oppose to blaming our students for these outcomes. Norco College is committed to conducting inquiry of our policies and practices in order to pinpoint the root causes that are contributing to persistent inequitable outcomes, particularly for African American and Latinx students, as well as men of color and foster youth. We must also commit to addressing equity gaps as described by Bensimon, Dowd, and Witham, "a normative standard for all aspects of the institution, from resource allocation to assessment to strategic planning" (2016).[7] Additionally, we must recognize that we can no longer expect an office, department, committee, or those who were involved in developing this plan to close equity gaps. Equity work is a campus wide effort and everyone has a role and responsibility in helping to close equity gaps.

Framework

Our work will be guided by the "Five Principles for Enacting Equity by Design". According to Bensimon, Dowd, and Witham (2019), these principles provide the blueprints that leaders and practitioners need to build equity by design. Table 1 provides a summary of the five principles.

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[5] Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *The Journal of Higher Education*, *63.5,* 539-569.
[6] Pena, E.V., Bensimon, E.M., Colyar, J. (2006). Contextual Problem Defining: Learning to Think and Act from the Standpoint of Equity. *Liberal Education, 92*, 48-55.
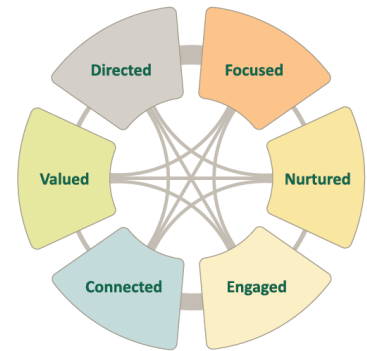[7] Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design. *Association of American Colleges & Universities, 19*, 1-8.

Table 1. Five Principles for Enacting Equity by Design	
Principle 1	**Clarity in language, goals, and measures is vital to effective equitable practices.** Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race-blind. Terms such as "at-risk" and "underrepresented minorities" defuse the differences in circumstances experienced by black, Latinx, Asian American, and American Indian populations.
Principle 2	**'Equity-mindedness' should be the guiding paradigm for language and action.** Equity minded practitioners recognize and assume responsibility for inequities. They recognize that inequities may have been created by existing institutional practices and policies. They also acknowledge that they have the power to make changes.
Principle 3	**Equitable practice and policies are designed to accommodate differences in the contexts of student's learning-not to treat all students the same.** Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students in order to level the playing field.
Principle 4	**Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.** Equity-minded practitioners must be willing to continually disaggregate data and conduct inquiry to learn if interventions are working or not working, and why.
Principle 5	**Equity must be enacted as a pervasive institution-and system-wide principle**. To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness not only through language and reasoning, but also in resource allocation, assessment, and strategic planning at the local and district level.
Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design. *Association of College and Universities, 19, 1.*	

Because the principles for enacting equity by design mirror our equity vision concepts, they will be used to guide our work. We are also committed to using CUE's methodology of participatory critical action research to uncover root causes of inequities. "Participatory critical action research requires all professionals, not just faculty, to conduct inquiry into their own practices to learn how those practices work, and why they may not be working as intended" (*Bensimon, E.M., Dowd A.C., and Witham, K., 2016, pg. 5).*

A student success factors framework we also intend to use to close equity gaps is Student Support (Re)defined by the Research and Planning (RP) Group. Student Support (Re)defined is a project that gathered feedback from nearly 900 students from 13 California Community Colleges on what supports their educational success. Their research identified six success factors that contribute to student achievement, particularly for African American and Latinx students. A visual diagram of the six factors and a brief explanation of each are below:

DIRECTED: Students have a goal and know how to achieve it
FOCUSED: Students stay on track-keeping their eyes on the prize
NURTURED: Students feel somebody wants and helps them to succeed
ENGAGED: Students actively participate in class and extracurricular activities
CONNECTED: Students feel like they are part of the college community
VALUED: Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

The RP Group also presented five integrated themes derived from the six success factors that we will take into account to help students succeed. The five themes are: (1) foster students' motivation; (2) teach students how to succeed in the postsecondary environment; (3) structure support to ensure all six success factors are addressed; (4) provide comprehensive support to minoritized students to prevent the equity gap from growing; and (5) ensure everyone has a role to play in supporting student achievement, but faculty must take the lead.

We are committed to applying the five principles for enacting equity by design and Student Support (Re)defined integrated themes to close equity gaps. These frameworks will help guide how we approach our work and ensure that activities and interventions provide comprehensive support for all students, particularly minoritized students.

Plan Requirements

Student Categories

The completion of a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEA). In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges must maintain a student equity plan that includes a disproportionate impact (DI) study. Colleges are required to use campus-based research to conduct a DI analysis using various methodologies. Colleges must assess the extent of student equity by gender and for each of the following categories of students:

> A. Current or former foster youth
> B. Students with disabilities
> C. Low income students
> D. Veterans
> E. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census:
> > i. *American Indian or Alaska Native*

      ii. *Asian*
     iii. *Black or African American*
     iv. *Hispanic or Latino*
      v. *Native Hawaiian or other Pacific Islander*
     vi. *White*
    vii. *Some other race*
   viii. *More than on race*

F. Lesbian, gay, bisexual, or transgender students (LGBTQ)
G. Additional categories of students as determined by the governing board of the community college district

Student Success Metrics

The California Community College Chancellor's Office set the new student success metrics. The metrics are aligned, to some extent, with the Chancellor's Vision for Success metrics. Colleges were instructed to use Data on Demand for their equity planning rather than the information appearing in the Student Success Metrics (SSM) dashboard. Colleges are required to set three-year goals for the overall student population and for each student equity population shown to have DI in the following success metrics:

