

Institutional Strategic Planning Council
November 15, 2017
ST 107 (1:00-3:00pm)
Minutes

Members Present: Kris Anderson (Faculty Accreditation co-chair), Greg Aycock, Melissa Bader (Faculty Chair), Ceila Brockenbrough, Peggy Campo, Chris Castillo (ASNC Rep.), Mark DeAsis, Daniel Landin, Ruth Leal (Staff Chair), Sam Lee, Mark Lewis, Barbara Moore, Chris Poole, Jim Reeves, Mitzi Sloniger

Guests Present: Justin Czerniak, Ashley Etchison, Charles Henkels, Tenisha James, Colleen Molko, Debra Mustain, Gustavo Ocegüera, Monique Pierce, Stan Tyler

Call to Order: 1:04pm

Approval of Minutes:

Approval of Minutes for November 1, 2017

MSC (Lewis/Landin) Corrections: None.

Approved: no abstentions

I. Action Item:

- A. SSSP/SE/BSI Integrated Plans (Handouts) (Gustavo Ocegüera)
MSC (Campo/Moore)

Gustavo highlighted the changes to the draft of the executive summary based on comments from previous meeting noting the goals were revised reflect the focus on equity. Gustavo reminded the group that this is a fluid plan; we will continue to adjust our activities around new data as it is collected.

Approved.

- B. Application Deadline (Monica Green)
Tabled.

- A. Style Guide (Handout) (Ruth Leal)
MSC (Landin/Castillo)

Ruth reviewed the components of the draft style guide noting that the logos/graphic elements presented in the document are placeholders and are there for sample purposes only.

Questions/Comments:

- Where will people go if you want to create a flier, create webpages? Are there a resource page with templates, etc.? There will be a dedicated webpage with these template resources, logos, etc.

- Do fliers need to be approved by the proposed Marketing Committee? In the Style Guide there is an approval process however it is not directed at the student-generated fliers, which has its own approval process. The style guide is for NC employees but is a resource for students creating fliers as well.
- School colors will not change.
- Will the Bookstore be made aware? Yes.

Approved.

B. Strong Workforce and NSF ATE Grant Proposals (Ashley Etchison)
(Handouts)

Strong Workforce Grant Proposals

MSC (Lewis/DeAsis)

Ashley provided an overview of the following grants, (*details are included in the handouts provided*):

IEDRC Continuation: CTE Marketing & Rebranding (A. Etchison)

LAUNCH: Inland Empire Apprenticeship Network (C. Henkels)

Awarding Veterans the College Credit They Deserve (K. Fleming)

EMERGE – A regional project to develop curriculum for emerging technologies (J. Lopez)

Questions/Comments:

- Committee members expressed concerns about the timeline for vetting grant applications outside the established [Grant Development Process](#).
- Discussion ensued on the need to review the process to address the gaps in application timelines and the frequency of committee meetings.

Committee Recommendation

ISPC made a recommendation to the Grants Committee to review and improve the Grant Development Process to include a regular report from the Grants Committee that informs ISPC about what is the queue and being considered.

Approved.

NSF ATE Grant Proposals

(Reeves, Moore) Rescinded

Motion to remove the NSF Grant Proposal for Norco College Photonics Project from consideration pending Academic Senate review. MSC (Campo/Anderson)

Charles Henkels reviewed the Advanced Technological Education (ATE) Project – Apprenticeship Program grant submission.

Approved.

II. Committee Reports

A. Grants Committee – Handout (Ashley Etchison)

Ashley will bring the discussion and recommendations from the ISPC back to the Grants committee.

Questions/Comments:

- Gustavo commended Ashley for chairing this committee.

B. Safety Committee – Handout (Justin Czerniak)

Justin shared the Safety Committee Report for Fall 2017 including a review of the strategic goals and objectives. The Safety Committee requested to establish a budget line.

Questions/Comments:

- Committee discussed the role of ISPC in request for budgets siting the fact that committees do not submit program review, and therefore have no means for requesting budget.

III. Information Items:

A. Annual Grants Update (Gustavo Ocegüera)

Gustavo requested to come back in December. Item tabled.

B. [Progress Report on Strategic Planning Goals](#) (Greg Aycock)

Greg reviewed the highlights of the report for the committee. It will be available for further inspection on the IE website.

C. Marketing Committee (Ruth Leal)

Marketing workgroup of individuals who are involved with outreach in their daily duties. A proposal to create a permanent shared governance committee will be brought to ISPC at a future meeting.

IV. Good of the order

Meeting adjourned: 3:06pm

Next meeting: November 29, 2017

Minutes submitted by Denise Terrazas



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

Part I – Deadlines and Important Information

- Submission deadline: **January 31, 2018**
- 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.



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

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you have accomplished during the 2015-16 planning cycle.

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
SSSP: Improve coordination among SSSP personnel at the College and within the District.	(In progress) SSSP faculty, staff, and administrators meet regularly to discuss best practices and push forth agenda items, including the implementation of a fully online SEP platform to be used by the three colleges.
SSSP: Increase partnership with local K-12 high schools.	(Achieved) SSSP has increased investment of counseling and staff resources towards the John F. Kennedy Middle College High School Partnership. -SSSP is also providing assessment and counseling support for a new dual enrollment CCAP that launched at Eleanor Roosevelt High School in fall 2017.
SSSP: Improve quality of and access to new student orientation.	(Achieved) College-based online orientation was improved and is running with regular updates. Supplemental face-to-face orientation for Basic Skills and ESL students are offered regularly.
SSSP: Increase preparation and access to assessment (placement exam).	(Achieved) Former matriculation order (Assessment, Orientation, and Counseling) was switched to Orientation, Assessment, and Counseling (OAC). Pre-assessment information is being provided in orientation and a college-based pre-assessment video was created by Assessment Center staff and is posted on the webpage. -Placement exams are also being administered at local high schools to increase access.
SSSP: Increase completion and persistence rates for all new students through an integrative foundational experience.	(Achieved) Provided resources to support Summer Advantage, a program for incoming college students that provided enhanced orientation, academic preparation, and interaction with faculty, staff, and administrators. This program helped increase participants’ persistence rates and academic performance.



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

<p>SSSP: Improve accuracy of English and math placement for all students.</p>	<p>(Achieved) SSSP personnel helped pilot the Multiple Measures Assessment Project (MMAP). The pilot project improved overall placement for all students including placement for disproportionately impacted student groups. MMAP is now being used for all students and has resulted in improved accuracy of English and math for all students.</p>
<p>SSSP: Increase students' completion of educational goals.</p>	<p>(In progress) Hired additional counselors to increase access to counseling services to develop comprehensive Student Education Plans. Deployed counselors to other areas of the campus, added evening counseling, and pilot of drop-in counseling to reduce inefficiencies with appointments.</p>
<p>SSSP: Address the needs of at-risk student groups.</p>	<p>(In progress) Hired an Educational Advisor to provide follow-up services for at-risk students. The advisor provides one-on-one and group intervention workshops and makes counseling referrals as needed.</p>
<p>Equity: Improve access for veterans, students with disabilities, and foster youth.</p>	<p>(In progress) An outreach specialist and student ambassadors were hired to provide dedicated outreach services to attract more foster youth, veterans, and students with disabilities. These staff members also improved the onboarding experience for these student groups by providing dedicated, one-on-one assistance to complete the enrollment process. Outreach staff was also involved in planning and implementing foster youth college days to expose foster youth in high school to educational opportunities and services available at Norco College. (Ongoing) Provided funding for veterans center personnel to attend conferences and trainings focused on how to attract and serve college veterans.</p>
<p>Equity: Improve course completion rates of African American and Hispanic males, and foster youth.</p>	<p>(In progress) Student Equity has played an integral role in converting Norco's T3P Program into an Umoja Program. The program's components include highly structured learning communities in English, math, and guidance courses during the first two years in college. Student Equity has provided the necessary funding for a full time counselor, student success coach, embedded tutors, supplemental instruction, peer mentoring, and books for learning communities. The program is now serving over 100 African American</p>



