

Institutional Strategic Planning Council
March 6, 2019
ST 107 (1:00-3:00pm)
Minutes

Members Present: Kris Anderson (Faculty Accreditation Co-chair), Greg Aycock, Melissa Bader (Faculty Co-Chair), Celia Brockenbrough, Peggy Campo, Rudy Castellanos (ASNC Rep.), Michael Collins, Leona Crawford, Monica Esparza, Kevin Fleming, Daniel Landin, Ruth Leal (Staff Co-Chair), Sam Lee, Mark Lewis, Barbara Moore, Mitzi Sloniger, Kaneesha Tarrant

Members Absent: Mark DeAsis, Tenisha James, Bryan Reece (Administrative Co-Chair), Chris Poole, Jim Thomas

Guests Present: Bernice Delgado, Gustavo Ocegüera

Call to Order: 1:04pm

Approval of Minutes:

Approval of Minutes for February 20, 2019

MSC (Anderson /Brockenbrough)

Corrections: None

Approved. 2 Abstentions

I. Action Item:

- A. ISR-QFE Projects (Melissa Bader)
MSC (Lewis/Campo)
Approved.

Two Quality Focus Essay project plans were presented for the committee's approval.

Kris Anderson reminded the committee about the discussion from the last meeting. These are two multi-year projects with goals to improve student learning and achievement at the institutional level. The two projects proposed are presented to committee with information on project activity, measurable outcomes, responsible parties, resources needed, timeline, and related standards.

First plan: Implement Student Success Teams in the Schools

Melissa shared that this is the basic outline to establish success teams for the guided pathways. This plan uses the resources we have and some resources from College Futures Foundation. We are working on the details of the plan and specific measurable outcomes. We are looking at JFK as a model.

Comments/Questions:

- Add to the scope, physical location of schools.

- Could this include faculty office locations? Yes! Mark Lewis agreed to be a resource for this topic.
- Are we moving/redesigning spaces before we develop new space? Maybe, on a small scale. One of the things we want is to do is create space for the engagement centers.
- Are examples of what the success teams are doing appropriate for this? What kind of contact needs to happen between faculty and students? Yes we are currently building the student arc.
- Happy to see the CTA piece, keep in mind to broadly communicate the stipends. Yes, will be a conversation for CTA and Academic Senate.

Second plan: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Focus. Kris worked with Quinton Bemiller to produce the outline. Professional development- consulted with leading from the middle group. These are steps and broad outlines focusing on Equity, covering many standards.

Comments/Questions:

- Why does this include another committee? This is because we need all constituent groups represented. The current professional development committee is a committee of the Academic Senate.
- Extra group (committee) would be great for working with district to talk institutionally.

II. Committee Reports

A. Diversity, Equity, and Inclusion

Bernice provided the committee with an update on the upcoming events of the DEI committee that align with goal 2. There is a planned retreat for the spring to prepare for next year's events, to create a schedule of events for the entire year.

Equity plan will be addressed in the next meeting. Information was provided for the regular update. Plan is due June 30, will bring the conversation to the committees. All three colleges are working on presenting their plans to the Board in June. In the plan, we are aligning what we are already doing per equity with a focus on Guided Pathways and professional development. Handouts are provided about the institute and the metrics for the new equity plan. The institute will be attended by a team of eight that will be working on the plan. At the institute they will learn how to look at our data and identify gaps for different populations. Gustavo will provide an update at the next meeting.

DEI committee will be putting on a big equity summit in the fall that will need some funding, possibly matching funds from general funds. This will be an opportunity for our community partners to sponsor.