1. Access-Successful Enrollment (enroll within one year after applying)
2. Retention-Fall to Spring (all students)
3. Completion of transfer-level math and English (within the first year)
4. Vision Goal Completion (earned credit certificates over 18 units or associate degree within three years)
5. Transfer to a four-year institution (in state or out of state, within three years)

Disproportionate Impact Methodologies

For the 2019-2022 Equity Plan, the Chancellor's Office requires the use of two methodologies to assess DI: Percentage Point Gap (PPG) and Proportionality Index (PI). PPG must be used for access, retention, and completion of transfer level math and English; PI for transfer and vision goal completion. However, colleges may use other methods as additional methodology for planning purposes. The PPG and PI methodologies differ from the 80% Rule methodology that we used in the Norco College 2015-2018 Equity Plan. Each methodology reveals significantly different DI results for student populations. Table 2 illustrates the effect that each methodology has on DI. Table 2 indicates the DI groups identified using the PI, PPG and 80% Rule for transfer when data are disaggregated by gender and ethnicity. The groups that are green are not DI groups, red are DI groups, and grey have sample sizes that are ten or fewer students so they are suppressed.

Table 2. Proportionality Index, Percentage Point Gap and 80% Rule Disproportionate Groups by Ethnicity-Transfer				
Gender	Ethnicity	PI	PPG	80% Rule
Female	Asian	Green	Green	Green
	African American	Green	Green	Red
	Hispanic	Green	Green	Red
	Native American	Green	Gray	Gray
	Pacific Islander	Green	Gray	Gray
	White	Green	Green	Red
	Multi-ethnic	Green	Red	Red
	Unknown	Green	Gray	Gray
Male	Asian	Green	Green	Red
	African American	Green	Green	Red
	Hispanic	Green	Red	Red
	Native American	Green	Gray	Gray
	Pacific Islander	Green	Gray	Gray
	White	Green	Green	Red
	Multi-ethnic	Green	Green	Red
	Unknown	Red	Gray	Gray

Although the PPG and 80% Rule methodologies both use four-year transfer rates, the PPG does not show as many DI groups. The PPG compares the transfer rate of each group to the overall Norco College transfer rate, whereas the 80% Rule compares the rate of each group to the rate of the group with the highest rate. Since Latinx (Hispanic) make up the majority of students at Norco College and have had low transfer rates, this group affects the overall transfer rate, allowing several groups to be labelled "no DI." The 80% Rule highlights that one group (Asian female students) outperform all other groups; therefore, although African American males (a historically DI group) have a transfer rate of 11.8%, which is greater than the overall rate of 10.3%, the 80% Rule shows a potential equity gap to be aware of. RP's document Using Disproportionate Impact Methodologies to Identify Equity Gaps provides a detailed explanation of each methodology.

Disproportionate Impact Analysis and Goals

Disproportionately Impacted Student Populations (PPG and PI)

As was stated previously, colleges are required to use PPG and PI to assess DI across the approved student populations. Table 4 indicates the DI populations that emerge when applying the required methodologies.

Metric	FEMALE			MALE		
	Population	PPG	Goal	Population	PPG	Goal
Access: Successful Enrollment (within one year after applying)	Pacific Islander (32.1%)	-15.5%	36.9%			
	Filipino (39.7%)	-7.9%	44.3%			
	African American (41.5%)	-6.3%	46.3%			
	White (44.9%)	-2.9%	49.2%			
Retention: Fall to Spring (all students)	Unknown (27.3%)	-35.2%	31.9%	Native Hawaiian or Other Pacific Islander (25.0%)	-37.5%	30.6%
	Multi-ethnic (44.2%)	-18.4%	49.0%	African American (53.3%)	-9.4%	56.5%
	LGBTQ+ (46.8%)	-15.9%	51.2%			
	African American (50.2%)	-12.7%	54.3%			
	Low Income (60.1%)	-4.0%	62.7%			
Completion of transfer level Math and English (in first year)	LGBTQ+ (0%)	-12.0%	5.2%	Foster Youth (0%)	-11.9%	5.1%
	Foster Youth (2.4%)	-9.5%	6.6%	Veteran (4.9%)	-7.0%	8.3%
	Population	**PI Gap**	**Goal**	**Population**	**PI Gap**	**Goal**
Vision Goal Completion (comparison of enrollments to awards)	Native Hawaiian or Other Pacific Islander (0)	-0.80	4	American Indian or Alaska Native (0)	-0.80	2
	Unknown (0)	-0.80	3	Foster Youth (3)	-0.34	15
	LGBTQ+ (6)	-0.37	31	LGBTQ+ (5)	-0.27	20
	Filipino (4)	-0.28	17	African American (14)	-0.17	47
	Foster Youth (6)	-0.22	22	Asian (20)	-0.04	53
	African American (23)	-0.04	62	Unknown (1)	-0.01	3
Transfer to a four-year institution (comparison of enrollments to transfers)				Unknown (0)	-0.80	5
				Foster Youth (2)	-0.48	17
				Filipino (11)	-0.03	34

Table 4. Disproportionate Impact: Percentage Point Gap and Proportionality Index

In the 2015-2018 Equity Plan, Latinx, African American, men of color, Veterans, and foster youth were identified as having the highest DI. But when the PPG and PI methodologies are applied, the gaps for historically DI groups are not as obvious. Table 4 shows that African Americans emerged, once again, as DI across multiple metrics. However, Latinx do not appear to be DI. Foster youth, Veterans, Pacific Islanders and Filipinos continue to show DI but not as frequently as before. This year, the SSM contained data for 258 students who self-identified as LGBTQ+ and successfully enrolled in fall 2017. This population emerged as DI across most student metrics under the required methodologies. To view DI tables for all groups, methodologies and metrics, see Institutional Research College Data under "Equity Data" webpage. To maintain consistency between this equity plan and the 2015-2018 plan, we

have elected to also use the 80% Rule methodology to measure DI. Table 5 represents DI populations when the 80% Rule methodology is applied. As is evident, the same groups that indicated DI in 2015 emerged once again. Latinx and African American groups, two populations that accounted for over 64.5% of the student population in fall 2017, indicate DI across most metrics. LGBTQ+ also emerged as DI in two of the five metrics. To view 80% Rule DI tables for all groups and metrics, also see Institutional Research College Data under "Equity Data."