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

	<p>students.</p> <p>(Ongoing) Student Equity has also provided embedded tutoring and supplemental instruction in courses with a high concentration of Hispanic males and foster youth. These services have also been provided outside of courses to improve completion rates.</p> <p>(In progress) To further improve course completion rates of men of color, Student Equity offered faculty opportunities to complete a certificate on teaching community college men of color and microaggressions through the Center for Organizational Responsibility and Advancement (CORA).</p>
<p>Equity: Improve basic skills completion rates of men of color, Hispanic and African American females, and foster youth.</p>	<p>(In progress) Provided tutoring, supplemental instruction, instructional supplies, and books for select accelerated basic skills courses, and learning communities that serve high concentrations of Hispanic and African American students. Student Equity personnel and outreach personnel helped to recruit students from DI groups for the Summer Advantage Program.</p> <p>(In progress) Co-sponsored the implementation of Multiple Measures Assessment Project (MMAP) to help improve placement in English and math and shorten the time it takes students to complete basic skills. Under MMAP, placement of disproportionately impacted (DI) student groups has improved. Basic skills completion rates of men of color, Hispanic and African American females have risen.</p>
<p>Equity: Improve degree and certificate completion, and transfer rates of disproportionately impacted students</p>	<p>(In progress) Student Equity provided the necessary funding to send a Norco College team to the RP Group's Leading From the Middle Academy. The team's assignment was to develop a plan of action for the development of guided pathways. The team was successful in laying the groundwork for what later became one of the components of the Completion Initiative. The college was also selected to participate in California's Guided Pathways Project. The support and guidance being provided to the college will allow us to achieve this goal in the next two years.</p> <p>(Ongoing) Student Equity supplemented counseling services for student equity-related categorical</p>



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

	<p>programs and campus-based programs that promote degree and certificate completion, and transfer (Umoja, Puente, SSS/TRIO, and EOPS). Participants of these programs also received supplemental support to purchase books and instructional supplies. Student Equity also funded tours to four-year colleges and universities and co-sponsored on-campus transfer fairs and activities.</p>
<p>Equity: Conduct qualitative study of men of color</p>	<p>(Completed) A qualitative study was conducted to determine what type of challenges men of color students are faced with and how we can better support them to close equity gaps. The findings in this study led to the development of a peer-mentoring program focused on men of color. The findings also prompted the college to offer professional development in how to teach community college men of color.</p>
<p>Equity: Provide opportunities for students to attend conferences and events that promote transfer</p>	<p>(Ongoing) Provided financial support for Umoja students to attend annual and regional conferences. Provided financial support to send students and staff to the A2mend annual conference and the Latina Leadership Network Conference. Sponsored a tour for 30 students to visit HBCUs.</p>
<p>Equity: Offer trainings and professional development opportunities that promote awareness and understanding of college diversity and equity.</p>	<p>(Achieved) Sponsored a 3-day training on RP Group's Student Support Redefined. Co-sponsored retreats for new faculty to gain a better understanding of equity gaps and equity-mindedness. Provided financial support to send teams of faculty, staff, and administrators to equity institutes offered by the Center for Urban Education (CUE). Provided financial support for faculty and staff to attend RP Group's annual student success conferences.</p> <p>(Ongoing) Collaborated with Norco's Legacy Committee and Read-to-Succeed Program to co-sponsor cultural and educational events focused on promoting awareness and understanding of college diversity. Events have included presentations by authors, community speakers, and cultural performers.</p>
<p>Equity: Develop Peer-to-Peer mentoring programs</p>	<p>(Completed) Multiple peer-mentoring programs were established to support disproportionately impacted</p>



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

for African American and Hispanic males.	students, especially men of color. As of fall 2017, seven peer mentoring programs are operational and have been modeled after the men of color peer mentoring program.
BSI: MMAP <i>b</i>	(Completed) After multiple MMAP pilots were launched and assessed, the project is now fully operational and was used to assess all incoming fall 2017 students for the first time.
BSI: Acceleration in basic skills English	(Completed) Acceleration was achieved by consolidating two basic skills courses (English 60A & 60B) into one basic skills course (English 70).
BSI: Acceleration in basic skills mathematics	(In progress) Faculty are also developing curriculum to combine math 52 and math 35 into one, 6-unit course.

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b. To what do you contribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

These programs have been successful in focusing the college community's attention on low student completion rates and equity gaps. The college has also been successful in achieving collaboration between matriculation, instruction, and student services. Collaborative efforts to date have allowed the college to achieve some goals. However, to close equity gaps and improve overall completion rates, a higher-level collaboration is necessary. Multiple student success initiatives and grants with overlapping goals have hampered timely implementation of activities. Lack of campus wide integrated planning and coordination of multiple initiatives with overlapping goals also hampered our effectiveness in achieving set goals.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Improve completion rates in basic skills English and math	Provided Accuplacer test preparation material and workshops Provided funding support and personnel to plan and participate in the Summer Advantage Program	Recruited DI students for the Summer Advantage Program. Offered extended, in person orientations for DI students who participated in Summer Advantage	Provided funding for faculty and staff to support Summer Advantage efforts Tracked students' course taking patterns and persistence after participating in SA and



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

		Recruited DI students for existing, basic skills learning communities (Puate, Umoja)	provided data to all stakeholders
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2. Describe one Discuss a strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

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

Summer Advantage has a proven record in reducing the number of basic skills courses students are required to complete before reaching college level English and math. For example, 77.2% of 2016 Summer Advantage completers moved up 1 or 2 levels in basic skills English and 40.6% moved up 1 or 2 levels in basic skills math. The program has also played a significant role in increasing the percentage of students who enroll in English and math in the first semester. A total of 48.9% of 2016 program participants completed the English basic skills sequence in one academic year as compared to 18.9% of non-participants. In math, 23.4% completed the sequence in one year as compared to 8.3% of non-participants. Summer Advantage completers also achieved significantly higher fall-to-fall retention rates (72.3%) as compared to non-participants (56.6%).

Summer Advantage has served a significant cross section of disproportionately impacted students. The 2016 program served a total of 418 participants, 199 females (49.5%) and 207



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

males (47.6%) and 12 (2.9%) unreported. More than half of the male participants (139) were Hispanic, African American, or foster youth.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

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

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



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

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



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

<p>2.) Increase the percentage of DI students who successfully complete their first year of college and persist to second year</p>	<p><i>Plan and implement Summer Advantage Program</i></p> <hr/> <p><i>Conduct targeted outreach activities increase the percentage of DI students who participate in Summer Advantage</i></p> <hr/> <p><i>Provide follow up services for DI students experiencing academic difficulties</i></p>	<p><i>Plan and implement summer bridge programs for 1st and 2nd year DI students</i></p> <hr/> <p><i>Provide financial support for learning communities for DI students (Umoja, Puente)</i></p> <hr/> <p><i>Identify training opportunities and strategies to help students build non-cognitive skills</i></p> <hr/> <p><i>Develop first year experience program for SA participants and DI students</i></p>		<p style="text-align: center;"><i>Access</i></p> <p><input checked="" type="checkbox"/> <i>Retention</i></p> <p><i>Transfer</i></p> <p><input checked="" type="checkbox"/> <i>ESL/Basic Skills</i></p> <p><input checked="" type="checkbox"/> <i>Course Completion</i></p> <p><input checked="" type="checkbox"/> <i>Degree & Certificate Completion</i></p> <p><i>Other: _____</i></p> <hr/>
<p>3.) Increase the percentage of students who successfully complete basic skills math and transfer level math</p>	<p><i>Provide follow up services for DI students experiencing academic difficulty in math</i></p>	<p><i>Coordinate enrollments of DI students in designated math sections</i></p> <hr/> <p><i>Coordinate embedded tutoring and/or SI for designated math sections</i></p>	<p><i>Shorten the basic skills math course taking pattern</i></p> <hr/> <p><i>Organize learning communities by Schools and math placement with linked guidance courses</i></p> <hr/> <p><i>Implement instructional strategies for helping students overcome math anxiety</i></p> <hr/> <p><i>Designate math sections for DI students instruction</i></p>	<p style="text-align: center;"><i>Access</i></p> <p><input checked="" type="checkbox"/> <i>Retention</i></p> <p><i>Transfer</i></p> <p><input checked="" type="checkbox"/> <i>ESL/Basic Skills</i></p> <p><i>Course Completion</i></p> <p><i>Degree & Certificate Completion</i></p> <p><i>Other: _____</i></p> <hr/>



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

<p>4.) Increase the percentage of students who successfully complete basic skills English and transfer level English</p>	<p><i>Provide follow up services for at-risk students experiencing academic difficulties</i></p>	<p><i>Develop Student Success Teams for English learning communities (faculty, counselors, student success coaches, and peer mentors)</i></p> <hr/> <p><i>Support FYE participants with books and instructional materials</i></p>	<p><i>Increase offerings of ENG 70 accelerated course</i></p> <hr/> <p><i>Provide SI and/or embedded tutoring for accelerated courses.</i></p> <hr/> <p><i>Organize learning communities by Schools and math placement, with linked guidance courses</i></p> <hr/> <p><i>Provide intrusive counseling services in basic skills English sections</i></p>	<p>Access</p> <p><input checked="" type="checkbox"/> Retention Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Course Completion Degree & Certificate Completion</p> <p>Other: _____</p>
<p>5.) Improve success rates in certificate attainment, degree attainment, and transfer, particularly of DI students</p>	<p><i>Form Student Success Teams for Schools (Faculty advisors, counselors, educational advisors, and peer mentors)</i></p> <hr/> <p><i>Implement proactive academic and career advisement activities</i></p> <hr/> <p><i>Promote "30 Units Per Year" campaign</i></p> <hr/> <p><i>Implement Guided Pathways activities</i></p>	<p><i>Assign Student Success Coaches to Success Teams</i></p> <hr/> <p><i>Promote "30 Units Per Year" campaign within learning communities for DI students (Umoja, Puente, First Year Experience)</i></p> <hr/> <p><i>Provide training for faculty, staff, and administrators on equity-minded instructional and non-instructional practices</i></p>	<p><i>(This cell is mostly obscured by a large 'DRAFT' watermark)</i></p>	<p>Access</p> <p>Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p>ESL/Basic Skills Course Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p>Other: _____</p>



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

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max).

