

**Minutes**  
**Institutional Strategic Planning Council**  
**March 1, 2017**  
**ST 107 (1:00-3:00pm)**

**Members:**

Ruth Leal (Staff-Instructional Productions Specialist \*ISPC Chair\*)  
Melissa Bader (Faculty Rep to District EMTF \*ISPC Chair)  
Diane Dieckmeyer (VP Academic Affairs \*ISPC Chair\*)  
Greg Aycock (Institutional Effectiveness)  
Chris Poole (Staff)  
Koji Uesugi (VP Student Services, Interim)  
Daniel Landin (Staff)  
Beth Gomez (VP Business Services)  
Peggy Campo (Academic Senate President)  
Celia Brockenbrough (Library Faculty)  
Jim Thomas (CTE Faculty)  
Mark Lewis (COM Faculty)  
Tom Wagner (CTE Faculty)  
Monica Esparza (Staff)  
Mark DeAsis (Dean of Admissions and Records)  
Monica Green  
Maria Barrigan (ASNC)  
Barbara Moore (Faculty)

**Absent:**

Leona Crawford (Staff)  
Jason Parks (Chair of Chairs, APC)  
Mitzi Sloniger (Faculty)

**Guests:**

Gustavo Ocegüera  
Kristine Anderson  
Bryan Reece  
Kevin Fleming  
Eric Betancourt

**Welcome:** Diane Dieckmeyer

Welcome back everyone  
Welcome Maria Barrigan, our newest member  
Round table introductions  
Reminder, this is a technology free meeting.

**Approval of Minutes:**

Approval of Minutes for December 7, 2017 ISPC Retreat  
Motion to approve minutes Jim Thomas/Mark DeAsis  
MSC with corrections 3 abstentions

## **I. Action Item:**

- A. FTES Distribution Plan 17-18-Diane Dieckmeyer  
Motion Beth Gomez/Jim Thomas  
Reviewed handout  
Fall term slightly weighted  
17/18 planning for very small growth  
Distribution same as last year

Norco's **overall** FTES target for 2017/2018 is 7035.40

17SUM	523.80 (7.4%)
17FAL	3082.23 (43.8%)
18WIN	515.08 (7.3%)
18SPR	2914.51 (41.4%)

Voting today on the 17/18 split in FTES across the district.

MVC	7004.95
NC	7004.95
RCC	16,446.40

We are currently 35 below target. Riv and MV are lower. Big picture is that we are not growing as a system.

Discussion:

- What does unfunded mean? It means that the state has not given us any guarantee that the state will pay for these students.
- Since MV is low does that mean that NC needs to give up some of their FTES? When one has to borrow it effects all three colleges. If we are overall low, the solution is to add more classes which could be difficult in a soft market. New sections need to be added strategically and consider the pipeline classes that students really need.
- Are these targets reasonable given the current climate? Yes, they are for Norco. Riverside added a lot of FTES in winter in areas that we were supplying. Now we are reevaluating. RCC is only 89 under which is phenomenal especially considering how much they added in winter.
- Summer and Winter targets need to be flexible.
- There are spaces available during the day, evenings and Saturday if we add classes.

Call for motion to approve the 17/18 distribution  
MSC 1 opposed

## **II. Information Items:**

A. Review of New Web Pages-  
<http://norco.rccd.us/>

Diane Dieckmeyer

Looking for your input on the new mobile responsive, streamlined web pages.  
New approach is to convince students to *choose* Norco College.

Working with Redfusion

- What does college cost?
- Why go to college?
- Pathways
- Visit
- Student Testimonials

Discussion: What are your thoughts?

- Would like to see more diversity in the pictures
- Would like to see pictures that give the *flavor* of Norco
- Customize to “Norco”.
- Will this be our new webpage? It can be layered over our current website or we could have the current site not change at all and have a site found by new, potential students as a separate site with links.
- Add something about student life, involvement in campus life. Currently being reviewed by the student association.
- Could we use this for “potential” students
- We don’t want to lose current students that really need to dig into the current webpage. Current students are used to seeing and using our existing website and this may give negative input. Consider a popup page.
- Friday survey. What are you specifically looking for?
- Full site tag at the top of the page
- Consider video testimonials instead of reading student testimonials. Other sites have short stories and photos of faculty/staff/student

Our current website ASSUMES the student wants to attend Norco. Study was done and showed that Quick links on current website are easy to use. Looking at how many clicks it takes to register, find out about classes, etc. Executive team will meet to and decide how to move forward and make decisions. We will bring information back to the ISPC.