Comments/Questions:

- What is the purpose and population of the summit? This is a topic of discussion with an idea of creating inclusiveness, including panels on what equity means, including topics on micro-aggressions, LGBTQ, Men of Color, homelessness, etc. This would be a training for everyone with many topics to cover, many possibilities.
- Are the activities on the handout the only ones handled through the committee or a sample? Currently many events are handled by individual clubs. The committee is working on collaborating more with the clubs so activities don't interfere and together we can co-sponsor and collaborate.
 - Student clubs are handling events, do we know what clubs and programs are coordinating the activities? Currently many events are done through ASNC, The committee is working on communication and collaboration with clubs and programs.
 - This is a working committee, we need more people to volunteer especially to put on events.
- New Academic Senate president will be announced in June, the senate president needs to be around to sign on June 30th- be aware of logistics. Submission on-line needs to be planned in advance for signatures.
- The name of the committee changed because it has taken on the beginning stages of the equity plan with feedback from multiple committees. The committee is no longer only a legacy committee.
- Equity is starting to grow, what comes to the committee? Does Local goals and alignment conversation needs to go to the committee? A suggestion to have the conversation in the meeting this Friday. We need to have a clear understanding of where the responsibility of equity lives and with whom (not a single person).
- Rudy gives an update of ASNC upcoming activities- ANSC gives money to programs for events.

III. Information Items:

A. External Revenue Workgroup

(Kevin Fleming)

Follow-up from Dec. 11th discussion of the workgroup that ISPC tasked to address concerns - Dr. Fleming provided a handout and short summary.

Group discussed and provided recommendations to ISPC. Referenced BP 3820 for the college to make its own determination on whether to accept a gift of funds. It has been made very clear that the foundation is the group that receives and solicits gifts for the district. Note that if a donor wants to give us (NC) money and we turn it down, the foundation will accept the money and give it to MV and RCC as long as the gift aligns with BP. BP is sufficient for the parameters of this group.

Comments/Questions:

- Does the Foundation vet donors, and do they consult with counsel? Both the foundation and RCCD Board have to approve the receipt of funds.
- Need to ask Foundation for a clear process of their current vetting process.

- Asked to add some language about how the Foundation vets. The college has the ability to access Charity Navigator and GuideStar for vetting.

B. FTES Distribution Plan

(Sam Lee)

We need to submit as a college to the District- will be presented at the next meeting.

C. Budget Overview

(Mike Collins)

We are almost $\frac{3}{4}$ through the fiscal year; 67% through the budget season. The budget is performing well, we are under budget 5.5% in salary and benefits. We are in discussions with District on spending and reallocating savings.

Comments/Questions:

- Why are library P-T faculty budgets different than regular faculty Budgets? And why are they not automatically adjusted as the FT faculty budget is. Will be working on Budget planning for next year. *Check to see if the budget for faculty is equitable across the board to include the PT budget for library faculty. This maybe the same situation for counselors.
- Can we go through the rational for the budget? Work in progress- budget allocation model transition and budget planning will take a couple of years. 19-20 year will be more reminiscent of what we will need.
- Where would one go to ask about allocations and the budget? At any BFPC meeting, we go through quarterly performance report, and numbers at every month end.
- We are looking at building the budget according to needs. We need to understand historically where we have been and understand the methodology.
- We are currently developing a planning and budgeting calendar that goes to BFPC on the 12th. We are looking at how and when we set our budget priorities.
- Preliminary budget calendar will be coming to ISPCs next meeting. Calendar includes a budget development process.
- How are we going to allocate resources and where do they come from?
- Historically part-time faculty accounts are underfunded and then at the end of the year we deficit spend them.
- Moving forward this year we are going to be responsible for our own budget. We are expecting to be able to carryover our resources as we move forward.
- What's happening with the lights in the Library? LED retrofit is in process, should be completed with-in 4 weeks.
- Asked for Esmeralda to bring the report she provides to BFPC to ISPC.

D. G.O. Bond Economic Impact

(Bryan Reece)

General Obligation Bond, there is a group meeting at the District to discuss. Tabled for next meeting.

E. Prioritization Process

(Co-Chairs)

A draft of Resource Request Procedures (RRP) was presented to the committee to review and provide feedback on. This is presented as an 11 step, workable resource request model that can be approved and completed in a timely manner. This is a process of attaining resource requests from program review out to area managers to develop the initial prioritization. Then looking at request that were not funded in the year before, choosing new items and prioritizing at the area levels first.