The college will accomplish integration of matriculation, instruction, and student support because all stakeholders were involved in developing and vetting the goals and activities contained in our integrated plan. We implemented an inclusive process to develop our goals and activities to ensure that a high level of coordination across divisions and services will occur during the implementation phase. Furthermore, the goals and activities were developed to support and enhance Norco's "Completion Initiative (CI)" and other initiatives. CI serves as an overarching umbrella for the college's local, regional, and statewide success and equity initiatives. A review of 2010-2014 cohort data of all first-time students revealed that only 9.8 % of these students had completed a degree or certificate in four years. African Americans, African American males, Hispanics, part-time students, and older students were the lowest performing across all metrics. The 2015 Student Equity plan study further supported these findings. These data prompted the college community to launch CI. It is comprised of five interconnected components. The five components are: meta majors (Schools), guided pathways, faculty advisement, linking college work to careers, and developing models of student care. CI represents major shifts in the institution's approach to supporting all students towards their goals of degree completion, and it is also designed to address inequities. The components are also designed to integrate matriculation, instruction, and student support services. Additionally, because CI is Norco's overarching student success initiative, the college's existing programs and grants such as Summer Advantage, Title V grants, the Basic Skills Transformation Grant, and Student Equity have aligned their activities to support CI components without losing focus on the needs of DI student groups.

The college has ensured coordination between student equity-related categorical programs and campus-based programs by including personnel from these programs in the development of the integrated plan. In Spring 2017, the SSSP/SE/BSI work groups were brought together to develop goals. Directors, coordinators, and staff members of EOPS, Umoja, Puente, FYE, Phoenix Scholars (foster youth), Veterans Center, Disability Resource Center, Learning Resource Center, CalWORKs, financial aid, TRIO, and directors of federal grants, serve on one or more of the work groups. These workgroups held joint, bi-monthly meetings to discuss the integrated plan's requirements and to develop goals that are aligned with existing initiatives. In June 2017, these workgroups organized a retreat and invited additional faculty, staff, and administrators to help develop activities for each goal. Attendees were divided up into five groups by area of expertise and were asked to develop integrated activities for their assigned goal. Afterward, each group shared their proposed activities followed by questions and answers. The planning process implemented to develop Norco's integrated plan and activities was inclusive and it took into account extensive feedback and recommendations from faculty, staff, administrators from all divisions, including equity-related categorical programs.



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

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

Not applicable. Norco College does not currently offer noncredit courses.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

The college will develop a comprehensive professional development plan for all employees. The plan's components may include on-going training on RP Group's Student Support (RE) defined, six success factors framework and Completion by Design. These trainings are aimed at helping colleges on how to deliver support both inside and outside the classroom for all students, with a focus on equity. The plan may also include partnering with USC's Center for Urban Education (CUE) to implement the Equity Scorecard process, which helps uncover practices that contribute to equity gaps. CUE's services include on-going trainings and evaluation on equity-minded instructional and non-instructional practices.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

The student success goals will be evaluated annually to analyze milestones and outcomes. All outcomes will be disaggregated by ethnicity, age, and gender. The first goal involves the onboarding process and measures numbers and percentages of students who move from application to census. The second goal is a calculation of the percentage of students who enroll in three consecutive semesters (fall-spring-fall). The third and fourth goals focus on new students that complete transfer-level English or math within one and two years from entering. The fifth goal calculates six-year rates for degree-, certificate-, and transfer-completion.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max).

District wide collaboration exists on several fronts. All colleges are now using the Multiple Measures Assessment Program (MMAP) for placement in English and math. Students may use their MMAP placement at all three colleges. The mathematics and English disciplines are continuing to collaborate on acceleration efforts to shorten the time it takes students to complete basic skills math and English. District wide coordination efforts are also underway to improve recruitment of foster youth and to develop a seamless matriculation process focused on improving their transition from high school to college.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018



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

annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

(Budget Plan is under development)

10. 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 2014-15, 2015-16, and 2016-17 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:

(Executive summary is under development. A link will be placed here)

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

- Webinars on effective, integrated planning implementation and assessment
- Due to the likelihood of similarities between colleges' IP activities, the Chancellor's Office should consider facilitating conference calls for practitioners to share their successes and to discuss the challenges they are likely to encounter during the implementation phase of the IP activities. To attract participants, conference calls should be focused on specific types of activities and marketed to certain audiences (i.e., coordinators, faculty, staff, or administrators).
- Workshops on data visualization would allow stakeholders to more easily understand student success and completion data. The RP Group is a leader in this area. The data visualizations illustrated in their publications allow audiences to easily interpret disproportionate impact, and student success outcomes.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name	Dr. Gustavo Ocegüera
Title	Dean, Grants and Student Equity Initiatives
Email Address:	Gustavo.Ocegüera@norccollege.edu
Phone	951-453-6257



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

Alternate Point of Contact:

Name: Dr. Tenisha James
 Title: Interim Dean, Student Services
 Email Address: Tenisha.James@norcollege.edu
 Phone: 951-370-7130

Part III – Approval and Signature Page

College: Norco College

District: Riverside Community College District

Board of Trustees Approval Date: December 12, 2017 (pending)

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 Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

<u>Dr. Bryan Reece</u>	_____	<u>Bryan.Reece@norcollege.edu</u>
Chancellor/President	Date	Email Address

<u>Mr. James Reeves</u>	_____	<u>James.Reeves@norcollege.edu</u>
Chief Business Officer	Date	Email Address

<u>Dr. Samuel Lee</u>	_____	<u>Samuel.Lee@norcollege.edu</u>
Chief Instructional Officer	Date	Email Address

<u>Dr. Monica Green</u>	_____	<u>Monica.Green@norcollege.edu</u>
Chief Student Services Officer	Date	Email Address

<u>Ms. Peggy Campo</u>	_____	<u>Peggy.Campo@norcollege.edu</u>
President, Academic Senate	Date	Email Address

BSI/SE/SSSP 2017-2019 Integrated Plan Goals and Activities

GOAL 1: Increase the percentage of students who complete the onboarding process (application to census)

Activities

- a. Fall & Spring partnership conferences for high school counselors
- b. Multiple Measures Assessment Program (MMAP)
- c. “One-Stop Shop” application to registration onboarding events
- d. Onboarding workshops in local high schools focused on disproportionately impacted (DI) student groups
- e. Promote dual-enrollment opportunities
- f. Financial aid/FAFSA workshops for students and parents of DI student groups
- g. Next Phase prison education program
- h. Outreach and recruitment of veterans
- i. Outreach and recruitment of foster youth
- j. Increase in-person orientations for first-time college students and DI populations

GOAL 2: Increase the percentage of disproportionately impacted students who complete their first year of college and persist to second year

Activities

- a. Summer Advantage Program
- b. Summer bridge programs
- c. First year experience program
- d. Second year experience program
- e. Identify strategies to build students’ affective, non-cognitive skills

GOAL 3: Increase the percentage of students who successfully complete basic skills math and transfer level math

Activities

- a. Organize cohort/learning communities by schools and DI groups, with linked guidance courses
- b. Shorten the time it takes students to successfully transition to college level math
- c. Implement instructional strategies for helping students overcome math anxiety
- d. Designate math sections for DI students and support with embedded tutoring/SI

GOAL 4: Increase the percentage of students who successfully complete basic skills English and transfer level English

Activities

- a. Increase offerings of ENG 70 accelerated course
- b. Provide embedded tutoring/SI for accelerated courses
- c. Organize cohort/learning communities by schools and DI groups, with linked reading and guidance courses
- d. Provide intrusive counseling services in basic skills sections

GOAL 5: Improve success rates in certificate attainment, degree attainment, and transfer, particularly of disproportionately impacted students

- a. Form student success teams for each School (Faculty advisors, dedicated counselors, student success coaches, and peer mentors)
- b. Support proactive academic and career advisement activities
- c. Launch “30 units Per Year” campaign for traditional, first-time college students
- d. Support Guided Pathways activities
- e. Provide training for faculty, staff and administrators on equity-minded instructional and non-instructional practices



Style Guide

2017

NORCO COLLEGE

Norco College Style Guide

Norco College is the driver of its identity. As the 112th community college in the State of California, Norco College is a comprehensive college that offers students the ability to pursue their higher education goals and achieve success. Since Accreditation in 2010, Norco College's identity as an individual college has been emerging and this style guide establishes a brand that is independent and comes from the college. The goal is for students and the community to recognize the identity of Norco College.