B. Integration of Equity, SSSP, Basic Skills Plans; State Update- Gustavo Oceguela Handouts reviewed. Basic Skills Initiative-2017-19 Integrated Plan Received memo from the Chancellor directing us to integrate Basic Skills, Student Equity and Student Success and Support program plans. Why?

- All three have the same ultimate goal of increasing student success while closing achievement gaps
- There is a strong potential for overlap between and among the programs

Memo provides details-highlights

- BSI SSSP & Equity
- Due December 1, 2017
- 2 year plan
- Use allocation as of July 1 2017
- Each group will get separate allocations

- Submit 1 budget
- 1 report annually-MIS data
- Look at educational master plan
- Identify 1 contact person

Template reviewed

Still requires match for SSSp money.

Next steps for us:

- Pull groups together next Monday (March 6) to develop plan
- Will come back and talk to ISPC for feedback
- Aligns nicely with what we are already doing
- Funding will remain the same
- Dr. Ocegüera, Dr. Aycock and Dr. Uesugi will spearhead
- Consider having the Completion Initiative serve as the umbrella with other groups coming under the umbrella.
- Looking for overlap from all three. Still things that need to be done individually, but they want to see overlap.

Discussion: Will there be any repercussion if we don't make targets? Will this address the Student Success committee that we put on hiatus? Will you have an organization chart showing how things are integrated? Something like that would be very helpful. When you talk about student success, how are the funds being used to help the students *in the classroom*? Workgroup has been talking about how we can support the faculty. RP group made it very clear what is meant by integrated planning. Peggy can share the materials she received and recommends attending one of their workshops.

C. Dual Enrollment Update-  
Handout reviewed:

Monica Green

- AB288 passed -legislative changes allow for greater flexibility for high school (HS) students
- HS students take college courses on HS campus, taught by HS faculty who meet Minimum Qualifications to teach college-level courses (Following contract).
- Started with Eleanor Roosevelt HS
- Dr. Dieckmeyer, Melissa Bader, Mark DeAsis, Dr. Fleming, Dr. Uesugi plus other individuals outside this room were involved in the discussion. Currently working on MOU. Rolling out in 2017. Very exciting. Name of agreement is CCAP
- Three pathways we are implementing: Business, Engineering and Gaming.
- Juniors and seniors (primarily) can enroll in 4 classes up to 15 units fall and spring.
- Advantage for students when approved is earlier enrollment.
- Dr. Maureen Sinclair very active in developing the MOU.
- Follows Course outline of record.

Discussion:

- Are we double dipping? No, we are not getting the ADA. Classes are not held during their regular school day. Same courses that we offer here, being taught by



associate faculty on the HS campus. They are considered Norco College students with the same access to library services.

- Haven't we been here done that with Concurrent enrollment? How is this different. New law is very specific about what you can and can't offer. Activity classes are not allowed. Courses are very prescribed. Agreement goes to the state. They are watching very closely.
- Good for student's access to college
- Chances of continuation is greater.
- College keeps FTES.
- Will not affect our limited available space here on campus since the classes are held on the HS campus.
- Many universities are no longer taking AP credits but they will take these.
- Good for strategic plan- calls for access and partnerships with community, facility plan and equity plan. This partnership addresses all areas. \
- Have we addressed issues of underage students? Yes.
- Will they be flagged as HS students? No. Classes will be offered only at the HS campus.
- Associate faculty will be hired through the district. Will they be part of the department? Yes. They will be part of the Associate Faculty pool and will be evaluated just like any other faculty.
- Student process is slightly different. With this agreement they do not pay service fee, and school district will provide the text book. They will receive ID's.
- There is a lot that these students will miss by not being part of the college experience. Can we offer some sort of activity that addresses the difference between college and HS. Guidance courses will most likely be offered to address some of the issues.
- Why Roosevelt? Because of their STEM academy and strong partnership.
- JFK is different. It is a middle college but it is a different arrangement.