Comments/Questions:

- How is this different from the current program review process? Attempt to prioritize these processes through areas and departments. Area managers would work with faculty and staff to prioritize Resource Request and present their recommendations to the area VP. Where does it go after the departments? Does it go to committees? Would only be brought to committees for discussion and then to Presidents Cabinet.
- Guided Pathways forces collaboration that will help with prioritization process.
- One thing that is different is number nine, what is allocated needs to be measured and reported in program review every three years. Number 9 is difficult to implement. Also looking to add to Program Review a way of aligning which goal from the Educational Master Plan will be improved by the resource request. This has never been done before.
- Prioritization will happen with the VPs not in the councils like it has been in the past.
- Where is staffs voice in the process? Staff input will be included in the program review in collaboration with the area manager.
- Discussions need to be at the area level.
- BFPC may not be the strategic body to make these decisions. Planning should come first, through ISPC. Suggestion to change to IPC from BFPC on number one.
- Unfunded items carry over to the next year and sunset at 3 years.
- Some things don't need to be prioritized, they may only need to be addressed with proper budgeting. Cash flow reports show where we are way under and over funded. These needs can be analyzed through reports and proper budget planning.

F. Big Us Plan

(Bryan Reece)

Table for next meeting

G. Planning and Governance Manual

(Sam Lee for Bryan Reece)

The intention of this manual is to preserve and strengthen our governance process. Dr. Lee asked the committee to review an attempt to align our decision making process with our educational master plan, and clarify our different processes and groups. While reviewing the councils, reimagine them as councils directed at advancing our strategic areas. Dr. Lee noted that the organization charts are used as a brainstorming tool for

figuring out what goes where, they are not accurate and will need to be corrected to accurately reflect the current structure.

Comments/Questions:

- Student services are not included because changes still need to take place.
- Committee was asked to look at page nine, to look at proposed councils and committees.
- What was intended by scholarship committee? Scholarship in terms of money for students. Isn't the scholarship committee just a reoccurring workgroup?
Yes
- Question about co-chairs. Asked for clarification because Norco currently has a tri-chair system. This is a topic for consideration. Looking for ways to consolidate and shrink the size of the current councils. This is an area for discussion.
- Can the Norco 9 be defined? An advisory group comprised of leaders from constituent groups. The concept is evolving.
- Need to make a clear distinction between decision making and operational committees. Can possibly add this distinction to page 18.
- Page 22 provides a sample of the decision making process.

Committee will review and will bring back questions and suggestions to a future meeting.

IV. Good of the order

Meeting adjourned 3:06pm

Next meeting March 20, 2019

Minutes submitted by Charise Allingham

**Quality Focus Essay Project Idea:
Implement Student Success Teams in the Schools**

Project name/title: Implement student success teams in the Schools

Student learning/achievement data leading to identifying need/project

Student achievement data (should reflect other portions of the ISER, in particular, student achievement data presented in the front matter)

Anticipated impact of the project on student learning/student achievement

- Increase Retention
- Increase SEP completion
- Decrease drops after census
- Increase unit count successful completion
- Increase sense of connection to the institution

Project Activity	Measurable outcome	Responsible parties	Resources needed	Timeline	Related Standards
Creation of the arc and preliminary communication plans Salesforce pilot (?)	Formation of the arc and communication plan	Dean of Student Services Guided Pathways team Success Navigator teams	Time Money for Salesforce (grant or Guided Pathways) Communication System (Salesforce) Reimbursement for faculty	Spring 2019	II.C.5, II.C.6
First implementation of communication plan with Success Navigators for first-year students	Increase enrollments by ___% Increase student connection to the college	Ed advisors Dean of Student Services	Time Salesforce training Ability to track interactions	Summer-fall 2019	II.C.5, II.C.6