Table 5. Disproportionate Impact: 80% Rule						
Metric	**Female**			**Male**		
	Population	**Gap**	**Goal**	**Population**	**Gap**	**Goal**
Access: Successful Enrollment (within one year after applying)	Pacific Islander (32.1%)	-7.9%	36.8%	Native American (37.3%)	-2.7%	40.7%
	Filipino (39.7%)	-0.3%	42.6%	Unknown (37.5%)	-2.5%	40.9%
Retention: Fall to Spring (all students)	Unknown (27.3%)	-29.7%	52.1%	Pacific Islander (25.0%)	-32.0%	33.0%
	Pacific Islander (42.9%)	-14.1%	46.6%	Unknown (50.0%)	-7.0%	52.0%
	Multi-ethnic (44.2%)	-12.7%	47.6%	African American (53.3%)	-3.7%	54.5%
	African American (50.2%)	-6.8%	52.1%			
	LGBTQ+ (46.8%)	-5.3%	49.6%			
Completion of transfer level Math and English (in first year)	LGBTQ+ (0%)	-10.2%	4.7%	African American (7.2%)	-13.3%	10.2%
	African American (12.1%)	-8.5%	13.9%	White (9.0%)	-11.5%	11.6%
	Asian (12.1%)	-8.4%	13.9%	Foster Youth (0%)	-10.1%	4.7%
	Hispanic (12.2%)	-8.3%	14.0%	Hispanic (11.0%)	-9.5%	13.1%
	White (12.9%)	-7.6%	14.5%	Filipino (14.3%)	-6.3%	15.6%
	Foster Youth (2.4%)	-7.6%	6.6%	Veteran	-4.9%	8.4%
	Filipino (14.3%)	-6.3%	15.6%	LGBTQ+ (10.0%)	-0.2%	12.3%
	Disability (6.3%)	-4.4%	9.5%			
	Veteran	-0.3%	11.9%			
Vision Goal Completion (degree or certificates completion within four years)	Foster Youth (4.2%)	-21.5%	13.0%	African American (9.8%)	-15.9%	17.3%
	Multi-ethnic (8.0%)	-17.7%	15.9%	Hispanic (13.9%)	-11.8%	20.4%
	Disability (17.5%)	-8.1%	23.2%	White (14.7%)	-11.0%	21.0%
	African American (18.6%)	-7.1%	24.0%	Multi-ethnic (14.8%)	-10.9%	21.1%
	Hispanic (19.1%)	-6.6%	24.4%	Low Income (15.5%)	-10.2%	21.6%
	White (19.4%)	-6.3%	24.6%	Asian (21.5%)	-4.1%	26.2%
Transfer to a four-year institution (within four years)	Multi-ethnic (0%)	-25.9%	10.6%	Disability (5.4%)	-20.5%	14.6%
	Foster Youth (2.4%)	-23.5%	12.4%	Hispanic (6.5%)	-19.4%	15.5%
	Disability (7.0%)	-18.9%	15.9%	White (8.2%)	-17.7%	16.8%
	Hispanic (10.7%)	-15.2%	18.7%	Veteran (8.6%)	-17.3%	17.1%
	African American (11.6%)	-14.3%	19.4%	Low Income (9.2%)	-16.7%	17.5%
	White (17.0%)	-8.9%	23.5%	African American (11.8%)	-14.1%	19.5%
				Asian (13.8%)	-12.1%	21.1%
				Multi-ethnic (14.8%)	-11.1%	21.8%

Planned Activities to Achieve Equity Goals

Activities for Overall Student Population

The 2019-2022 plan template requires colleges to provide baseline data for the overall student population for each student equity plan metric, three-year goals, and a listing of activities that support goal attainment. Table 3 provides the baselines derived from SSM, the goals for overall student population, and planned Guided Pathways activities that support the goals.

Table 3. Goals and Activities for Overall Student Population			
Metric	**Current Baseline Data for Overall Student Population**	**Goals for Overall Student Population**	**Activities that Support the Goal**
PERCENTAGE POINT GAP (PPG) METHODOLOGY			
Access: Successful Enrollment (within 12 months after applying)	46.8%	55%	▪ Revised Onboarding 　1. Decreased timeline for Orientation, Assessment, Counseling (OAC) completion 　2. Face to face advising 　3. Assessment/placement built into application 　4. Career assessment 　5. 1st Semester Student Education Plan (SEP) 　6. Registration assistance ▪ Trailheads & Schools ▪ Call center ▪ Guided Pathways Educational Advisors ▪ Summer Advantage ▪ EduNav Smart Rules ▪ Success teams ▪ Salesforce Enrollment RX ▪ Dual enrollment ▪ Student-centered scheduling
Retention: Fall to Spring (all students)	62.6%	65.6%	▪ 1st Semester SEP + Semester-by-Semester SEP ▪ Pathways ▪ EduNav ▪ Two term registration/ registration workshops ▪ Success Teams ▪ Winter student success conference ▪ Salesforce Advisor Link