D. Completion Initiative (CI) Update-

Melissa Bader  
Diane Dieckmeyer

Reaffirmed but there were questions in Science and Math and how it was divided into schools. Created a school of STEM bring them back together. CI worked over winter and will bring through all areas now. It did get departmental approval and will be voted on at the next AS meeting.

Thank you Jennifer and Melissa for the creation of the new flyer.  
Innovation Award-submitted our completion initiative. Award is \$2.5 million. We are already doing the work so why not apply for the award.

Guided Pathways Project-consortium of colleges doing pathways work. Colleges involved in Guided Pathways program could be awarded additional money. If approved watch for March 20 phone interviews.

E. Resource Prioritization Restructure-

Diane Dieckmeyer

- Problem 1-Program Review resource requests submitted by members of academic affairs unit are prioritized using a ranking criterion that is not applicable to the academic affairs unit.
- Problem 2-very few members of the academic affairs unit have the opportunity to participate in the prioritization and ranking process.
- Solutions: Establish an academic affairs prioritization sub-committee that will prioritize resource requests in instructional and administrative program reviews from academic affairs. Student Services and Business Services have been doing their own prioritization for years. Create a ranking criterion that is applicable to the resource requests submitted in academic affairs program reviews.

Prioritization Sub-Committee-Not an ongoing committee-Proposed group-supported by APC

- Technology Committee member
- 2 department chairs
- 1 faculty from the Professional Development Committee
- 1 Senate representative
- 2-3 administrators
- 4 classified staff (designated by CSEA)
- Chair-VPAA

Three meetings held in fall

What happens to 3 lists? Do we leave them as individual lists or do we merge the list into one. Not decided yet.

Discussion: Would like thoughts on this proposal

- Will this include faculty positions. No
- Lists still go to BFPC? No
- Will this go through a vetting council? It could go back through APC.
- Would this include PR from each discipline. Yes. staff and equipment.
- Strongly consider a test drive of the new rubric against the old rubric. Which works better-assess the assessment.
- Alexis was part of this conversation. PR committee should be separate from this group.
- Should we look at a flow chart? Yes, once we get approval to move forward we will bring in the flowchart. We need to do things strategically.
- Recommend that all groups review flow charts
- Discuss what happens after we have the lists

### **III. Committee Reports**

A. Legacy Committee  
Statement of Purpose reviewed

Eric Betancourt, Bernice DelGado

## **Goal 2: Improve the quality of student life:**

### **Objective 4: Increase the percentage of students who consider the college environment to be inclusive.**

- October Hispanic Heritage Month-Speaker and dancers
- November-Indigenous People's Month-short films - Real story of Thanksgiving,
- February African American Dancers
- April-Day of inclusiveness
- May Pacific Islander and LGBTQ

Very ambitious agenda

Did legacy already put these through for flex? No but we will. Send Melissa whatever you have ready for Spring. Melissa will get it preapproved for FLEX.

**Objective #5** Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics-Legacy committee will continue working on this objective by promoting inclusiveness, scheduling diversity-related activities, and advocating for those who feel they are experiencing unfair treatment.

### **Goal #7 Strengthen our commitment to our employees**

#### **Objectives 2, 3 & 4**

Climate survey completed in Spring 2016. Survey primarily focused on assessing students and employee's general welfare and sexual misconduct. Committee will work with Institutional Research and Student Affairs to determine what types of activities and training may be necessary to address survey findings.

Action Plans:

- see handout

Mission

- see handout

Challenges

- see handout
- Planned too many events. Will cut back to maybe 2 per year.

Assistance needed from ISPC

- Continued support.

Thank you ASNC for co-sponsorship

Thank you Bernice for keeping us organized

Thank you Eric for your leadership

ISPC thanks the Legacy Committee for all of their hard work

## **IV. Good of the order**

Moving forward with food pantry.

Maria-ASNC spoke to Mark - Contingency fund of \$2000 was used to put together bags(coyote packs) (will ask for donations in the future) for students that are hungry. Currently done this way at Cal State San Bernardino. Consider the connection with

the community. CSSB provides a handout when student picks up a bag that contains information on resources throughout the community. Rolling out Coyote Packs this month.

Dr. Reece-FTES Norco has its foot on the breaks in growth. We can't just continue to try to recover 400 FTES each year.