	[measurement to be established]					
Collaborative work with CTA on faculty roles as navigators	Increase number of faculty who can use advisor link	CTA reps Faculty leadership	Meeting time	Fall 2019	II.C.5, II.C.6	
Recruitment and training for faculty	Increase number of faculty who can use advisor link	Faculty trainers	Time Money for associate faculty training PDC approval	Fall 2019	II.C.5, II.C.6	
Communication plans modeled after first-year plans	Increase student success [need to establish: % course success, retention, and/or persistence]	Faculty trainers	Compensation for Faculty Advisors on approved scale	Fall 2019	II.C.5, II.C.6	
Assessment of first-year communication plan Assess data on retention, SEP completion, unit count, and connection to the college. Make adjustments to communication plan based on feedback and assessment.	Continue to increase student contacts [measurement to be determined] Decrease number of students who drop courses or do not complete Increase number of students who have SEPs by ____%. Increase unit load by ____%.	IR support Guided Pathways team Success teams	Data Time for analysis	2019-2020	I.B.1, II.C.2, II.C.5, II.C.6	

Implement Faculty Advisors based on schools	<p>Continue to increase student contacts for students in their second or subsequent year. [measurement to be determined]</p> <p>Decrease number of students who drop courses or do not complete in their second or subsequent year</p> <p>Increase number of students who have SEPs by ____%. Increase unit load by ____% in their second or subsequent year</p>	Faculty advisors	Funding	2020-2021	II.C.5, II.C.6
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**Quality Focus Essay Project Idea:
Implement Equity-Focused Professional Development Plan with a Teaching/Learning Focus**

Project name/title: Implement equity-focused professional development plan with a teaching/learning focus

Student learning/achievement data leading to identifying need/project

Equity and student achievement data (should reflect other portions of the ISER, in particular, student achievement data presented in the front matter)

Anticipated impact of the project on student learning/student achievement

Together, the goal of the activities is to increase in student success and retention rates ___% over a five-year [six-year?] period.

Project Activity	Measurable outcome	Responsible parties	Resources needed	Timeline	Related Standards
Offer faculty-led professional development workshops on equity in teaching (Flex credit approved)	[yet to be established]	Marsahl Fulbright Jessica Dobson Dan Reade Courtney Buchanan Starlene Justice Patty Worsham Janet Hill Barbara Moore Quinton Bemiller	? PDC approval (done)	Spring 2019 + ongoing	II.A.7, II.A.16, III.A.14
Establish a Professional Development Council to address training needs of all employee groups.	Council established as part of governance process at the College.	PD Committee/Council (which includes PD, TLC, CSEA, admin) College Governance Councils, espec. ISPC		2020	II.A.16, III.A.14
Develop staff-focused training exploring the impact of student social and socioeconomic factors on students' educational decision making.	Training schedule established. Participation numbers over a three-year period will increase to ___% of staff.	PD Council	CSEA & management team (support/assistance) Possibly personnel support to cover positions while staff are in training Institutional Research (data)	2021-2025	I.B.1, I.B.6, II.A.7, II.A.16, III.A.14

<p>Implement an equity-centered program to provide disaggregated data to staff and faculty and identify potential coaches to expand the program.</p>	<p>Program description created.</p> <p>Web portal through which staff and faculty can access personalized disaggregated data established and overseen.</p> <p>Participation of ___% of staff and faculty over a three-year period.</p> <p>Increase in student success and retention rates over a ___-year period. [This should match the goals we have as a college... What % of increase are we shooting for as a college?]</p>	<p>PD Council</p>	<p>Institutional Research (for data and assessment)</p> <p>Technology specialists (for web portal)</p>	<p>2020-2025</p>	<p>I.B.1, I.B.6, II.A.7, II.A.16, III.A.14</p>
<p>Develop and implement training for data coaches identified in disaggregated data pilot program.</p>	<p>Data-coach training schedule and participation list.</p> <p>Coaches' training schedules.</p> <p>Participation of ___% of faculty and staff in training over a three-year period.</p>	<p>PD Council</p>	<p>Institutional Research (for data and assessment)</p>	<p>2021-2026</p>	<p>II.A.16, III.A.14</p>
<p>Implement equity-based training for first time faculty as part of First Fridays.</p>	<p>Schedule of First Fridays showing training.</p> <p>Assessments and surveys of first-time faculty to determine effectiveness, satisfaction, and suggestions for further training.</p>	<p>PD Council</p>	<p>Institutional Research (for data and assessment)</p>	<p>2020-2026</p>	<p>II.A.7, II.A.16, III.A.14</p>

