



Diversity Equity & Inclusion Committee Minutes

2/22/19 10:30am-12pm

IT 218

Present: Anthony Becerra, Ammanda Moore, Bernice Delgado, Brady Kerr, Edwin Romero, Eric Betancourt, Gustavo Ocegüera, Jan Muto, Lisa Nelson, Zachary Emorey, Toren Wallace, Greg Ferrer, Nathaniel Ilo, Dr. Bryan Reece

- **Meeting called to order: 10:37am**
- **Introductions**
- **Approval of 10/26/18 & 11/16/18 minutes:** Committee approved with minor corrections on each.
- **Membership:** Committee will add Toren Wallace to the membership
- **Budget Update:** Fall expenses totaled \$547.95 for October & November events.
- **2019-2022 Student Equity Plan Template:** Dr. Ocegüera presented two forms that gave guidelines from the California Community Colleges. *Student Equity Plan Instructions* and a chart for *Metric Based Goals*.
 - Equity Plan will need to be sent to the board by June 2019 for approval, a draft will come to this committee for a first read.
 - Closing the Equity gap: Categories of students were reviewed as well as the metrics used.
 - Should we add DACA students, men of color, and formerly incarcerated students to the list? Greg mentioned there is still the concern of students not self-identifying.
 - Application to Enrollment process was discussed, students may fear to self-identify during application process.
 - There needs to be additional studies on disproportionate impacted students.
 - Guided Pathways needs to do more to achieve Equity gap, there needs to be more intervention/support services for disproportionate impacted students.
 - Dr. Ocegüera is working with Dr. Aycock on collecting data from specific dates.
 - Professional Development for the entire college is one activity that will occur soon, possibly bringing in *RP Group* or *Leading from the Middle* for a training.
 - Best Practices should be disseminated to all from previous trainings, Dr. Ocegüera will send *Leading from the Middle* professional development plan to committee.
 - Dr. Reece: There needs to be an Equity Skill Development training for the entire campus. Possibly a shared governance Professional Development Committee or Institutional Committee to assist with trainings
- **Spring 2019 Events:**

- **Diversity Summit:** Will be planned in the spring but due to timeline will be scheduled to take place early fall 2019.
- March- Cesar Chavez event: Possible Cesar Chavez Breakfast- Bernice will contact possible speakers, event slated for April 4th, 2019, 8:30am.
- Ideas for Social Justice Speakers: Dolores Huerta from the Dolores Huerta Foundation and Patrisse Cullors, Black Lives Matter activist. Dr. Nelson also mentioned a possible formerly incarcerated student panel, *Liberated Scholars* for a future event.
- The importance of Campus Awareness was discussed, displaying posters, collaborating with the Library to promote specific books, or showing educational films.
- Other:
 - Dr. Reece encouraged everyone to review the Education Master Plan and discussed the Equity goal possibly living in this committee. Facilities Master Plan: DLR Architects will be at the next meeting to discuss future campus design, to receive ideas from this committee.

Adjourned: 12:07pm

Next Meeting: 3/22/19

Statement of Purpose

The Diversity, Equity & Inclusion Committee is focused on advocating for people from all cultures, backgrounds, and experiences for the enrichment of our Norco College community.



Student Equity Plan Instructions

Background Information:

EC 78222 requires as a condition of funding the completion of a student equity plan (as outlined in EC 78220). 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 shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research, as to the extent of student equity by gender and for each of the following categories of students, that uses the methodology established pursuant to subdivision (d) of Section 78221:

(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 for reporting purposes:

(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 one race.

(F) Homeless students.

(G) Lesbian, gay, bisexual, or transgender students.

(H) Additional categories of students determined by the governing board of the community college district.

The accompanying Word template of the Student Equity Plan is for planning purposes only. Plans will be submitted online via NOVA and are due by June 30, 2019. The online plan will be available by March 1st. A separate plan must be submitted for each college in the district.

Student Success Metrics:

The 2019-2022 Student Equity plan has been aligned to the system's new Student Success Metrics. Colleges can use the Student Success Metrics (SSM) Dashboard to access their data for their overall student population. Colleges are required to set three-year goals from the Student

Success Metrics for the overall student population and for each student equity population** shown to have disproportionate impact in the following areas:

1. Access – Successful Enrollment*
2. Retention – Fall to Spring
3. Transfer to a four-year institution
4. Completion of transfer-level math and English
5. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

* Successful Enrollment will be included in the second build of the SSM Dashboard and should be available by the end of January.

**Disaggregated data will be available for the required equity populations at the end of January on the SSM Dashboard.

The specific definitions for each metric may be found in the [Data Element Dictionary](#). The Chancellor's Office approved method for measuring disproportionate impact is the Percentage Point Gap method; however, colleges may use other methods as additional methodology. The RP Group document, [Using Disproportionate Impact Methods to Identify Equity Gaps](#), may be of assistance.

If you have any questions, please feel free to contact Michael R. Quiaoit, Dean, Student Services, mquiaoit@cccco.edu or Mia Keeley, Dean, Student Services, mkeeley@cccco.edu.



2019-22 Student Equity Plan

(For Planning Purposes Only)

1. In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

| Metric | Current Baseline Data for Overall Student Population | Goals for Overall Student Population | Activities that support the goal |
|---|--|--------------------------------------|----------------------------------|
| <i>Access: Successful Enrollment</i> | | | |
| <i>Retention: Fall to Spring</i> | | | |
| <i>Transfer to a four-year institution</i> | | | |
| <i>Completion of transfer level math and English</i> | | | |
| <i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i> | | | |



2019-22 Student Equity Plan
(For Planning Purposes Only)

2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

| Metric | Current Baseline Data for Disproportionately Impacted Student Population | Goals for Disproportionately Impacted Student Population | Activities that support the goal |
|--|---|---|---|
| <i>Access: Successful Enrollment</i> | | | |
| <i>Retention: Fall to Spring</i> | | | |
| <i>Transfer to a four-year institution</i> | | | |
| <i>Completion of transfer level math and English</i> | | | |
| <i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i> | | | |



2019-22 Student Equity Plan

(For Planning Purposes Only)

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)
4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)
5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:
6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name _____
Title _____
Email Address _____
Phone _____

Alternate Point of Contact:

Name _____
Title _____
Email Address _____
Phone _____



2019-22 Student Equity Plan
(For Planning Purposes Only)

Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify 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 Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

Chancellor/President _____ Date _____ Email Address _____

Chief Business Officer _____ Date _____ Email Address _____

Chief Instructional Officer _____ Date _____ Email Address _____

Chief Student Services Officer _____ Date _____ Email Address _____

President, Academic Senate _____ Date _____ Email Address _____