Dr. Hendrick and Dr. Isaac are interested in how we will do this. Interesting opportunity. District loses FTES unless Norco grows. We have support in council but also lots of politics are involved. Meeting March 29 to discuss secondary entrance. Folks from City of Norco, CNUSD, city fire, police, etc. are expected to attend. We have taken lots of pictures of how terrible traffic is. Local fire and police will make the point that it is a problem **right now**. Not if we grow, **right now!** It will be a liability issue if it does not changed. We have to pick an access road. If we agree it is a liability issue, we are very exposed if anything happens. Looking for an agreement as the first step. Problems-The routes that do not involve residences are financially expensive, routes through residences are politically expensive.

Next meeting March 15, 2017

### **MISSION STATEMENT (Board Approved August 2012)**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

**Riverside Community College District**  
**FY 2017-18 FTES Planning**  
as of January 19, 2017

	<b>FY 2016-17</b>
FTES Target	29,578.89
Actual FTES (Assumed Funded Level is Achieved)	29,578.89 *
FTES Target vs. Actual Difference	-

\* Assumes 147.44 FTES is moved from Summer 2017 to FY 2016-2017 and all FTES are funded (based on P1 FTES at 29,431.45) (440.56 PY)  
MVC - 6,695.77 vs. 6,832.72 = (136.95); NC - 6,833.20 vs. 6,832.72 = .48; RCC - 15,902.48 vs. 15,913.45 = (10.97)

	<b>FY 2017-18</b>	
Base Credit FTES	29,578.89	
FTES Growth	575.86	1.34%/1.95%
Funded Credit FTES	30,154.75	
FTES Target	30,456.30	
Unfunded	301.55	1.00%

**FTES Production for FY 2017-18**

Growth FTES	575.86
Unfunded FTES	301.55
Summer 2017 Rolled to FY 2016-17	147.44
Total FTES Production	1,024.85

FY 2017-2018 Target	30,456.30
FY 2016-2017 Actual FTES (Assumed P1)	29,431.45
Total FTES Production	1,024.85

	<b>FY 2017-2018 Target</b>	<b>FY 2016-2017 Target</b>	<b>Increase</b>
MVC	7,004.95	6,832.72	172.23
NC	7,004.95	6,832.72	172.23
RCC	16,446.40	15,913.45	532.95
<b>Total</b>	<b>30,456.30</b>	<b>29,578.89</b>	<b>877.41</b>

## Academic Affairs Resource Allocation Proposal

**Problem:** 1) Program Review resource requests submitted by members of academic affairs unit are prioritized using a ranking criteria that is not applicable to the academic affairs unit. 2) Very few members of the academic affairs unit have the opportunity to participate in the prioritization and ranking process.

**Solution:** 1) Establish an academic affairs prioritization sub-committee that will prioritize resource requests in instructional and administrative program reviews from academic affairs. 2) Create a ranking criteria that is applicable to the resource requests submitted in academic affairs program reviews.

**Prioritization Sub-Committee** – To be comprised of staff, faculty and administrators from within the academic affairs unit, and chaired by the Vice President, Academic Affairs. Suggested membership includes:

- 1 Technology Committee Member
- 2 department chairs (including 1 CTE chair)
- 1 faculty member from Professional Development Committee
- 1 Senate representative
- 2-3 administrators
- 4 classified staff (designated by CSEA)
- Chair – VPAA

**Meeting Schedule** – Three meetings to be held in the Fall term

**Rubric Criteria** – To be developed by Prioritization Sub-Committee



# PLEASE SIGN IN

Institutional Strategic Planning Committee

March 1, 2017

1:00-3:00 (ST 107)

PLEASE INDICATE IF YOU ARE A GUEST

SIGN	PRINT
Celia Brockenbrough Ruth Leal	Celia Brockenbrough Ruth Leal
<del>Monica Espinosa</del>	<del>ANIBEL LANDIN</del>
Monica Espinosa Kris Anderson	Monica Espinosa Kris Anderson (guest)
Kevin Fleming	Kevin Fleming
Mark DeAsis	MARK DeAsis
Melissa Bader	M Bader
Jim Thomas	Jim Thomas
Monica Green	MONICA GREEN
Chris Poole	CHRIS POOLE
Mark Lewis	MARK LEWIS
Maria Barragan	MARIA BARRAGAN
Beth Gomez	BETH GOMEZ
Tom Warner	Tom Warner
Barbara Moore	BARBARA MOORE
Gustavo Ocegueda	Gustavo Ocegueda
Koji Uragi	Koji Uragi
Greg Betancourt	Greg Betancourt
Peggy Campo	Peggy Campo
Greg Aycock	Greg Aycock
Diane Dieckmeyer	Diane Dieckmeyer