			▪ Implement RP's 10 Ways Everyone Can Help Support Student Success
Completion of Transfer Level Math and English (in first year)	11.8%	17%	▪ Success teams ▪ Trailheads & Meta-majors ▪ Face to Face Advising/1st Semester SEP ▪ Transfer level placement in Math and English ▪ Self-guided placement ▪ EduNav Smart Rules ▪ Math and English Community of Practice ▪ Math and English Support Courses for transfer level courses ▪ Math and English Success Centers in LRC ▪ Increased computer access for Writing Lab requirement ▪ English & counseling partnership (in class presentations) ▪ Summer Advantage ▪ Increase distance education course offerings (ENG) ▪ Professional development on instructional strategies to teach STEM courses ▪ Summer/Winter boot camps for MAT 1A and MAT 1B ▪ Offer faculty workshops on AB705, affective domain, and teaching statistics ▪ Dual enrollment
PROPORTIONALITY INDEX (PI) METHODOLOGY			
Vision Goal Completion (Earned credit certificate or associate degree within 3 years)	813	976	▪ Pathways ▪ EduNav ▪ Success teams: faculty advising ▪ Transfer fairs ▪ Transfer center ▪ Increased personnel ▪ Student events (on and off campus) ▪ Success teams: transfer counseling (ADTs) ▪ Connection to Career ▪ Pilot auto-awarding of certificates ▪ Increased certificate courses offerings (evening and on-line) ▪ Dual Enrollment
Transfer to four-year institution (within 3 years)	1,095	1,478	▪ Pathways ▪ EduNav ▪ Success teams: faculty advising ▪ Transfer fairs ▪ Transfer center

			▪ Increased transfer center personnel
			▪ College tours
			▪ Success teams: transfer counseling
			▪ Connection to Career
			▪ English and counseling partnership (in-class presentations)
			▪ Dual Enrollment

Planned Activities for Disproportionately Impacted Student Populations

To close equity gaps for DI student populations identified in Table 5, Norco College will implement the practices and activities outlined in Table 6.

Table 6. Activities and Strategies for Disproportionately Impacted Student Populations	
Metric	**Activities**
Access: Successful Enrollment	▪ Provide in person orientations and summer bridge programs for African American, Latinx, Foster Youth, Men of Color, and LGBTQ+ student populations. ▪ Provide financial aid workshops for African American, Latinx, Foster Youth, students and parents. ▪ Promote Promise Program funds to DI students ▪ Conduct targeted outreach to DI populations in person and via Call Center ▪ Collaborate with K-12 to establish pathways for African American, Latinx, men of color, LGBTQ+, and foster youth ▪ Coordinated identification and placement of DI students into special funded programs and learning communities
Retention: Fall to Spring	▪ Increase offerings of culturally relevant courses in multiple disciplines to serve the needs of African American and Latinx students. ▪ Expand Peer Mentor Program to serve Umoja, Puente, Men of Color, Women of color, and foster youth students. ▪ Establish and/or support centers for Umoja, Puente, foster youth and LGBTQ+ ▪ Enhance support centers for Foster Youth and LGBTQ+. ▪ Assign Student Success Coaches to serve primarily first year African American and Latinx student populations.
Completion of Transfer Level Math AND English	▪ Culturally relevant math and English courses, supported with embedded tutors and supplemental instruction. ▪ Math boot camps in summer and winter for DI populations using MMAP placements. ▪ Allocate Learning Resource Center services to Umoja, Puente, and foster youth populations.
Vision Goal Completion	▪ Expand Umoja/Puente programs and services to serve students from onboarding to degree/certificate completion ▪ Offer tours to Hispanic Serving Institutions (HSI) and Historically Black Colleges and Universities (HBCU). ▪ Targeted, in-class workshops and services on Associate Degrees for Transfer

	Offer tours to Hispanic Serving Institutions (HSI) and Historically Black Colleges and Universities (HBCU).
Transfer to four-year institution	▪ Offer tours to Hispanic Serving Institutions (HSI) and Historically Black Colleges and Universities (HBCU). ▪ Connect transfer-ready DI students with NC alumni attending four-year colleges and universities. ▪ Targeted transfer fairs, information workshops and services for African American, Latinx, and foster youth students.

In addition to the activities listed in Table 6, Norco College plans to conduct additional initiatives and interventions. Some initiatives involve inquiry activities that are designed to help us gain a better understanding of the causes of equity gaps. Inquiry activities will commence in 2019-2020 and involve a continual process of learning, disaggregated data, and questioning assumptions to close equity gaps. Equity-focused professional development is also a major component of the equity plan. Detailed descriptions of the additional activities, interventions, and professional development plans are provided below.

Transfer Level English

Student retention and success in transfer level English at Norco College presently shows few equity gaps. In fact, the college showed no equity gaps based on race over the last three academic years when using the State Chancellor's desired percentage point gap methodology. However, equity gaps do appear when other methodologies are used (in particular, the PI methodology), including retention gaps for white students and success gaps for African American, Latinx, and Multi-ethnic students (based on 2017-2018 academic year). To address these gaps, the English discipline will pursue the following initiatives:

Increase Pedagogical Training Focused on Disproportionately Impacted Groups
The English discipline supports increased pedagogical training focused on programs targeting disproportionately impacted groups. In 2017-2018, several English faculty completed training sponsored by the Center for Organizational Responsibility and Advancement (CORA), including courses in supporting men of color and in addressing microaggressions. Faculty also took part in equity pedagogy workshops sponsored by the Center for Urban Education (CUE). Moving forward, the English discipline supports and encourages additional faculty training with CORA and CUE, as well as training by ESCALA Educational Services focused on faculty at HSIs like Norco College. Over the next three years, the English discipline plans to have 80% of all faculty, full-time and part-time, complete at least one pedagogical training focused on disproportionately impacted groups.