These guidelines are important for the departments, programs, and organizations within Norco College to base their print and web footprint as that of the institution, Norco College. It is a living document and will be updated accordingly.

For style guide questions, please contact Ruth Leal at (951) 372-7064 or ruth.leal@norcocollege.edu.



Norco College Logos

The Norco College logo is the single-most important element in presenting a unified Norco College image. It must be present on every publication related to Norco College. The placement, and positioning, of the logo depends on the specific design application.

The name of the college is “Norco College” and in all publications, both print and web, it should be referred to as such. Please refrain from branding the college as “Norco,” Norco Campus or Norco College Campus.

The Norco College logo must be presented as is and any alterations must be approved by the Norco College Marketing Committee. Alterations that must be approved are stretching or distorting the dimension, cutting apart, color changes, or have the font changed. There are several logo choices and the designer may choose the logo style that fits best into the design.



The primary Norco College logo in the signature burgundy color.

The logo should always appear large enough for “Norco College” to be legible. The Norco College logo should be used in the signature burgundy, claret, or mahogany colors. All logo versions will be available in the approved colors. There is a black version and white version of the logo for additional use as deemed appropriate with the design.

The Primary Logo



The logos are available in the claret and mahogany colors.

The NC Logo

Currently in design. Design will be brought to the college for discussion and the process for approval.

BRANDED LOGOS

The Co-Branded Logo

The co-branded logo is the alignment of one of Norco College's offices, departments or programs to the core brand of the college while establishing a more independent visual identity.

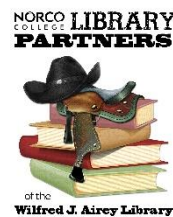
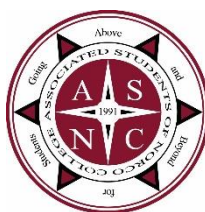
Currently in design. Design will be brought to the college for discussion and the process for approval.

Extended Brand

A brand extension is an entity that advances the overall mission and aligns closely with the core brand. At Norco College, a brand extension may involve one or more of the following:

- High degree of collaboration with external stakeholders outside of Norco College.
- Broader audience likely to include multiple external stakeholders (such as the public, community and business leaders, non-profit organizations, government entities, etc.).
- Project, office, or initiative that may be limited in duration, or ongoing.
- Priorities that include a distinct identity, more flexibility in design and layout, all while maintaining a somewhat close affiliation with the Norco College brand.

Examples of this are ASNC and the Library Partners.



Independent Brand

An independent brand is an entity that is connected to the college through a partnership or a state/national program. The Umoja Community, Puente, and Phi Theta Kappa are examples of an independent brand. The Norco College logo should be placed within the same field of vision to show a supporting yet significant role.

Norco College Official Seal

The Norco College Seal may only be reproduced in the official Norco College signature colors. It may also be foil stamped in silver, gold, or bronze foils or used in a blind embossed format. The minimum height when foil stamping is ½ inch. The seal can be printed as a watermark behind official Norco College documents such as transcripts, strategic plans, etc. When screening the seal for a watermark, it cannot be screened back further than 90% of official Norco College signature colors. See color palette.

The seal is reserved as an official ceremonial mark to be used by the Office of the President on materials such as official documents, awards and certificates, events sponsored by the Office of the President, legal documents, etc.



Mustang Logo

The Norco College Mustang Logo is intended for athletics, student activities, and other uses to promote school spirit. The athletic/student logo can be used in the three formats shown below. The proportions and colors of the logo should not be altered. Visit the Norco College Marketing Committee webpage for the appropriate electronic file to send to your vendor.



The Mustang Logo will be redesigned with the new mascot look.



Color Palette

The proposed Norco College Color Palette was created through collaboration with Brady Kerr, Quinton Bemiller and graphic design staff at Norco College.

The palette is rooted in the Burgundy color, which appears in variations around campus, online and in print. The first step was to determine the exact Burgundy color to use and then adding the Claret color, which is a brighter version of the Burgundy, and Mahogany, a browner version.

All of the other colors in the palette are rooted in Burgundy. For example, if yellow were to be mixed with a bit of Burgundy, the result would be Rust. It is very important that each color in the palette harmonize with the signature colors. To create color harmony, one cannot grab random colors. Instead, they need to be created logically, each sharing a similar degree of desaturation. All of the colors in this palette have been carefully selected to harmonize with each other. The goal was to provide an assortment of colors—red, orange, yellow, green, blue, violet—but at the same time pull each of those into a similar color range as the signature colors.

The names of the colors are important. They reference nature, including horse color names, local plants, slate stone and a location, Del Mar, which is a nod to the ocean (Of the Sea) and the famous racetrack of course. The palette aligns with the vision of transitioning the campus into sustainable landscaping, with native and drought tolerant plants, and buildings/signage that harmonize with the local landscape and plant life. This color palette is meant to be beautiful, functional and conceptual all at once.

Norco College

Supporting Color Wheel



Norco College Color Palette

Signature Colors

Claret

RGB: 137, 23, 40
 CMYK: 29, 100, 84, 31
 HEX: #891728

Burgundy

RGB: 74, 18, 26
 CMYK: 42, 89, 72, 65
 HEX: #4E0715

Mahogany

RGB: 77, 39, 36
 CMYK: 45, 76, 71, 61
 HEX: #4D2724

Supporting Colors

Palomino

RGB: 250, 244, 218
 CMYK: 2, 2, 16, 0
 HEX: #FAF4DA

Champagne

RGB: 224, 186, 113
 CMYK: 13, 26, 65, 0
 HEX: #E0BA71

Rust

RGB: 138, 74, 52
 CMYK: 32, 73, 81, 28
 HEX: #8A4A34

Manzanita

RGB: 91, 38, 28
 CMYK: 38, 82, 82, 55
 HEX: #5B261C

Buckskin

RGB: 158, 139, 106
 CMYK: 0, 12, 33, 38
 HEX: #9E8B6A

Sage

RGB: 109, 127, 113
 CMYK: 14, 0, 11, 50
 HEX: #6D7F71

Thistle

RGB: 123, 101, 105
 CMYK: 0, 18, 15, 52
 HEX: #7B6569

Wood Grain

RGB: 112, 100, 84
 CMYK: 0, 11, 25, 56
 HEX: #706454

Agave

RGB: 109, 143, 153
 CMYK: 29, 7, 0, 40
 HEX: #6D8F99

Slate

RGB: 46, 57, 63
 CMYK: 27, 10, 0, 75
 HEX: #2E393F

Elderberry

RGB: 43, 15, 16
 CMYK: 0, 65, 63, 83
 HEX: #2B0F10





Del Mar

RGB: 10, 25, 48
 CMYK: 79, 48, 0, 81
 HEX: #0A1930

COMPLETION INITIATIVE

Norco College Schools



SCHOOL	HEX#	CMYK	RGB	COLOR
Arts & Humanities	602B5D	C-66 M-93 Y-34 K-23	RGB 96, 43, 93	
Social & Behavioral Studies	72994B	C-61 M-22 Y-90 K-4	RGB 114, 153, 75	
STEM	2286B7	C-81 M-37 Y-12 K-0	RGB 34, 134, 183	
Business & Management	FEEE75	C-2 M-1 Y-67 K-0	RGB 254, 238, 117	

Graphic Elements

Currently in design. Graphic elements will be one for header and footer and graphic icons.

Taglines

Taglines will be created through strategic planning and the new strategic plan for Norco College. Possible tagline for student athletics/spirit will be discussed as well.

Fonts

It is required that the following fonts be used to create a style that says Norco College with each publication and web design. Approval from the Norco College Marketing Committee is needed to use other fonts.

Font family – San Serif

Century Gothic/Avenir

MONTSERRAT/Raleway

File Formats

All Norco College logos are available in two formats: EPS and PNG. The EPS format is intended for use in professional printing applications.

For all other purposes, including but not limited to, email, PowerPoint and in-office document printing, the PNG file is the recommended format to use. PNG is a widely accepted file format which can be used anywhere that a JPEG file format can be used.

Using the EPS or PNG file formats will maintain the Norco College brand identity. Logos in both formats may be obtained by request from the Norco College Marketing Committee.

Marketing Materials

The Norco College Marketing Committee was created to build a consistent and recognizable brand for Norco College. Any needs for advertising production should be brought to the Marketing Committee for assistance. The Marketing Committee is a standing committee of _____. The following templates must be used in all external marketing and outreach. Please visit the Marketing Committee webpage for templates.