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4400  
SACRAMENTO, CA 95811-6549  
(916) 322-4005  
<http://www.cccco.edu>



DATE: February 15, 2017

AA 17-12/SS 17-04  
VIA EMAIL

TO: Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Chief Business Officers

FROM: Pamela Walker, Vice Chancellor, Educational Services

SUBJECT: **Basic Skills Initiative, Student Equity Program, and Student Success and Support Program Integrated Planning Documents**

**Background**

As you are aware, the Chancellor's Office has been undergoing an effort to integrate three programs: Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP). These programs were selected as a starting point for integrative efforts for two main reasons: 1) all three have the same ultimate goal of increasing student success while closing achievement gaps; and 2) there is a strong potential for overlap between and among the programs. The first step in this effort was to request a Partnership Resource Team (PRT) through the Institutional Effectiveness Partnership Initiative (IEPI) to assist the Chancellor's Office. The PRT was comprised of college faculty, staff, and administrators representing a broad range of expertise relevant to the integration objective. Over the course of several months, the PRT worked with Chancellor's Office staff to share their insights and assist in creating an action plan. This memo provides an update on the steps taken since then and introduces the new integrated planning documents that will be used beginning in 2017-2018.

**Developing the Documents: A Collaborative Process**

After several meetings with the PRT, a small group of Chancellor's Office staff began the work of integrating the three programs by first reviewing the relevant sections of California Education Code and the California Code of Regulations, title 5, as well as the previous program plans and guidance. This analysis of the program, expenditure, and reporting requirements for all three programs was the foundation for a first, very rough draft of an integrated plan document that focused on meeting the requirements of California Education Code and the California Code of Regulations, title 5, while also moving toward a more cohesive, integrated approach at the college and district levels.



The draft was then shared with several key groups with two requests: provide feedback on the draft and identify two representatives from each group to take part in face-to-face discussions at the Chancellor's Office. These groups included Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, Chief Business Officers, the Academic Senate for California Community Colleges, the RP Group, the Basic Skills Advisory Committee, the Credit and Noncredit Student Success and Support Program Advisory Committees, and leaders in the field on Student Equity. The representatives from these groups met with Chancellor's Office staff on January 5 and again on January 23. In addition, a subgroup met twice between the larger group meetings, on January 12 and 19, to continue the discussion and revise the document.

These fruitful discussions allowed for input from multiple perspectives, which helped not only in achieving the goal of integrating the plans of the three programs, but also developing a planning document that meets the requirements of the law, the needs of the Chancellor's Office, and the needs of the colleges.

### The Documents

These efforts resulted in three documents: an Integrated Plan for 2017-2019, an Integrated Budget Plan for 2017-2018, and revised Expenditure Guidelines. Note that the Expenditure Guidelines were released on February 14, 2017 under a separate memo since they are effective immediately for 2016-17.

The intent of these documents is threefold:

- Meet legislative requirements;
- Assist colleges in integrating and aligning efforts taking place across their campuses with the ultimate goal of operating programs as effectively and efficiently as possible;
- Reflect the focus at the Chancellor's Office on supporting colleges as they work to increase student success rates and close achievement gaps.

The two attached documents comply with the statutory and regulatory requirements associated with receiving BSI, SE, and SSSP funds. These documents are provided to colleges to begin their planning processes and discussions, as well as gather necessary information to be submitted when the plans are due in December 2017. However, the Chancellor's Office is creating an online portal that colleges will use to submit their information; details for this portal will be shared in the next couple of months.

To support the new integrated program model, the Chancellor's Office has developed a [BSI/SE/SSSP Integrated Planning webpage](#), which is also linked from the BSI, SE, and SSSP webpages; a FAQ that will be posted on the BSI/SE/SSSP Integrated Planning webpage; and a single email inbox for questions relating to the integrated planning documents: [integratedplanning@cccoco.edu](mailto:integratedplanning@cccoco.edu).