Development of Equity Focused Communities of Practice
The English discipline will engage in actively developing communities of practice focused on supporting work with disproportionately impacted groups. One area of this focus will be development of and support for themed classes focused on disproportionately impacted groups. Currently, English supports courses as part of the Umoja and Puente programs, and past faculty have developed specific courses addressing LGBTQ+

communities. Over the next three years, the English discipline will work to develop themed classes for additional disproportionately impacted groups, including foster youth, veterans, and disabled students. The English discipline will also commit to developing a common collection of equity-minded materials available to all faculty and focused on Norco's transfer level English course (ENG 1A). These materials will include textbooks, articles, videos, and lesson plans chosen to assist faculty in developing more equity-focused courses targeting disproportionately impacted groups.

Transfer Level Math

Similarly, transfer level completion presently shows no equity gaps based on race when using the State Chancellor's percentage point gap methodology. However, equity gaps do appear when using the 80% rule for African American, Latinx, and white students (based on 2017-2018 academic year). In particular, African American and Latinx males had the lowest completion rates. To address these gaps, the Math discipline will pursue the following initiatives:

Examine and Interpret Course Sequence Data by Race and Ethnicity
Math faculty will request disaggregated data for course sequences for the purposes of identifying "high-risk" courses for Latinx and African American students. Faculty will engage in action research to determine what aspects of the courses identified may be contributing to low success rates. Inquiry team will assess various characteristics of each course (days and times when courses are offered, taught by full time or part-time faculty, on-line course, hybrid, or in person). Faculty will interview students who successfully completed the courses to assist faculty in learning ways in which faculty played a role in their success.

Development of Equity Focused Community of Practice
The Math discipline will engage in actively developing communities of practice focused on researching and developing culturally relevant lessons and activities for Latinx and African American student populations. One of the many areas faculty will research is ways to restructure classroom setups that are focused on group learning for minoritized students. Math faculty will pilot best practices in courses with high enrollments of Latinx and African American students. These courses will be supported with embedded tutoring and supplemental instruction. Math faculty will also work with equity-related program personnel to designate sections specifically for African American and Latinx students. Over the next three years, the Math discipline will work to develop themed classes for additional disproportionately impacted groups, including foster youth, veterans, students with disabilities, and others.

Math Boot Camps for DI Student Populations
Math faculty will offer math boot camps in summer and winter terms to prepare Latinx and African American students for MAT 1A and 1B. The boot camps will provide students an opportunity to brush up on their math skills prior to enrolling in college level math. Boot camps are also designed to help acclimate students to a college

environment and to meet faculty who may serve as their mentors throughout their first year in college. Student equity personnel will assist with outreach and recruitment efforts to ensure boot camps are filled to capacity.

Increase Pedagogical Training Focused on Disproportionately Impacted Groups
Over the next three years, the Math Department plans to have 80% of all faculty, full-time and part-time, complete at least one pedagogical training focused on Latinx and African American students.

Vision Goal Completion and Transfer

Assessment Process
The Student Learning Outcomes (SLO) and Assessment Process is conducted with two primary goals in mind: to improve student learning and to improve the performance of our institution. Institutions of higher education have long acknowledged that pedagogy, curriculum, and student services need to be culturally responsive to the needs of our specific student populations. It is generally understood that there is no "one size fits all" approach to learning that can be successfully applied to every student we serve. However, less attention has been given to the process of SLO assessment. All too often, SLOs are designed, assessed, and used to make changes without consideration of the cultural relevance of the assessment process. Students may be given SLO statements that are not accessible to them, may be assessed using tools that narrowly define appropriate expressions of learning in ways that are bounded by culture, and may not benefit from improvement efforts that aren't tailored to ensure that all students succeed. If we ignore issues of culture, diversity, and equity in assessment, we will continue to disadvantage minoritized and underserved students in our improvement efforts. Norco College can identify and address student equity gaps through the student learning outcome assessment process by adopting culturally responsive assessment practices as defined by the National Institute of Learning Outcomes Assessment (Montenegro & Jankowski, 2017). Culturally responsive assessment is sensitive to the student populations served by the institution, expresses SLOs in language that is accessible to all students, acknowledges student differences when planning assessments, is based on tools that are appropriate for our student populations, and is explicitly intentional in using assessment results to improve learning for all students. Furthermore, culturally responsive assessment should involve students at every step of the process, including development of SLOs, selection of assessment tools, collection of results, interpretation, and using the results to drive improvement. Finally, collection and interpretation of SLO data at all levels should be disaggregated so we can identify and address equity gaps in SLO attainment.

Developing Instructional Faculty into Transfer Agents.
One of the most important roles that faculty advisors will play in Guided Pathways Success Teams is to promote transfer. Research shows that faculty play a very important role in facilitating transfer, particularly for minoritized students. To prepare faculty

advisors to serve in this capacity, we are planning to create and deliver an academy to develop a minimum of twenty-five faculty who want to take the role of equity-minded transfer agents. Faculty will attend five, three-hour seminars on the theory and practices of transfer agents. These sessions will include readings to understand the concept of agency and power and how they can be harnessed on behalf of minoritized students, understanding the enablers and inhibitors of transfer, strategies for addressing transfer in the classroom, and interviewing students who successfully transferred to assist faculty in learning ways in which faculty can support transfer. The full curriculum for the academy will be developed in Fall 2019 and launched in Spring 2020. Faculty designated as Transfer Agents within each student success team will coach faculty in their schools and departments to take on the role of transfer agents, they will promote transfer by organizing activities and making transfer a standing topic in schools and department meetings, and they will monitor their school's progress.

Professional Development

With the implementation of Guided Pathways, the Five Principles for Equity by Design, and Student Support (Re)defined framework, professional development for faculty, staff, and administrators is needed. In addition to the professional development activities previously listed, the equity plan supports many of the recommendations made in the Strategic Plan for Professional Development at Norco College developed by the 2018 Leading From The Middle (LFM) work group. The plan includes detailed professional development recommendations focused on equity-minded practices. The following recommendations contained in the plan will be supported with student equity funding:

Full-time Professional Development Coordinator
NC's commitment to Guided Pathways framework represents a comprehensive institutional paradigm change. This change requires that all staff adopt and consistently maintain a mindset that addresses and supports student success from an equity perspective. Developing, nurturing, and infusing this perspective requires professional development for all college stakeholders on an ongoing basis. To support this goal adequately and to fully implement the LFM strategic plan, a full-time professional development coordinator and an administrative assistant are needed year-round.