Templates:

PowerPoint

Letterhead

Web Banner

Ad (1/4 page, 1/2 page, and full page)

Professional Business Cards

Flyer

Poster

Brochure

Writing Guide

All text should portray Norco College and its constituents, events, programs, faculty, staff, and students in a positive manner. Content should be mindful to avoid innuendos, double meanings, and other potential issues that could be harmful to the image of Norco College. These helpful tips are for promotional and marketing not academic writing.

Voice and Tone:

- Write in a direct, conversational style.
- Tailor your words to the intended audience.
- Use crisp, active sentences to give more life to the written word; avoid using passive voice.
- Don't overuse acronyms. Spell out acronyms on first use.
- Use short, simple words rather than large, complex ones.
- Use the second-person voice rather than the third-person whenever possible.

Usage Guidelines:

- Abbreviations are acceptable for academic degrees, days and months, addresses (states & streets), titles before and/or after names.
- Ampersands can be used for abbreviations and creative use in graphic design.
- Include the final comma after the last item in a series. Ex: I like apples, oranges, and pears.

Photo Selections

It is recommended that when using photos in a design, choosing photos of people in lieu of landscape/building photos to help identify and engage the viewer with NC's story of students. To add to the storytelling angle, consider adding a caption with the student information if possible. Active photos in lieu of staged photos are preferred.

Copyright Law:

Copyright is a US federal law that protects original works of authorship that includes images on the internet. Without written permission from the author, you may not use images found on the internet.

Photo Release:

A photo release is required if the image will be used for advertising, trade or commercial use. If the image is being used for noncommercial editorial or educational purposes (disseminating information, no release is necessary (though it is preferred).

For Images:

Should you need images, please contact Ruth Leal at (951) 372-7064 or ruth.leal@norcocollege.edu for photography services, images, and release forms.

Design Guidelines

To request a marketing piece be designed, please contact the Norco College Marketing Committee. Norco College has staff and faculty who are graphic designers and able to assist with projects.

Photos & Graphics:

Please send original photo(s) and artwork. Images should not be placed into Word and submitted. Do not send artwork as a pdf. Photos should be 300 dpi or more. Images from smart phones will be used at the discretion of the Norco College Marketing Committee based upon the quality of the image.

Design Files:

The graphic designer will create your file in Photoshop, Illustrator or InDesign which is used for professional printing. A pdf file will be provided to send to the printing company. The pdf file will meet the requirements for professional printing, including bleeds, margins and the proper color profiles (CMYK). Ordering printed materials is the responsibility of the department requesting the design services. The Norco College Marketing Committee and the graphic designers that create the materials are not responsible for placing print orders.

Proofreading:

At Norco College, everyone is a professional. The designs and content coming from departments require approval of the area dean, VP, or manager. The graphic designers will use the text materials provided. It is the responsibility of the submitting department to ensure the text is free of errors and omissions.

Norco College is committed to training and communicating with internal employees on the branding style to eliminate confusion and create awareness. The goal is to educate all employees to maximize and preserve the Norco College brand.

Web Guidelines

Technology Committee will provide updated web guidelines.

Social Media Guidelines

To be determined.

Approval Process

All publications must contain one of the approved Norco College logos and one of the signature colors or School colors. If a template provided by the Norco College Marketing Committee is used, it will contain the necessary elements.

Norco College owns its brand and therefore any publications not created by Norco College must receive permission and approval from the Norco College Marketing Committee prior to printing/distribution for all publications associated with the NC brand. Any unauthorized use of the Norco College brand will not be permitted.

Riverside Community College District publications that will include the Norco College brand must follow the brand guidelines set forth in this Style Guide. Co-branding of the district/other colleges with Norco College on any publication, print or web, will be submitted to the Norco College Marketing Committee prior to publishing.

During the implementation of the Style Guide: all publications will be sent to the Norco College Marketing Committee for review and approval. The NC Marketing Committee may designate one or two members to approve items that need a quick turnaround and are not within the timeframe of a NC Marketing Committee meeting. Implementation will occur through summer 2018.

Upon completion of the final Style Guide, the Norco College area Dean or Vice President will review and approve the publication prior to being sent to Production Printing & Graphics/printing vendor or to the website. For designs that do not meet this criteria, please submit to the Norco College Marketing Committee for consideration. The Norco College Marketing Committee will continue to monitor all publications for branding.

Indicia

When using an indicia, it is important that the layout and postage information of the mail item is correct. The RCCD Mailroom will provide assistance to make sure the mail item is printed correctly and goes out in a timely manner.

- 1) Before using an indicia, contact the Mailroom to determine the correct indicia and funds necessary.
- 2) Send a draft of the mail item to ensure the mail piece follows post office guidelines. Note: the words "Riverside Community College District" should always be on the very top of the return address.
- 3) Send all bulk/indicia mail to the RCCD mailroom. Do NOT drop off at the post office.

NONPROFIT ORGANIZATION US POSTAGE PAID RIVERSIDE CA PERMIT 498

Disclaimers

According to the U.S. Department of Education, discrimination disclaimers should be added to any college related recruitment piece distributed to students and/or the community. Example: marketing pieces that encourage people to enroll/apply in school or a program. Contact Patrick Pyle, General Counsel at (951) 222-8001 for questions about usage and legality.

Discrimination Disclaimer (short version):

Include short version disclaimer on flyers, pamphlets, counseling, career transfer center brochures. (Department of Education standard – same as academic)

The Riverside Community College District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies or practices: District Compliance Officer, 3801 Market Street, Riverside, CA 92501, (951) 222-8039.

Discrimination Disclaimer (long version):

Include long version disclaimer in multi-page documents like catalogs, class schedules, student handbooks. Use in places where space is not an issue.

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 or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, veteran or military status, 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. This holds true for all students who are interested in participating in education programs and/or extracurricular school activities. Limited English speaking skills will not be a barrier to admission or participation in any programs. Harassment of any employee or student with regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, veteran or military status, 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 is strictly prohibited. The following person has been designated to handle inquiries regarding the non-discrimination policies or practices: District Compliance Officer, 3801 Market Street, Riverside, CA 92501, (951) 222-8039.

Discrimination Disclaimer (Financial Aid):

Include disclaimer on flyers, brochures, pamphlets relating to financial aid. (Department of Education standard)

All applications for financial assistance programs (i.e. student loans, work compensation, grants, scholarships, special funds, subsidies, prizes, etc.) will be considered by the Riverside Community College District without regard to race, color, national origin, sex, disability, or age. The following person has been designated to handle inquiries regarding the non-discrimination policies or practices: District Compliance Officer, 3801 Market Street, Riverside, CA 92501, or (951) 222-8039.

Activity Disclaimer (long version):

Include disclaimer on flyers relating to ASNC or College events. Example: Feed America concert, Harvest Festival, Read 2 Succeed, Art Gallery exhibits, etc.

Riverside Community College District is committed to providing access and reasonable accommodation to all District programs and activities. Accommodations for persons with disabilities may be requested by contacting the program/event organizer, _____ (insert name and contact info) by _____ (insert a date that will be no less than 3 days before the event). Requests received after this date will be honored whenever possible.

Perkins Title I-C (short version):

Include abbreviated disclaimer on Perkins grants flyers and brochures.

This project was funded fully or in part by Carl D. Perkins CTE Act of 2006 grant no. 17-C01-045 awarded to Riverside Community College District (RCCD) and administered by the California Community Colleges Chancellor's Office. RCCD does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies or practices: District Compliance Officer, 3801 Market Street, Riverside, CA 92501, (951) 222-8039.

Perkins Title I-C (long version):

Include disclaimer on Perkins specific flyers, handbooks, booklets where space is not an issue.

This project was funded fully or in part by Carl D. Perkins CTE Act of 2006 grant no. 17-C01-045 awarded to Riverside Community College District (RCCD) and administered by the California Community Colleges Chancellor's Office. RCCD complies with all federal and state rules and regulations. RCCD does not discriminate, and harassment of any employee or student is strictly prohibited, on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, military or veteran status, 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. This holds true for all students interested in participating in education programs, including career and technical education programs, and/or extracurricular school activities. Limited English speaking skills will not be a barrier to admission or participation in any programs. Harassment of any employee or student of RCCD with regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, military or veteran status, 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 is strictly prohibited. The following person has been designated to handle inquiries regarding the non-discrimination policies or practices: District Compliance Officer, 3801 Market Street, Riverside, CA 92501, (951) 222-8039.

This Norco College Style Guide supersedes all previous style guides and overrides any style guides not approved by Norco College. Language in this guide has been inspired by other style guides from institutions such as the University of Wisconsin, MIT, USC, UCLA and possibly others. Deviations from this style guide can be approved by the Norco College Marketing Committee.