Please note that these integrated planning documents are the first iteration of a larger integration effort on the part of the Chancellor's Office. In the coming months and years, we will continue to pursue additional policy changes that support the colleges in pursuing cohesive, integrated program strategies. As we pursue this objective, we welcome suggestions on how to refine this process. To that end, colleges are encouraged to send feedback on the documents either through stakeholder groups or directly to the Chancellor's Office at [integratedplanning@cccoco.edu](mailto:integratedplanning@cccoco.edu).

### **Next Steps**

The due date for the 2017-2019 Integrated Plan, which includes the 2017-2018 budget, is December 1, 2017. The Chancellor's Office will be developing and offering in-person and webinar training events to be held this spring.

Currently, two webinars have been scheduled specifically on the Expenditures Guidelines:

Monday, February 27, 2017  
3:00pm to 4:30pm  
888-886-3951  
Participant PIN: 939875  
[Webinar Link](#)

Thursday, March 2, 2017  
10:00am to 11:30am  
888-886-3951  
Participant PIN: 506192  
[Webinar Link](#)

Details on additional training events will be communicated to the field and posted on the Integrated Planning webpage. All webinars will be recorded, and links to the recordings will also be posted on the Integrated Planning webpage.







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

### Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- 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.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.





## Dual Enrollment

AB 288

### What is Dual Enrollment?

- **Dual Enrollment:** HS student takes college course on their HS campus, taught by HS teacher who meets Minimum Qualifications to teach college-level course:
  - Credit-bearing college courses
  - Student earns college grade based on multiple and varied assessments throughout a course, not just from one high-stakes test
  - Student earn transcript college credits at the time they successfully pass the course
- College courses offered on the high school campus throughout the regular school day or after hours.
- Courses offered at the request of the high school, or by mutual collaboration, and approval of college department.
- Students are concurrently enrolled in high school and college – they receive credit/grade on both transcripts.
  - Students take courses for free (Parents love this!)
  - High school collects apportionment for 240 min. of “high school only coursework”, and in some iterations, receives extra funding from college
  - College collects FTES apportionment – can bring in significant funds to college
  - Faculty alignment strengthens academic pipeline and fosters professional development
- Yes. The high school student must complete at least 240 non-college instructional minutes at the high school in order for the high school to claim full ADA (Average Daily Attendance) for that student. This is about 4 periods.
- Ed Code does not specify WHEN the 240 minutes of non-college instruction is given.
- The college may claim FTES for the college section offered at the high school as long as the students do not take more than two college DE sections during the day.

### Dual Enrollment at Eleanor Roosevelt High School

- Norco College will be offering a pilot dual enrollment program at ERHS in Fall of 2017. Guidance, Math, English, Business and Gaming courses will be offered. We will be using college and high school (that meet minimum qualifications) faculty to teach these courses.
- Norco College will be gaining FTE apportionment for this program.

### Dual Enrollment Resources

- National Alliance of Concurrent Enrollment Partnerships: <http://www.nacep.org/>
- SBCC Dual Enrollment Website: <http://www.sbcc.edu/dualenrollment/>
- Columbia University Teachers College: Community College Research Center: <http://ccrc.tc.columbia.edu/>
- Middle College National Consortium: <http://mcnc.us/>
- Jobs for the Future, Early College Designs: <http://www.jff.org/initiatives/early-college-designs>

**LEGACY COMMITTEE REPORT**  
**Spring 2017**

**COMMITTEE STATEMENT OF PURPOSE:**

- Norco Legacy is a mindful group of colleagues that proudly represents the diverse Norco College community. We listen and respond to the concerns and needs of our community. We advocate and facilitate respectful interactions with an appreciation for diversity. We build a culture of practices to promote inclusiveness, dialog, and harmony.