	<p>Revised training descriptions in subsequent years based on assessments and survey results.</p>				
<p>Increase accessibility of and opportunities for professional development of part-time faculty members, especially professional development focused on equity and pedagogy.</p>	<p>Schedule of professional development activities for part-time faculty showing ___% increase in offerings and ___% in participation over a four-year period.</p> <p>Increase in student success and retention rates over a ___-year period.</p>	<p>PD Council</p>	<p>Financial support for PT faculty participation</p> <p>Institutional Research (for data and assessment)</p>	<p>2021-2025</p>	<p>II.A.7, II.A.16, III.A.8, III.A.14</p>
<p>Explore/establish associate faculty mentoring program.</p>	<p>Proposal for associate faculty mentoring program (2021).</p> <p>Participation of ___% of associate faculty in mentoring program by 2026.</p>	<p>PD Council</p> <p>Department chairs</p>	<p>Financial support for PT faculty participation</p>	<p>2021-2026</p>	<p>II.A.7, II.A.16, III.A.8, III.A.14</p>
<p>Implement FLEX activities focused on activities' alignment with four pillars of Guided Pathways.</p>	<p>Schedules of Flex activities showing focus on four pillars of Guided Pathways, showing revisions based on assessments and surveys over the years.</p> <p>Assessments and surveys to determine effectiveness, satisfaction, and suggestions for further GP-aligned activities. Surveys showing increased understanding of GP.</p>	<p>PD Council</p>	<p>Institutional Research (for data and assessment)</p>	<p>2021-2024</p>	<p>I.B.1, II.A.7, II.A.16, III.A.8, III.A.14</p>

	<p>Participation of ___% of faculty in GP-focused Flex activities over a three-year period.</p> <p>Increase in student success and retention rates over a ___-year period.</p>				
<p>Develop online FLEX training activities for associate and full-time faculty.</p>	<p>Online Flex activities available to associate and full-time faculty (2023).</p> <p>Participation of ___% of associate and ___% of full-time faculty in online Flex activity in first year, increasing by ___% in second and third years.</p> <p>Increase in student success and retention rates over a ___-year period.</p>	<p>PD Council</p>	<p>Learning management system (LMS)</p> <p>Technology specialists</p> <p>Institutional Research (for data and assessment)</p> <p>Financial support for PT faculty participation</p>	<p>2023-2027</p>	<p>II.A.7, II.A.16, III.A.8, III.A.14</p>

DIVERSITY, EQUITY, & INCLUSION COMMITTEE REPORT
Spring 2019

COMMITTEE STATEMENT OF PURPOSE:

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

STRATEGIC GOALS AND OBJECTIVES THAT APPLY TO THIS COMMITTEE:

GOAL 2: IMPROVE THE QUALITY OF STUDENT LIFE

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

- The DEI Committee contributes to achieving this objective by identifying ways in which it can support students to get the most of their education. We value students as individuals by creating an inclusive environment at Norco College. This years planned events are ways in which we will promote inclusion of all students through the use of educational events and celebrations:

October 18th - Promote voting registration- Mi familia vota
November 1st - Dia De Los Muertos Celebration/Education
Spring 2019 – April 4th, Cesar Chavez Breakfast
Committee Planning for a Fall Diversity Summit
2019-2022 Student Equity Plan Development
Spring Planning Retreat for 2019-2020

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

- DEI will work on this objective by promoting inclusiveness, scheduling diversity-related activities/discussions, and advocating for those who feel they are experiencing unfair treatment.

GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

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

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

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

- Continue to collaborate with student groups/clubs on campus
- DEI will continue to work on increasing participation by scheduling events during various days/times, especially during college hour and after 5 pm. We will also strive to advertise events in a timely manner to increase attendance. When appropriate, faculty will be encouraged to send their students to educational events and we will work with PDC to offer FLEX credit.