Disaggregated Data and Training
Disaggregated data will be provided and readily available for instructional and non-instructional purposes. Faculty will be provided with disaggregated data at the program and course levels, as well as training on how to interpret and utilize said data within classes. Disaggregated data will also be provided and made readily available for programs and services to assess their effectiveness. Staff and administrators will be trained on how to interpret said data to ascertain if the programs and services are in fact achieving desired results and equitable outcomes.

Systems and Tools
Faculty need systems and tools that would allow them to disaggregate all SLO data. While we currently disaggregate assessments that are conducted for General Education SLOs and for Area of Emphasis program SLOs, we do not systematically disaggregate for any other SLO assessment projects. We are currently reevaluating our existing process and the software tools we use to collect and store SLO assessment data. We must ensure that any new systems that are developed have the capacity to seamlessly disaggregate all SLO data. One promising avenue to consider is the collection of SLO data using rubrics in the Canvas Learning Management System (LMS).

Culturally Responsive Assessment Practices
Adopting culturally responsive assessment practices will require considerable professional development. More SLO assessment is occurring at Norco College than ever before. It is critical for us to move beyond a culture of compliance and completion of SLO assessment and start thinking about what students, faculty, and staff can learn from the process. First, faculty would need specific training on culturally responsive assessment, facilitated by an outside organization like the National Institute for Learning Outcomes Assessment (NILOA). This would likely need to be a series of training events and an ongoing emphasis that is reinforced in every conversation about assessment. Faculty may not have thought of assessment as a component of equity gaps, so this will require a shift in our institutional culture. At least some of this professional development should center on specific assessment tools, such as portfolios, capstone projects, and rubrics that can be used to rigorously assess SLO competency across a wide range of assessment types.

Equity-based Pedagogy Training and Support for All Faculty
Innovations in student-centered teaching with an equity lens are continuously being developed but not all faculty have access to these innovations. On-going training in such innovations for full-time and part-time faculty are needed on an on-going basis. Equity-based pedagogy must be supported and encouraged through faculty mentoring, improvement of instruction, and professional development opportunities. Training for part-time faculty must not only be encouraged but also incentivized and provided when it is most convenient for their schedules.

Professional Development-Four Pillars of Guided Pathways
Align professional development training around the Guided Pathways four pillars framework. This framework is designed to increase the effectiveness of our college and promotes the potential for greater student completion. We will work with the RP Group to develop trainings in the following topics: Student Support Redefined-Six Success Factors, Using the Success Factors to Facilitate Pathways Planning, 10 Ways Faculty Can Support Student Success, and 10 Ways Everyone Can Support Student Success. Trainings will be offered once per term to faculty, staff, and administrators to help everyone gain an understanding of their role in increasing overall student success and closing equity gaps.

Training and Ongoing Support for Faculty and Staff Advising
Faculty and staff advising are key elements in the Guided Pathways model and is a characteristic of highly successful colleges and universities. Therefore, members of the Student Success Teams must be supported with initial training and follow-up support before they are fully launched. Create clear descriptions of expectations and time commitments for faculty advisors and staff advisors, respectively, and develop guidelines and recommendations to help facilitate effective faculty and staff advising.

Update and Provide Support for Committee Websites
Committee websites serve as the primary avenue through which to disperse information and share training activities with all members of the institution. The Professional Development Committee and the Teaching and Learning Committee websites will be updated regularly with links to upcoming and past trainings, equity-minded instructional and non-instructional best practices, links to useful websites, and other pertinent information.

Evaluation Plan and Process

Using the Student Equity and Achievement (SEA) data provided by the California Community College Chancellor's Office (CCCCO), this plan has identified disproportionately impacted groups and has presented target goals for each indicator area: access, fall to spring retention, completion of transfer-level English and math in the first year, vision goal attainment, and transfer. The impact of activities outlined in the equity plan will be monitored at two levels. First, data will be gathered on the impact of activities on disproportionately groups. However, since equity efforts should have an impact on the institution as a whole, data on each of the indicators will be gathered for the entire college to determine if the equity plan activities are being scaled to a level that has an impact institutionally. At the most basic level, evaluation will be done at the end of each academic year to determine whether Norco has met its stated goal for each indicator area. The extent to which each goal is being met will be evaluated and reported in our annual review, per the guidelines of the CCCCO, and will be part of campus-wide program review reporting.

Beyond this basic level of evaluation and reporting on an annual basis, qualitative and quantitative evaluation efforts on campus will demonstrate effectiveness of programs and allow for deeper understanding of institutional progress toward each goal. Utilizing quantitative, qualitative, and mixed-methods approaches to evaluation within each indicator area will allow for a greater understanding of student experiences that may not be adequately captured in quantitative reporting. For example, a qualitative study may help identify barriers that disproportionately impacted student groups encounter during the onboarding process that lead to a fewer of these students enrolling at Norco College. We will be able to develop new interventions to address these barriers, which in turn will be evaluated to determine their impact. These secondary evaluation efforts are consistent with a cyclical approach to

evaluation, in which findings from one evaluation often drive or inform new questions to be explored with follow-up assessment. Thus, we expect that goal progress reporting will occur at the end of each academic year, but that there will be ongoing quantitative and qualitative studies that might speak to Norco's progress toward meeting different goals, from a student perspective.