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

GRANT PROPOSAL INFORMATION	
Proposal Initiator	Ashley Etchison
Email Address	Ashley.Etchison@norcollege.edu
Phone Number	951-372-7086
Department	CTE
Proposal Name/ Title	IEDRC Continuation: CTE Marketing & Rebranding
Please provide a brief description or an abstract of this proposal.	<p>The Regional Marketing & Outreach round 1 proposal is providing funding for the hiring of the marketing firm Interact to create a complete brand, message and campaign for the IE/DRC colleges. This includes internal and external research, testing, creating brand and campaign messaging and strategy, and developing a timeline and purchase strategy for roll-out through August 31st, 2018. Project management was included in the proposal through December 2018.</p> <p>Using data from Round 1 we will continue the efforts implemented, as well as expand and improve upon marketing activities. This will include reviewing and assessing current strategies, pivoting where necessary, increasing investments in proven strategies and abandoning tactics that have been deemed ineffective. In an effort to expand efforts the plan also includes a concierge pilot. The pilot will include a telephone number that will provide service to potential students 24/7, as well as a chat box that can be included on the regional website, as well as the individual colleges.</p>
Funding Agency/ Source	Strong Workforce Program
Annual Funding	
Total Funding	\$2,055,100
Grant Duration (start and end dates)	Jan 1, 2018 – Dec 30, 2020
Proposal Due Date	October 27 th , 2017
List grant Objectives	Norco College will continue to house a project director to oversee the CTE marketing and re-branding effort on behalf of the IE/DRC. This will include working with the marketing firm, coordinating with college personnel, including PIO's, and overseeing the concierge pilot program. The project director will also sit on the CCCC regional marketing committee to coordinate with the chancellors marketing efforts and projects in common.

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)	Activities include, continuing to contract with a professional marketing firm, enacting a Media Preference survey, print magazines and mailings, brand testing, developing advertising campaign and collateral items, industry sector videos, social media plan, media buys, development of a pilot concierge service, and project management.
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	State of California Strong Workforce Task Force Recommendations: 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market. 21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.
List titles of personnel needed to implement the grant and note if the positions are new or existing.	The proposal will fund the following existing positions through Dec 2020: Director, Strong Workforce Strategic Communications & Marketing, this position is currently funded through Dec 2018. Grants Admin, currently funded through Dec. 2018 but has not been filled
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	No
Describe how many workstations, office space, and/or facilities will be needed to implement this grant?	Two workstations
List college and/or district strategic Initiatives that this proposal addresses.	Goal 3: Increase Student Access Goal 4: Create Effective Community Partnerships
Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	The Rebranding & Marketing Effort is aimed at increasing awareness of Career Education programs to our community, including prospective students, employers, community organizations as well as our current students.
Does this grant require community or industry partners? If yes, list partner(s).	Yes, all colleges of the Inland Empire Desert Regional Consortium are actively involved in the project.
Is there a dollar match requirement? If	No

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

yes, provide details.	
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	To effectively implement all the marketing plan, the college PIOs must be involved. To date, all PIOs at each college are engaged in planning and execution.
What information is needed from Institutional Research and Effectiveness to complete the proposal?	None
If approved, who will develop the proposal?	Ashley Etchison
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	No
COMMITTEE APPROVAL	
<i>Date:</i>	
<i>Approvals:</i>	Co-Chair: Co-Chair:
ISPC APPROVAL	
<i>Date:</i>	
<i>Approvals:</i>	Tri-Chair: Tri-Chair: Tri-Chair:

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

GRANT PROPOSAL INFORMATION	
Proposal Initiator	Charles Henkels
Email Address	Charles.henkels@norcollege.edu
Phone Number	(951) 372-7208
Department	Academic Affairs – CTE
Proposal Name/ Title	LAUNCH: Inland Empire Apprenticeship Network
Please provide a brief description or an abstract of this proposal.	In 2007, South Carolina launched an apprenticeship initiative that included a network participation of the state’s 16 technical colleges. Starting with 700 active apprentices, by 2017 they had increased active apprentice count to 14,475. Sharing characteristics, such as overall population, industry focuses, and an established college network, the IE/DRC has a chance to build and improve on the Carolina model and change the landscape of work-based learning in California. LAUNCH exists to remove the obstacles faced by education and industry partners using the apprenticeship model and to present a ready-made product that employers and students can engage today. Combining technical assistance and key talent, program and service alignment, shared messaging, broader service reach, and expansive partnerships, LAUNCH gives the region a comprehensive solution that empowers institutions, students, and employers to create dynamic stackable credentialing programs that target skills training, rewards work and learning, and delivers results.
Funding Agency/ Source	Chancellor’s Office – Strong Workforce Program
Annual Funding	
Total Funding	\$2.1 Million (\$678,400 to Norco College)
Grant Duration (start and end dates)	January 2018-December 2020
Proposal Due Date	October 20 th , 2017
List grant Objectives	With Round 2-3 funding, LAUNCH would serve the region by: <ol style="list-style-type: none"> 1) Supporting cost-effective methods and strategizing sustainability for seven individual colleges developing and expanding apprenticeship programs among five districts, with expansion strategies for colleges not immediately participating. 2) Targeting immediate industry needs in priority labor sectors (apprenticeships = jobs)

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

	<ul style="list-style-type: none"> 3) Facilitating the alignment of programs supporting apprenticeships in shared industries and occupations. 4) Aligning and simplifying user interfaces so that employers and apprentices experience the same streamlined services and processes across the network. 5) Marketing apprenticeship regionally – providing students with a clear and viable pathway through a career and higher wages, and employers with a clear effective method to develop their existing workforce. 6) Broadening partnerships with regional stakeholders (i.e. high schools, WDBs, etc.) and distributing best practices and sharing resources where appropriate and beneficial.
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)	<ul style="list-style-type: none"> 1) Project Lead, Key Talent, Technical Assistance, and Project Administration: <ul style="list-style-type: none"> a. Norco College will provide LAUNCH with support and technical assistance in completing the objectives listed above. In addition, Norco College will function as the lead and will maintain administrative support for the project. 2) Developers and Drivers: <ul style="list-style-type: none"> a. Some colleges have committed to driving the development of new programs, building new industry partnerships, serving as education providers, and function as program sponsors. Outreach to businesses is a major focus of this group, and colleges selecting this role also plan to support regional aspects of apprenticeship – such as aligning programs and procedures with other colleges and process improvement in general.
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	<p>This proposal aims towards regional alignment of apprenticeship programs and sustainable funding for expanded work-based learning. The college is committing to support apprenticeship regionally through the life of the project and will benefit from</p>

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

	the collaborative efforts and shared resources of the region.
List titles of personnel needed to implement the grant and note if the positions are new or existing.	Apprenticeship Director (Existing) Grants Administrator (Existing)
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	No.
Describe how many workstations, office space, and/or facilities will be needed to implement this grant?	2-3 (None additional)
List college and/or district strategic Initiatives that this proposal addresses.	<p>Goal 1 – Increase Student Achievement and Success</p> <ul style="list-style-type: none"> •89% of apprentices are employed after completing their programs. •On average, apprentices will earn \$300k more than other workers over their careers. <p>Goal 3 – Increase Student Access</p> <ul style="list-style-type: none"> •Incumbent worker training provides the college an opportunity to meet students where they are without disrupting their means of livelihood. <p><input checked="" type="checkbox"/> Goal 4 – Create Effective Community Partnerships</p> <ul style="list-style-type: none"> •Apprenticeships are direct partnerships with employers and community based organizations focused on workforce development.
Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	College and High School students will benefit from increased earn & learn opportunities
Does this grant require community or industry partners? If yes, list partner(s).	None required to start, but the activities will include securing industry partnerships and other stakeholders in workforce development.
Is there a dollar match requirement? If yes, provide details.	No.
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	No.
What information is needed from Institutional Research and Effectiveness to complete the proposal?	None.
If approved, who will develop the proposal?	Charles Henkels

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	No.
COMMITTEE APPROVAL	
<i>Date:</i>	
<i>Approvals:</i>	Co-Chair: Co-Chair:
ISPC APPROVAL	
<i>Date:</i>	
<i>Approvals:</i>	Tri-Chair: Tri-Chair: Tri-Chair:

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

GRANT PROPOSAL INFORMATION	
Proposal Initiator	Kevin Fleming
Email Address	Kevin.fleming@norcocollege.edu
Phone Number	951-739-7880
Department	Academic Affairs – Career & Technical Education
Proposal Name/ Title	Awarding Veterans the College Credit they Deserve
Please provide a brief description or an abstract of this proposal.	We will map MOSs, Ratings and AFSCs to CTE programs within 3 districts, allowing us to issue guaranteed college credits to veterans before they apply to the college. Subsequently, we will develop a statewide, public, searchable, “military.assist.org” solution, building the database needed to sustain a national military-to-college articulation platform, including a training crosswalk for any community college interested in implementing the model.
Funding Agency/ Source	Regional Strong Workforce Program
Annual Funding	Each participating college (Crafton Hills College, Norco College, and Mt. San Jacinto College) shall receive \$500,000 (Jan 1, 2017 - Dec 31, 2020) to hire a CTE Veterans Articulation Officer dedicated to conducting this vital work. Additionally, Norco College shall receive \$500,000 for a Project Director to coordinate this regional pilot project and engage all regional community colleges to integrate into the platform solution and bring it to scale for all of California. Norco College shall also facilitate \$500,000 to develop and launch the "military.assist.org" website platform.
Total Funding	\$1.5M
Grant Duration (start and end dates)	Jan 1, 2018 – Dec 31, 2020
Proposal Due Date	Oct 27, 2017
List grant Objectives	<ol style="list-style-type: none"> 1) Facilitate/ensure all our regional college’s establish a policy to award credit for military coursework at the appropriate level as recommended by the ACE guide. 2) Evaluate and publish in advance the alignment between a veterans’ military education/training/experience and CCC coursework, organized by college, to identify military credit that may fulfill CTE certificate/degree requirements.
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development,	State of California Strong Workforce Task Force Recommendations:

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

activities, etc.)	<p>3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.</p> <p>11. Develop, identify and disseminate effective CTE practices.</p> <p>17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.</p>
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	<p>By spring 2018, we will hire 3 dedicated CTE Veteran Articulation officers and a Project Director to map MOSs, Ratings and AFSCs to CTE programs across three colleges/districts with a distinct focus (Crafton Hills – emergency & public safety, Norco – engineering/computing technologies, and MSJC - healthcare), allowing us to issue guaranteed college-credit communication to veterans before they apply to our colleges. In the fall of 2018, we will start the processes of mapping military experience and training to all CTE programs in each college’s entire catalog. Once we have completed our internal processes, we will develop a national solution, similar to assist.org, building the database needed to sustain a national military-to-college articulation platform. This project shall include professional development and assistance for any regional community college interested in participating and implementing the model. There is widespread confirmation of this need among prominent military groups (CalVet and VA) for a “military.assist.org” website.</p>
List titles of personnel needed to implement the grant and note if the positions are new or existing.	<p>Veterans Center Director (new) CTE Veterans Articulation Officer (new)</p>
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	<p>no</p>
Describe how many workstations, office space, and/or facilities will be needed to implement this grant?	<p>Two workstations will be needed. Presumably located in the new/forthcoming Veterans Resource Center</p>
List college and/or district strategic Initiatives that this proposal addresses.	<p>Student Success for our Veterans subpopulation. Strategic Educational Master Plan goals: 2.3, 2.4, 2.6, and 4.8</p>

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

<p>Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)</p>	<p>All veterans leave the military with a MOS, Rating or AFSC, depending on their branch. These classifications are associated with each veterans' job in the military and the corresponding training. At the Spring 2011 plenary session, delegates from the Academic Senate for California Community Colleges passed Resolution 18.04 that urged local senates to apply credit for educational experiences during military service toward the associate degree – including the fulfillment of general education, major coursework, certificates, and other degree requirements – in accordance with the recommendations listed in the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services. Giving veterans due credit for their military experience will result in more veterans graduating from our colleges more quickly, and will help ensure the success of our veterans at our public postsecondary educational institutions.</p> <p>However, while colleges are allowed to grant college credit for military work experience and training, no public college or university has established a thorough and comprehensive articulation process communicating to veterans in advance how many units they will receive at a given institution. Under our current system, veterans wishing to demonstrate comparable skills and understanding of course content must first apply to a specific college and then undergo a manual and cumbersome evaluation process only to then learn how many credits that institution will grant them for their military training and education. This process usually results in credits that fulfill few, or no, requirements for the degree beyond counting toward the minimum number elective credits – all because of inadequate articulation services. This is a national embarrassment and we are going to fix this here at Norco College</p>
<p>Does this grant require community or industry partners? If yes, list partner(s).</p>	<p>Yes. The Inland Empire Regional Consortium of Community Colleges, Crafton Hills College, and Mt. San Jacinto College.</p>
<p>Is there a dollar match requirement? If</p>	<p>No</p>

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

yes, provide details.	
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	This Veterans initiative has already been approved by the Academic Senate, ISPC, and COTW.
What information is needed from Institutional Research and Effectiveness to complete the proposal?	none
If approved, who will develop the proposal?	Dr. Kevin Fleming
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	no
COMMITTEE APPROVAL	
<i>Date:</i>	
<i>Approvals:</i>	Co-Chair: Co-Chair:
ISPC APPROVAL	
<i>Date:</i>	
<i>Approvals:</i>	Tri-Chair: Tri-Chair: Tri-Chair:

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

GRANT PROPOSAL INFORMATION			
Proposal Initiator	Jesse Lopez		
Email Address	Jesse.Lopez@norcocollege.edu		
Phone Number	951.738.7749		
Department	CTE		
Proposal Name/ Title	EMERGE		
Please provide a brief description or an abstract of this proposal.	<i>A regional project to develop curriculum for emerging technologies and increase the pool of qualified CTE-Advanced Manufacturing faculty.</i>		
Funding Agency/ Source	Regional Strong Workforce		
Annual Funding	As of 10/23/17, the proposed amount to be allocated to Norco College is:		
	2018 Jan-Dec	2019 Jan-Dec	2020 Jan-Dec
	\$122,500	\$137,500	\$107,500
Total Funding	\$367,500		
Grant Duration (start and end dates)	12/2020		
Proposal Due Date	10/20/17		
List grant Objectives	<ol style="list-style-type: none"> 1. Develop and Participate in "CTE Mentors", to ensure high quality and regionally aligned CTE curriculum 2. Develop and offer courses in the Advanced Manufacturing and Advanced Technology sector that aligns with a regional pathway and has portability. 3. Develop and fund Outreach and Recruitment activities, to ensure innovative and emergent courses/programs are promoted to high school students, manufacturing councils, ROP students and other labor partners. 4. Develop "Teach Me CTE" campaign to convey the advantages of teaching CTE as second career, with a focus on Advanced Manufacturing sector 5. Develop Regional Knowledge Network (RKN), which refers to workshops developed for program coordinators, regional staff, and faculty to improve CTE course development and facilitation. 		

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

	<p>6. Develop Training Fund (TF) to pay tuition for faculty and industry partner's tuition at IE/DRC partner colleges. Courses must develop knowledge in one of the TOPs codes specified in the list above.</p>
<p>List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)</p>	<ul style="list-style-type: none">• <i>Activity: This group of administrators, industry, and faculty will be committed to fostering the professional development of CTE stakeholders across the region, while focusing on Advanced Manufacturing and Advanced Technology occupations in the IE/DRC region. Each Partner College must allocate funds for this activity in their budget. This may include a subgroup of representatives from partner colleges and industry experts from the IE/DRC to develop curriculum to meet the needs of regional employers.</i>• For example, create an "Introduction to Welding" course that satisfies the needs of CTE programs at multiple partner colleges.• Develop shared/aligned Student Learning Outcomes (SLOs) for similar courses.<ul style="list-style-type: none">○ This funding must reflect a documented increase in CTE enrollment○ The funding can be used on activities to capture the interest of prospective students, and re-engage past students. For example:• Fund an Outreach and Recruitment Specialist to promote newly created courses and programs.• Fund the creation of new signage, program related giveaways, and other branded products.• Fund materials to communicate appropriate information to educators, students, and parents.• Fund transportation costs for field trips.• Fund activities and other events which showcase successful CTE programs and student success stories.<ul style="list-style-type: none">○ For example, partner colleges will rotate regional faculty recruitment tours and workshops at each college to industry professionals.• <i>These professional development workshops may include educational workshops regarding:</i>• <i>Industry credentials</i>• <i>Relevant state certifications and permits (i.e. CA Electrician Trainee Card)</i>

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

	<ul style="list-style-type: none"> • <i>Effective teaching models and practices</i> • <i>Team teaching methods</i> • <i>Embedding maker spaces into curriculum design</i> • <i>Curriculum Integration</i> • <i>CTE best practices, as they pertain to special populations, such as Veterans and formerly incarcerated residents.</i> • <i>Curriculum design/development</i> • <i>Instructional technology workshops</i> • <i>CTE industry partnership development, including in classroom tours, industry panels, and industry field trips.</i> <ul style="list-style-type: none"> ○ For example, a partner college may choose to fund faculty and industry members up to 10 units of coursework in Industrial Automation Technology during the proposal period at any of the IE/DRC colleges. The Training Fund will be paid by each college according to their sponsored billing, district foundation and/or district tuition policies.
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	Curriculum and professional developed related to Career and Technical Education
List titles of personnel needed to implement the grant and note if the positions are new or existing.	Director, CTE (.5 FTE) Existing
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	No
Describe how many workstations, office space, and/or facilities will be needed to implement this grant?	1 workstation
List college and/or district strategic Initiatives that this proposal addresses.	Curriculum development , industry partnerships and professional development
Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	College students, faculty, industry partners and community stakeholder.