ACTION PLANS:

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

1. Develop new guidelines and timeline for Diversity, Equity and Inclusion Award(s)
2. Coordinate Ethnic/Culture specific events/discussions (1 or 2 major events per term).
3. Create social media pages to help promote diversity on campus.
4. Collaborate with ASNC and other departments/committees to co-sponsor events.

5. Collaborate with Read to Succeed Program to focus readings on diversity and inclusivity topics.
6. Inquire into student, faculty, and student services campus climate surveys developed by the Minority Male Community College Collaborative (M2C3) for implementation in FY 19-20.
7. Collaborate with District Diversity Council strategic initiatives and co-sponsor events with sister colleges, such as the Equity Summits.

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

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

CHALLENGES:

- Funding, DEI has a budget of \$5,000 from Student Equity funds and \$2,000 from ASNC to co-sponsor events. Additional funds and/or community sponsors are needed for the fall Diversity Summit.

ASSISTANCE NEEDED FROM ISPC:

- Continuous support from ISPC to promote future events.

2018-2019 COMMITTEE MEMBERS:

- **Bernice Delgado (Tri-Chair), Student Equity Grants Admin Specialist**
- **Brady Kerr (Tri-Chair), Assistant Professor, Music Industry Studies**
- **Dr. Gustavo Ocegueda (Tri-Chair), Dean of Grants and Student Equity Initiatives**
- Eric Betancourt, Veterans Services Specialist
- Dr. Stanley Tyler, Associate Prof, Chemistry, Math & Science
- Nathaniel Ilo, Associate Students of Norco College Representative
- Patricia Gill, STEM Services Developer, Title III STEM Grant
- Patty Sanchez, Accounting Services Clerk
- Azadeh Iglesias, Student Success Coach, CTE
- Dr. Lisa Nelson, Associate Professor, English
- Edwin Romero, Assistant Professor Coordinator, Student Activities
- Araceli Covarrubias, Assistant Professor, Spanish
- Desiree Rivera, Outreach Specialist
- Zachary Emorey, Veterans Outreach and Recruitment Services Specialist
- Dr. Jan Muto, Associate Professor, Communications
- Ammanda Moore, Assistant Professor, English
- Toren Wallace, Associate Faculty, Communications

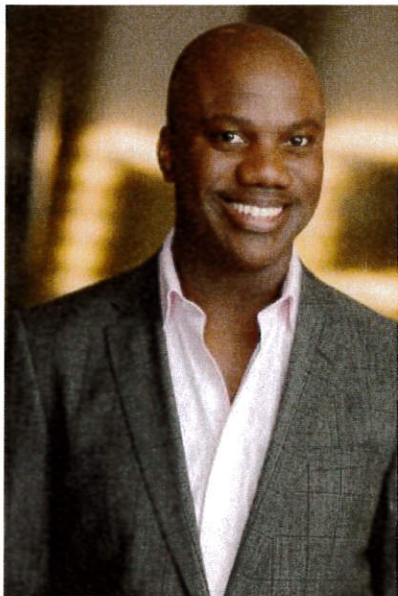


Respectfully submitted to ISPC March 6, 2019

Announcing our Student Equity Planning Institute Keynote Speaker: Dr. Shaun R. Harper

March 18th and 19th, 2019 | USC Radisson Hotel | Los Angeles, CA

We are excited to share that Dr. Shaun R. Harper will be our opening keynote speaker at our upcoming **Student Equity Planning Institute**. Dr. Harper will explore ways to embed racial equity into the institutional planning process. Shaun is only one of the various notable education experts who will be presenting at the two-day event.



More about the speaker...

As our keynote speaker we look forward to Dr. Shaun R. Harper's insight and remarks on racial equity in higher education. Shaun R. Harper is a Provost Professor in the Rossier School of Education and the Marshall School of Business at the University of California. He is also the Clifford and Betty Allen Chair in Urban Leadership, Founder and Executive Director of the USC Race and Equity Center, and a past President of the Association for the Study of Higher Education.