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

Resources Allocated for Activities

The college is allocating student equity funds to support the initiatives listed in this plan, as well as personnel needed to implement activities. For example, equity funds will continue supporting Umoja by funding program activities and 50% of the Umoja Counselor/Coordinator position. Equity funds will continue funding two full-time student success coaches to focus on improving overall retention and success for Latinx and African American student populations. Unity Zone will be staffed with an hourly employee in fall and spring of each year. Equity funds will also support student leadership conferences, cultural events, as well as on-site and off-site professional development. The proposed budget below is based on anticipated funding level of $755,000 for the 2019-2020 fiscal year. Additionally, 2018-2019 carry forward will supplement professional development and activities described throughout this plan.

2019-2020 PROPOSED BUDGET		
Object Code	Category	Expense
1000	**Academic Salaries**	
	Dean, Student Equity Initiatives (Professional Development Coordinator)	.75
	Counselor/Coordinator- Umoja	.50
	Faculty Special Projects (Professional Development)	$20,000
2000	**Classified and Other Non-Academic Salaries**	
	Student Success Coach (Latinx Student Population)	1.00
	Student Success Coach (African American Student Population)	1.00
	Administrative Assistant	1.00
	Temporary, Hourly Staff Member-Unity Zone	$26,000

		Salaries	$434,565
3000	Employee Benefits	Benefits	$260,936
4000	**Supplies and Materials**		
	Office and other Supplies		$3,000
	Books and instructional materials (Umoja, Puente)		$6,000
	Copying and Printing		$2,499
	Food (local trainings, events, and planning meetings)		$8,000
		Supplies and Materials	**$19,499**
5000	**Other Operating Expenses**		
	Consultants (Professional Development)		$10,000
	Student Travel (Conferences, college tours, and cultural events)		$10,000
	Staff Travel (Conferences, trainings, and retreats)		$20,000
		Subtotal	**$40,000**
6000	**Capital Outlay**		**$0**
7000	**Other Outgo**		**$0**
		Total 2019-20 Anticipated Expenditures	**$755,000**
		2019-20 Anticipated Allocation	**$755,000**

Coordination with Equity-related Categorical Programs

The college will coordinate efforts with equity-related categorical programs in two ways. To improve fall to spring retention of DI students, the equity plan administrator will coordinate with program leads to develop a campus-wide strategic recruitment plan to ensure DI students with the most needs are provided the opportunity to join these programs. More specifically, equity-related programs must ensure African American, Latinx, Foster Youth, Pacific Islander, and LGBTQ students with the highest needs are intentionally recruited to fill available slots. Our recruitment strategy is also intended to ensure special funded programs closely reflect the student gender ratio. Historically, these programs have served a higher ration of females than males. When recruiting male participants, men of color, in particular, must be intentionally recruited because they continue to emerge as DI across multiple metrics. To achieve this task, the equity plan administrator will coordinate efforts to change how recruitment occurs throughout the year. We will use the onboarding process and financial aid data to assess the needs of first-time college students, and also to determine eligibility for equity-related programs. These data will be sorted and lists of eligible participants will be forwarded to program personnel. Program leads will direct their staff to actively recruit participants from the lists provided until all slots have been filled. Students will also be informed about the programs that are recommended for them to join based on their needs. This coordinated recruitment plan and process will ensure that students with the highest needs are provided the opportunity to join equity-related categorical programs when they first enroll in college. This plan also ensures that DI students receive support services when they first enroll in the college.

The college also plans to expand the Umoja and Puente programs to serve more African American and Latinx students. Historically, membership in these programs was limited to the

number of the seats available in program sponsored English and guidance courses. To expand these successful learning communities, the Umoja and Puente traditional models need to change. Moving forward, African American and Latinx students will be able to join these learning communities by either enrolling in program-sponsored courses, or by participating in program sponsored meetings and activities outside of class. Program leads will work with instructional deans and faculty to offer culturally relevant courses (ethnic studies, social justice, etc.) in addition to program-sponsored English and guidance courses. Increasing the number and type of culturally relevant courses will help promote student engagement and participation in Umoja and Puente learning communities. The goal is to serve approximately 150 students in each learning community by the end of the 2021-2022 academic year.

Assessment of Progress Made

Table 7 provides an overview of progress made between academic years 2015 and 2018. The metrics used to measure progress are the same ones included in the 2017-2019 SSSP, Equity and Basic Skills Integrated Plan. The DI groups under each metric were disaggregated by race and gender. The green arrows indicate a positive, upward trend, black indicates little or no progress made, and red indicates a downward trend. In summary, significant improvements were made in transfer level English completion and associate degree completion. Little or no improvement was made in transfer level math completion and onboarding. Certificate completion percentages for females remained somewhat steady, while African American and Latinx male completion rates are extremely low. Of particular concern is a significant drop in the transfer rate of African American males (23.1% to 13.3%) in the past three years.

Table 7. Integrated Plan Outcomes-DI Populations					
Metric	DI Group	2015-2016	2016-2017	2017-2018	Trend
Onboarding (application to enrollment)	African American Females	45.6%	43.4%	41.5%	↓
	Filipino Females	46.2%	43.5%	39.7%	↓
	Latinx Females	50.3%	49.4%	48.3%	↓
	African American Males	49.8%	48%	46.7%	↓
	Filipino Males	59%	57.1%	49.8%	↓
	Latinx Males	56.2%	53.6%	49.3%	↓
Fall to Fall Retention	African American Females	61.9%	48.6%	50%	↓
	Latinx Females	54%	52.1%	55.8%	↑
	African American Males	40%	42.9%	42.6%	↑
	Latinx Males	51.9%	54%	47%	↓
Transfer Level Math Completion (within 2 years)	African American Females	20%	31.8%	36.4%	↑
	Latinx Females	33.3%	32.5%	24.8%	↓
	African American Males	33.3%	33.3%	42.9%	↑
	Latinx Males	28.8%	30.5%	26.2%	↓
Transfer Level English Completion	African American Females	58.8%	44.4%	60%	↑
	Latinx Females	46.1%	48.9%	47.6%	→
	African American Males	31.6%	28.6%	40%	↑