**STRATEGIC GOALS AND OBJECTIVES THAT APPLY TO THIS COMMITTEE:**

**GOAL 2: IMPROVE THE QUALITY OF STUDENT LIFE**

**Objective 4: Increase the percentage of students who consider the college environment to be inclusive.**

- The Legacy Committee contributes to achieving this objective by identifying ways in which it can support students to get the most of their education. Legacy values students as individuals by creating an inclusive environment at Norco College. The past and future events are ways in which Legacy will promote inclusion of all students through the use of educational events and arts:
  - **October 2016** (Hispanic Heritage Month)
  - **November 2016** (Indigenous Peoples Month)
  - **February 2017** (Black History & Women's Month)
  - **April 2017** (Third annual "Day of Inclusiveness", Booths, Music, Video of Inclusiveness, Clubs, etc)
  - **May 2017** (Pacific Islander & LGBTQ Month)

**Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.**

- Legacy Committee will continue working on this objective by promoting inclusiveness, scheduling diversity-related activities, and advocating for those who feel they are experiencing unfair treatment.

**GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES**

**Objective 2: Increase the percentage of employees who consider the college environment to be inclusive**

**Objective 3: Decrease the percentage of employees who experience unfair treatment based on diversity –related characteristics.**

**Objective 4: Increase participation in events and celebrations related to inclusiveness.**

- As was reported in Fall 2016, a campus climate survey was completed in Spring 2016. We used Educational Advisory Board's (EAB) campus climate survey and added three questions specific to our college. The survey was primarily focused on assessing students and employees' general welfare and sexual misconduct. The committee is working with Institutional Research and Student Affairs to determine what types of activities and training may be necessary to address survey findings.



- Legacy will continue to work on increasing participation by scheduling events during various days/times, especially during college hour and after 5 pm. We will also strive to advertise events in a timely manner to increase attendance. When deemed appropriate, faculty will be encouraged to send their students to educational events.

#### **ACTION PLANS:**

In order to accomplish the objectives set forth, the Legacy committee has completed and/or is planning the following activities:

1. Continue to sponsor and coordinate the Norco College Legacy Committee Diversity Award nomination and selection process (April-May).
2. Coordinate Ethnic/Culture specific events along with Day of Inclusiveness (1 or 2 major events per term).
3. Create links on the NC website to materials that reflect the diversity of the college population.
4. Collaborate with ASNC and other departments/committees to co-sponsor events.
5. Collaborate with Read to Succeed Program to focus readings on diversity and inclusivity topics.
6. Identify other campus climate surveys to implement in fall 2017.

#### **HOW DOES THE COMMITTEE ALIGN WITH NORCO'S COLLEGE MISSION?**

- The work done by the Legacy committee is directly related to the mission, which states that, "Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration." Legacy develops numerous events that promote inclusiveness and diversity.

#### **CHALLENGES:**

- Legacy planned and implemented too many events for the 2016-2017 fiscal year, which have been marginally successful. To improve on the quality of events and increase participation, we are going to focus our efforts on planning no more than 2 major events per term.

#### **ASSISTANCE NEEDED FROM ISPC:**

- Continuous support from ISPC to promote future events.
- **2016-2017 COMMITTEE MEMBERS:**
  - Lisa Nelson (Tri-Chair), Associate Professor, English
  - Eric Betancourt (Tri-Chair), Veterans Services Specialist, Veterans Services
  - Gustavo Ocegueda (Tri-Chair) Dean, Grants and Student Equity Initiatives
  - Daniel Gitau, Associated Students of Norco College representative
  - Bryanna Novelo, Associated Student of Norco College representative
  - Patricia Gill, STEM Services Developer, Title III STEM Grant
  - Bernice Delgado, Grants Administrative Specialist
  - Damon Nance, Dean, Technology and Learning Resources
  - Stanley Tyler, Associate Professor, Chemistry, Math and Science
  - Ana-Marie Olaerts, Associate Professor, Communication Studies
  - Elise Rodriguez, Senior Interpreter, Disability Resource Center
  - Patricia Worsham, Associate Professor, Business Administration
  - Jesse Lopez, CTE Project Supervisor
  - Stephanie Olguin, Learning Center Assistant
  - Eva Amezola, Director, Upward Bound
  - Rosario Jimenez, Learning Center Assistant



Respectfully submitted to ISPC March 1, 2017.