More About the Institute

Our Student Equity Planning Institute is a two-day professional development opportunity providing campus practitioners with support, resources, and tools to use the revised equity planning process as an opportunity to address racial inequity.

Expectations

Participating Institutions

Bring team members (i.e. student equity coordinator, administrators, institutional researchers, shared governance representative, classified staff) ready to discuss campus data, inequities identified, and ways to address and mitigate equity gaps on campus.

The Institute – Providing Tools & Resources for Race-Conscious Planning

CUE has confirmed expert speakers ([Learn more](#) about our Institute speakers):

- Dr. Shaun Harper, USC Provost Professor and the Clifford and Betty Allen Chair in Urban Leadership
- Dr. Sonya Christian, President, Bakersfield Community College

During the two-day workshop, CUE will provide tools and resources to help campuses:

- Make their Student Equity Plan an opportunity for institutional innovation and student success (using CUE's well-established work on race-consciousness and equity-mindedness)
- Apply inquiry methods to identify causes of low success in course completion and basic skills, especially co-requisite and accelerated Math and English
- Develop strategies to talk constructively in the plans about race and equity on campus
- Create buy-in to bring about greater campus involvement in equity-focused change

Norco College Team Members:

- Dan Reade, Assistant Professor, English
- Laura Adams, Associate Professor, Psychology (Chair, Program Assessment)
- David Payan, Associate Professor, Counseling
- Jeffrey Warsinski, Assistant Professor, Mathematics
- Brandon Owashi, Institutional Research Specialist
- Tenisha James, Dean, Student Services
- Marshall Fulbright, Dean of Instruction
- Gustavo Ocegüera, Dean, Grants and Student Equity



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

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

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



2019-22 Student Equity Plan

(For Planning Purposes Only)

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

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



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

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

Point of Contact:

Name _____

Title _____

Email Address _____

Phone _____

Alternate Point of Contact:

Name _____

Title _____

Email Address _____

Phone _____



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

Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

Chancellor/President	Date	Email Address
Chief Business Officer	Date	Email Address
Chief Instructional Officer	Date	Email Address
Chief Student Services Officer	Date	Email Address
President, Academic Senate	Date	Email Address



Student Equity Plan Instructions

Background Information:

EC 78222 requires as a condition of funding the completion of a student equity plan (as outlined in EC 78220). In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges shall maintain a student equity plan that includes all of the following for each community college in the community college district:

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

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.

(v) Native Hawaiian or other Pacific Islander.

(vi) White.

(vii) Some other race.

(viii) More than one race.

(F) Homeless students.

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

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

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

Student Success Metrics:

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

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

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

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

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

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

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

External Revenue Workgroup

Meeting Summary
December 11, 2018

In Attendance

Dr. Kevin Fleming
Launa Wilson

Dr. Peggy Campo
Leona Crawford

Dr. Jason Parks
Colleen Molko

Barbara Moore
(almost Dr.) Quinton Bemiller

Summary of Discussion/Topics

- Concerns from ISPC in regards to external revenue
- Alignment of goals with what is best for students vs. organizational/individual values
- Agreement to separate personal values & politics from College values & politics for the institutional need to support students
- Processes for accepting grants, appropriations, gifts of kind, & naming opportunities
- (Legal) differences between businesses/corporations vs foundations/philanthropic foundations
- 3rd party organizations that evaluate company's adherence to labor law practices and ethical treatment of employees (e.g. Charity Navigator, Guide Star)
- Norco College's capacity to pre-vet vs. our role as a public community college
- Discussed the statute of limitation on businesses that once had unfair business practices (e.g. Nike) - unresolved.
- Agreement to maintaining Norco College's name/reputation
- Legal implications of accepting external funds (gifts versus grants).
- The Foundation may reject any gift that it determines is inconsistent with the mission, goals or objectives of the Foundation, the District or Colleges, or if the gift is determined to not be in the best interests of the Foundation/policies to accept.
- If Norco College refuses a gift, the RCCD foundation has all rights to redistribute the funds to one of the other colleges.
- Distinctions between receiving support (monies or in-kind) vs. naming opportunities vs. endowments
- Review of applicable Board Policies
 - BP 3950 Naming of Facilities
 - BP 3280 Grants
 - BP 3820 Gifts
 - "In no event shall the Foundation Board of Directors accept a donation from any donor who engages in practices or policies which discriminate against any person on the basis of nationality, religion, age, gender, gender identity, gender expression, race or ethnicity, medical condition, genetic information, ancestry, sexual orientation, marital status, or physical or mental disability, pregnancy, or military and veteran status; or when the stated purposes of the donation are to facilitate such discrimination in providing educational opportunity."