(within 2 years)	Latinx Males	33.8%	42.9%	48%	↑
Associate Degree Completion (within 4 years)	African American Females	4.4%	14%	8.9%	↑
	Latinx Females	12.5%	12.4%	16.6%	↑
	African American Males	7.7%	3.9%	13.3%	↑
	Latinx Males	10.2%	8.1%	8.6%	↓
Certificate Completion (within 4 years)	African American Females	2.2%	2.3%	2.3%	→
	Latinx Females	.9%	.7%	1%	→
	African American Males	2.6%	0%	0%	↓
	Latinx Males	2.1%	1.3%	1.2%	↓
Transfer (within 4 years)	African American Females	15.6%	11.6%	15.6%	→
	Latinx Females	10.9%	10.6%	11%	→
	African American Males	23.1%	11.8%	13.3%	↓
	Latinx Males	6.9%	6.5%	7.8%	↑

Accounting of Student Equity Expenditures

The 2019-2022 Equity Plan also requires an accounting of how student equity funding for 2015-2016, 2016-2017, and 2017-2018 was expended. Below is an accounting of expended funds.

2015-2016 STUDENT EQUITY EXPENDITURES		
Object Code	**Category**	**Expense**
1000	**Academic Salaries**	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor, Umoja	.50
	Counselor-Student Support Services	Hourly
	Counselor-Student Support Services-RISE	Hourly
	Faculty Special Projects	
2000	**Classified and Other Non-Academic Salaries**	
	Student Success Coach-Men of Color Mentoring Program	Hourly
	Student Success Coach-Umoja	Hourly
	Outreach and Recruitment Specialist for Veterans and foster youth	.49
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Administrative Assistant	.50
	Veterans Services Specialist	.15
	Tutors	Hourly
	Peer Mentors (Umoja and Men of Color)	Hourly
	Salaries	**$340,789**
3000	**Employee Benefits** **Benefits**	**$88,315**
4000	**Supplies and Materials**	
	Office Supplies	
	Books and instructional materials (Umoja, Puente, FYE, Next Phase, CalWORKs, and foster youth)	

Object Code	Category	Expense
	Copying and printing	
	Outreach materials	
	Supplies and Materials	**$105,575**
5000	**Other Operating Expenses**	
	Professional Development Services	
	Consultants (UCLA's Grit Training Program)	
	Food for trainings, events, planning meetings, students orientations, flex days, etc.	
	Student Travel (Umoja statewide and regional conferences, A2MEND)	
	Staff Travel (Umoja Summer Institute, RP conferences, veterans conferences, CUE Equity Institutes, Faculty Retreat)	
	Other	**$149,652**
6000	**Capital Outlay**	**$0**
7000	**Other Outgo** (educational supplies) **Outgo**	**$4,387**
	Total 2015-16 Expenditures	**$688,718**

2016-2017 STUDENT EQUITY EXPENDITURES		
Object Code	**Category**	**Expense**
1000	**Academic Salaries**	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor- Umoja	.50
	Counselor-Student Support Services	Hourly
	Counselor-Student Support Services-RISE	Hourly
	Faculty Special Projects	
2000	**Classified and Other Non-Academic Salaries**	
	Student Success Coach (Men of Color Mentoring Program and Foster Youth)	1.00
	Student Success Coach-Umoja	1.00
	Student Success Coach-Career Technical Education	.05
	Outreach and Recruitment Specialist for veterans and foster youth	.49
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Administrative Assistant	.50
	Peer Mentors (Umoja, Men of Color)	Hourly
	Salaries	**$324,453**
3000	**Employee Benefits** **Benefits**	**$163,272**
4000	**Supplies and Materials**	
	Office Supplies	
	Books and instructional materials (Umoja, Puente, First Year Experience, Next Phase, CalWORKs, EOPS, and foster youth)	
	Instructional materials	
	Outreach materials	
	Supplies and Materials	**$23,994**
5000	**Other Operating Expenses**	
	Food for trainings, events, planning meetings, and orientations	

	On-site professional development	
	Travel (staff and student travel)	
	Other	**$89,316**
6000	**Capital Outlay**	$0
7000	**Other Outgo**	$148
	Total 2016-17 Expenditures	**$750,438**
	Total 2016-17 Allocation	**$750,438**

2017-2018 STUDENT EQUITY EXPENSES		
Object Code	**Category**	**Expense**
1000	**Academic Salaries**	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor/Coordinator- Umoja	.50
2000	**Classified and Other Non-Academic Salaries**	
	Student Success Coach (First Year Experience Program, Men of Color Mentor Program and Foster Youth)	1.00
	Student Success Coach-Umoja and Puente	1.00
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Peer Mentors and Program Assistants	Hourly
	Subtotal	**$415,039**
3000	**Employee Benefits**	**$187,558**
4000	**Supplies and Materials**	
	Office and other Supplies	
	Books and instructional materials (Umoja, Puente, First Year Experience, Next Phase, CalWORKs, EOPS, and foster youth)	
	Copying and Printing	
	Food (trainings, events, and planning meetings)	
	Subtotal	**$55,038**
5000	**Other Operating Expenses**	
	Food for trainings, events, planning meetings, and orientations	
	On-site professional development	
	Travel (staff and student travel)	
	Subtotal	**$93,278**
6000	**Capital Outlay**	**$0**
7000	**Other Outgo** (Educational Supplies)	**$3,386**
	Total 2017-18 Expenditures	**$754,299**
	Total 2017-18 Allocation	**$754,299**

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