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL INFORMATION FORM

Does this grant require community or industry partners? If yes, list partner(s).	Yes, both community partners (ROPs, adult schools, IE/DRC community colleges) and industry partners (employers).
Is there a dollar match requirement? If yes, provide details.	No
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	Yes, this will need approval.
What information is needed from Institutional Research and Effectiveness to complete the proposal?	CTE Outcome-related data, such as number of students enrolled and number of completers in a particular program.
If approved, who will develop the proposal?	The proposal has been developed. However, the proposal lead may have to refine it further, based on feedback from the shared governance committees and regional Executive Committee.
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	No

COMMITTEE APPROVAL

<i>Date:</i>	
<i>Approvals:</i>	Co-Chair: Co-Chair:

ISPC APPROVAL

<i>Date:</i>	
<i>Approvals:</i>	Tri-Chair: Tri-Chair: Tri-Chair:

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL SUBMITTAL FORM

GRANT PROPOSAL DETAILS	
Name of Proposal Initiator	Charles Henkels
Email Address	Charles.henkels@norcocollege.edu
Phone Number	(951) 372-7028
Department	Academic Affairs – Career & Technical Education
Name of proposal	Advanced Technological Education (ATE) Project – Apprenticeship Program
Please provide a brief description or an abstract of this proposal.	<p>Building on the work completed under the National Center for Supply Chain Automation Education and the California Apprenticeship Initiative, Norco College will use this grant to expand earn & learn opportunities in the region in Industrial Automation and Advanced Manufacturing. Norco College uses an innovative approach to apprenticeship by filling the role of Program Sponsor. This allows employers to partner directly with the college and begin offering apprenticeships to the community immediately.</p> <p>In addition, Norco College will work with local Workforce Development Boards to establish procedures for OJT Reimbursement and training funds, as well as the Employment Training Panel, to lead the program towards sustainability.</p> <p>The goals of the project are as follows: (1) introduce and expand the use of apprenticeship in the supply chain industry; (2) enhance existing pipelines and pathways leading to lucrative careers in a growing industry; (3) develop applications so that the supply chain apprenticeship can be replicated in regions and industries with similar needs; (4) strengthen partnerships with business organizations and associations that represent potential apprenticeship training communities; (5) develop promotional material explaining, and highlighting, apprenticeship as a solid investment.</p>
Funding Agency	National Science Foundation
Amount to be Requested (annually)	\$200,000
Grant duration (years)	3
Grant start and end dates	October 2018-October 2021
Grant due date	October 2017
Primary grant objective(s)	Expand use of apprenticeship in technician training and develop program infrastructure that can be used by other colleges/programs.
List grant requirements by funding agency (i.e. services to be provided, curriculum development, research, etc.)	<p>Develop innovative methods for using laboratory, field, and work-based experiences to improve students' understanding of basic principles and the modern workplace;</p> <p>Using modern instrumentation and new technologies to address the knowledge, skills, and competencies needed for the evolving, converging, and emerging technical workplace;</p> <p>Integrating industry standards and workplace competencies into the curriculum including 21st century skills (www.p21.org)/employability skills (http://cte.ed.gov/employabilityskills/);</p> <p>Implementing strategies to support student recruitment, retention, and completion. For example, faculty-industry teams might mentor students both within the high school and the community college technician education program with follow-up as the students enter the workforce.</p>
List titles of personnel that will be needed if the grant is funded. Please note if positions are existing or new.	<p>Apprenticeship Director (Existing)</p> <p>Student Success Coach (Existing/New)</p>
List office space needs and/or use of campus facilities necessary for implementation of this grant	No new space is required as program would use existing courses and curriculum and administrative positions already exist.
List NC Strategic Initiatives that this proposal addresses:	<p>Goal 1 – Increase Student Achievement and Success</p> <ul style="list-style-type: none"> •89% of apprentices are employed after completing their programs. •On average, apprentices will earn \$300k more than other workers over their careers. <p>Goal 3 – Increase Student Access</p>

NORCO COLLEGE GRANTS COMMITTEE

GRANT PROPOSAL SUBMITTAL FORM

	<ul style="list-style-type: none"> •Incumbent worker training provides the college an opportunity to meet students where they are without disrupting their means of livelihood. ☑Goal 4 – Create Effective Community Partnerships •Apprenticeships are direct partnerships with employers and community based organizations focused on workforce development.
Which group(s) will benefit from this grant and how? (high school students, college students, faculty, staff, other)	College and High School students will benefit from increased earn & learn opportunities
Does this grant require partners? If yes, please provide details.	The grant will require employer commitment and partnership to provide on-the-job training for apprentices/students
Does the grant have a dollar match requirement? If yes, please provide details.	No
It is necessary to obtain approval from any academic/student services department for the implementation of proposed activities? If yes, have these approvals been obtained?	This grant would build on an on-going apprenticeship initiative at Norco College.
What are the short-term and/or long-term requirements/obligations for the college if this proposal is funded?	During the life of the project, Norco College would be committed to moving their apprenticeship operations towards self-sustainability. The college is not obligated to continue the project beyond what it can sustain and the positions funded by the grant are paid for out of categorical funds.
Who will prepare the proposal on behalf of the college?	Charles Henkels will work with the Grants Office on the completion of the application.
Is it necessary to hire grant consultants to prepare the proposal? If yes, provide a cost estimate.	An evaluator may be used to assist with the grant application. Cost is to be determined, and it may be paid for out of current Apprenticeship Initiative Funding (not the general budget).
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained the necessary approvals?	It will not be necessary.

REVIEW AND APPROVAL BY STRATEGIC PLANNING COMMITTEES

Grants Committee Review Date	Committee Recommendation
Review Date: _____	
Approvals:	Co-Chair: _____ Co-Chair: _____
ISPC Review Date	Committee Recommendation
Review Date: _____	
Approvals:	Co-Chair _____ Co-Chair _____ Co-Chair _____

SAFETY COMMITTEE REPORT

Fall 2017

COMMITTEE STATEMENT OF PURPOSE

The purpose of the Safety Committee is to develop and maintain a healthy and safe learning environment for students, faculty, staff, and visitors. As a problem-solving group, the committee will help identify and address security and health and safety concerns and make recommendations to the appropriate office or committee in order to maintain safe conditions.

STRATEGIC GOAL AND OBJECTIVE THAT APPLIES TO THIS COMMITTEE:

GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

Objective 5: Implement programs that support the safety, health, and wellness of our community. (Safety Committee)

- Objective five is the responsibility of the Safety Committee. The Safety Committee supports this objective by implementing programs designed to educate our students, faculty and staff about health and safety issues on and around Norco College

STRATEGIC GOALS AND OBJECTIVES:

1. **Increase communication to the students, faculty and staff about safety on and around the college.**
 - Campus-wide emails and alerts
 - Posters, signs, brochures, and flyers
 - Safety boards
 - Promote the use of the RAVE/Guardian and other apps

2. **Host more training and events at Norco College that will be available to students, faculty, staff and the local community.**
 - First Aid/CPR and AED classes
 - Stop the Bleed
 - Health Fairs
 - Cancer, and other awareness events
 - Disaster preparedness / Safety Fair
 - The Great Shakeout

3. **Rebrand and redesign the Building Captain program, building our community network of trained individuals that can take a leadership role during a crisis.**
 - Community Emergency Response Team (CERT) training and program
 - Evacuation drills and table top exercises
 - NIMS, SEMS, ICS structure and training roles and responsibilities
 - A fully operational EOC
 - Continue to build our emergency supplies and train individuals how to use them

4. Expand campus assessments and safety walks, to address a number of different areas including physical safety, OSHA and fire code compliance.

- Promote 3 minute rule for AEDs
- Identify first-aid kits, fire extinguisher and other items their locations and understand how they work.
- ADA and fire code egress and other issues

5. Promote a safety-minded culture.

- See something
- Say Something
- Do Something

HOW DOES THE COMMITTEE ALIGN WITH NORCO COLLEGE MISSION?

- Safety Committee serves our students, faculty, staff and our community, by providing educational opportunities such as active shooter, earthquake and emergency preparedness, and CERT Training.
- The Safety Committee aligns with the innovative approach to learning using technology as we continue with the RAVE system, emergency mass notifications, and continue to promote the Guardian app.
- We promote a safety-minded culture.
- Increasing our emergency supply inventory and activation of emergency operations center (EOC)
- EOC has ramped up efforts to include emergency generator operability, satellite technology, AV equipment, and IT
- Purchase / lease additional AED's to cover the college via the 3 minute rule.

ASSISTANCE NEEDED FROM ISPC:

- Assistance is needed from ISPC in the form of increased support and the funding of a safety committee budget to support some of the initiatives listed above and the ability to address some of the many health and safety issues that come up in the committee throughout the year.