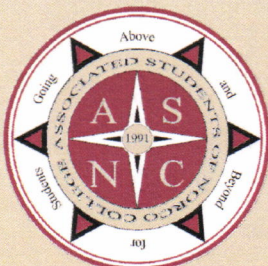
# “Celebration And Recognition Of Indigenous Peoples”

November 21-23 2016

Sponsored by:



And



## Short Film Festival & Discussion

Monday—November 21, 2016  
CSS 217 @ 5:00 PM—6:30 PM

### “The Lies They Told Us”

*Legacy and ASNC presents a variety of short thought provoking films including comedy, satire, documentary and history that challenge our cultural narratives of Thanksgiving origins, traditions and values. The event will include a discussion facilitated by Norco faculty and students.*



## Native American Blessing

Tuesday—November 22, 2016  
Amphitheatre @ 12:50 PM—1:50 PM

Joshua Gonzales

Director of Native American Students Program  
University of California, Riverside

*A ceremony honoring our Native Americans and Indigenous Peoples and commemorating this week's events.*



## Indigenous Dance Performance

Tuesday—November 22, 2016  
Amphitheatre @ 12:50 PM—1:50 PM

TEOCALLITEPEYOLLOT

*A dance performance honoring Indigenous Peoples.*



## Guest Speaker/Lecture

Tuesday—November 22, 2016  
CSS 217 @ 5:00 PM—6:30 PM

Francisco “Enuf” Garcia, International Artist  
Website: <http://grafftruth.wix.com/enuf#!>

*Francisco will speak about his work as an artist and social entrepreneur who creates murals/artwork that are created with community and contain empowering themes about immigration, justice, faith, indigenous peoples and Chicano culture.*



## Live Mural Painting: Collaboration & Demonstration

Monday—Wednesday  
November 21-23, 2016  
Amphitheatre @ 10:00 AM—2:00 PM

Francisco “Enuf” Garcia, International Artist

*Francisco invites students, staff, faculty and administrators to collaborate and paint a mural celebrating Indigenous People. The mural will be painted on moveable plywood sheets to be displayed in different locations on campus.*

*Interested in participating?*

Contact Eric Betancourt at: (951) 372-7048

Or via email at: [eric.betancourt@norcocollege.edu](mailto:eric.betancourt@norcocollege.edu)





# Celebrates

October 11, 2016

CSS 217

12:50 pm to 1:50 pm

**Alfonso R. Trujillo, CPM, CCM**



Cesar Chavez Foundation

Hispanic Heritage Month

Please join Norco College Legacy as we celebrate Hispanic Heritage Month by hosting guest speaker Alfonso R. Trujillo of the Cesar Chavez Foundation. Alfonso will be sharing his experience and the struggles of farmworkers. Light refreshments will be served.

Alfonso joined the Cesar Chavez Foundation in 2009 to manage its portfolio of 32 affordable housing communities, commercial and office properties and boasts more than 10 years of experience in property management. He was Director of Property Management for a real estate management and investment company where he not only monitored the property management team but also oversaw financial and operational affairs. He was also Vice President of Property Management for a full service commercial real estate brokerage and asset management firm.

Alfonso is an alumni of Norco College and earned a Bachelor of Science Degree in Business Administration from California State Polytechnic University, Pomona and his property manager's certificate from the Institute of Real Estate Management. Alfonso is also a Certified Commercial Investment Member of CCIM. He is currently pursuing a Master of Science in Social Entrepreneurship at the University of Southern California.

The Riverside Community College District complies with all federal and state rules and regulations and does not discriminate on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, genetic information, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. Inquiries regarding compliance, and/or grievance procedures may be directed to the District's Title IX Officer/Section 504/ADA Coordinator, 3801 Market Street., Riverside, CA 92501. (951) 222-8039.



## FTES Distribution Plan

### Norco College

2017-18

Norco's overall FTES Target for 2017-18 = **7035.40**

Term	FTES Target	Percent Total FTES
17 SUM	523.80	7.4%
17 FAL	3082.23	43.8 %
18 WIN	515.08	7.3%
18 SPR	2914.51	41.4 %
<b>Total</b>	<b>7035.62</b>	<b>100%</b>

#### Considerations:

- Contractual requirement for FT faculty to be able to make load in the primary terms.
- Cap load ratios are based on fall data.
- IPEDS data is based on fall data.
- Persistence is based on fall to fall data.
- State apportionment is based on fall enrollments.
- We get more bang for our (FTES) bucks when sections are scheduled WSCH as in Fall/Spring, rather than DSCH or Positive Attendance.