Recommendations

- Abide by existing board policies on accepting external revenue. Board policy is sufficient for pre-vetting
- Strategic Development will continue to pursue/generate external funds through the RCCD Foundation Board, RCCD Board of Trustees & Norco Leadership (Norco 9), with the full understanding that there may be a first right of refusal if the value to serving students is outweighed by perceived public relations, moral and or legal considerations, and we will continue to abide by all Board Policies.
- No additional constraints/parameters are needed at this time

NORCO COLLEGE

Resource Request Procedure (RRP)- FY 2019/20

A Resource Request is a request for human or physical resources or a request for a budget augmentation (ongoing or one-time). Resource Requests should not include faculty positions nor currently budgeted on-going operational needs (e.g., annual instructional supplies).

Program Review at Norco College is on a three-year cycle, with all units undertaking comprehensive Program Review in 2017. Each subsequent year, annual goals are updated as needed, and college units submit Resource Requests related to program goals, in alignment with the College mission, strategic plan, budget priorities and intended outcomes. This planning starts in March of every year to ensure appropriate connection and timing related to college budget processes and institutional planning needs.

1. College Budget priorities for FY 2019/20 are discussed and determined by BFPC *(February 2019)*
2. The Resource Request process is initiated in program review by area managers. *(March 2019)*
 - Requests include items identified and justified in program review:
 - a. Items not funded in the previous year (these are rolled over if not funded)
 - b. New items that were not listed in program review but are needed now to achieve outcomes.
 - c. Items considered outside of normal operating needs (e.g., new furniture, software, instructional supplies, instructional equipment, facilities needs and non-faculty personnel).
3. Area managers work with faculty and staff to prioritize Resource Requests each year. *(Due May 15, 2019)*.
 - Full-time faculty requests follow the Academic Planning Council process.
 - The requests need to be prioritized by the program areas, including direct ties to college mission, strategic plan, budget priorities and intended outcomes.
 - Area managers identify top priorities for their areas.
4. Area vice presidents reviews prioritized list with respective departments/divisions and communicate the availability of possible funding. Some requests might be funded by grants or categorical funds. *(August 30 2019)*
5. Area vice presidents present prioritized Resource Request for their entire area to the appropriate planning council (BFPC, SSPC, and AAPC) for discussion. *(September, 2019)*
6. Area Vice Presidents present Planning Council funding priorities to President's Cabinet for analysis in accordance with strategic plan. *(September, 2019)*
7. Business Services begins allocation of funds for prioritized items based on funding availability, provides GL accounts for funded items and provides rationale for unfunded items. *(October-November, 2019)*

Rationale for Unfunded Items:

1. Request not related to College Mission
2. Request not related to Strategic Plan
3. Request does not meet budget priorities
4. Request not related to intended outcomes
5. Funding not available/Insufficient funding
6. Low priority request
7. Not enough information provided.

8. Area leaders work with faculty and staff to process purchases of funded Resource Requests. *(November 2019-April 2020)*
9. Area leaders ensure the measurement of the intended outcome related to the resource allocation request is undertaken. Results are documented in program review every three years. *(When, In July after the fiscal year ends or February before a new program review cycle begins?)*
10. Annual institution wide evaluation of effectiveness of the Resource Request Procedures (RRP) takes place, results are analyzed to enable continuous improvement. *(November 2019)*
11. Area VP reviews unfunded Resource Requests for FY 19/20 and funds additional requests according to priority previously established. (If additional funding exist). *(February 2020)*