



Program Review - Overall Report

Planning and Development: Equity Programs

Program Comparison

How does your program compare to the college in the following areas: gender, ethnicity, FT/PT enrollment status?

Men of Color Scholars:

Norco College 2022-2023 Males by Ethnicity

In 2022-2023 the Men of Color Scholars program serves 1.39% of all males in Norco College

In 2022-2023 the Men of Color Scholars program serves 1.72% of all Hispanic males in Norco College

In 2022-2023 the Men of Color Scholars program serves 2.82% of all Black males in Norco College

Percentage wise:

Norco College Male Hispanic students: 55.77%

Men of Color Scholars Hispanic students: 68.69%

Norco College Male Black students: 6.52%

Men of Color Scholars Hispanic students: 13.13%

Norco College Males by Ethnicity

		Annual 2022-2023	Annual 2022-2023
		Student Count	Student Count (%)
Norco College Total		15,897	100.00 %
Male Total		7,074	44.50 %
	African-American	461	6.52 %
	American Indian/Alaskan Native	23	0.33 %
	Asian	697	9.85 %
	Filipino	160	2.26 %
	Hispanic	3,945	55.77 %
	Multi-Ethnicity	281	3.97 %
	Pacific Islander	33	0.47 %
	Unknown	224	3.17 %
	White Non-Hispanic	1,250	17.67 %

2022-2023 Men of Color Scholars by Ethnicity

Data Review

Fall 2022					
Latino	57	67.86%	total		
Black	12	14.29%	84		
Asian	5	5.95%			
Middle Eastern	7	8.33%			
Native American	2	2.38%			
White	1	1.19%			
Spring 2023					
Latino	68	68.69%	Total	Graduates	Degrees and Certificates
Black	13	13.13%	99	27	87
Asian	7	7.07%			
Middle Eastern	8	8.08%			
Native American	2	2.02%			
White	1	1.01%			

UMOJA:

The Norco College Umoja Program is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja actively serves and promotes student success for all students through curriculum and pedagogy responsive to the legacy of the African and African American Diasporas. Umoja is serving multiple demographics at Norco College regardless of age, gender, race, enrollment status, educational aspiration (certificate/transfer/associate degree), and residency status, but predominately services self-identified African American/Black Students and a dual enrollment population with the Umoja high school initiative at Eleanor Roosevelt and Centennial High School.

Program Comparison: Are there any gaps in demographic areas that need to be addressed?

UMOJA:

The Umoja program offers various courses such as English 1A, English 1B, Guidance 48, and Guidance 46. These courses are Umoja specific and are available in both Fall and Spring semesters. Additionally, Communication 1, Communication 6, Communication 9, and Communication 12 are equity-supported courses that provide seats to members from Umoja and Men of Color programs. Students who enroll in these courses receive staff wrap-around services and community to aid in retention and successful completion. Moreover, students who take English 1A, English 1B, and Communication 1, 6, or 9 can complete three of the four California State University "Golden Four" requirements.

Umoja is committed to closing equity gaps and aims to recruit faculty members to provide more Umoja specific courses. The program recently received state funding from the Chancellors office. However, additional funding is required to support the needs of Umoja students within their educational journey. The program also needs staffing resources to provide intentional support and service to our students who attend the college in all modalities: day classes, evening classes, and online classes.

To address the equity gap for our growing program and adhere to the state funding initiative, the Umoja program requires the following at minimum:

1. A permanent space on campus to accommodate the growing program required in the yearly commitment from the Umoja State Community.
1. Additional counseling and staff support to address the needs of the program's growth and servicing our evening students.
 - o Such as 8-10 weekly hours for Umoja counseling (adjunct) throughout the academic year.

Data Review

- Such as 15-20 weekly hours for Support Specialist/Success Coach throughout the academic year.
 - This position can also assist with connecting with inactive students to identify the support needed and encourage them to return and complete their intended educational goals.
- 2. Financial support from equity to provide equipment, supplies, and textbooks.
- 3. Campus support from all stakeholders to hire professors in different disciplines that are comfortable and confident in providing culturally relevant content.

Please add any relevant documents here.

Program Student Outcomes Comparison

How do student outcomes for your program compare to the college overall in Student Educational Planning, Success, and GPA?

Men of Color Scholars:

2022-2023 Norco College Population in degree/certificate completion compared to MoC Scholars program:

Award attainment **14.73% (Norco College) vs. 87.87% (MoC Scholars)**. MoC Scholars award attainment has increased from 2021-22.

- 2022-2023 Norco College general population
 - 15897 students with 2342 awards = 14.73% awards to general student population
- 2022-2023 MoC Scholars program
 - 99 students with 87 awards= 87.87% awards to MoC students in the program

	Annual/Term Student Count	
	Annual 2022-2023	
	Student Count	Student Count (%)
Norco College	15,897	100.00 %

Data Review

Program Awards Summary Report - Data & Format Area

Report Area

Program Awards Summary	
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	Annual 2022-2023 Award Count
<input type="checkbox"/> Norco College Total	2,342
Associate in Science for Transfer (A.S.-T) Degree	274
Associate in Arts for Transfer (A.A.-T) Degree	248
Associate of Science (A.S.) degree	360
Associate of Arts (A.A.) degree	1,052
Certificate requiring 30 to < 60 semester units	140
Certificate requiring 16 to fewer than 30 semester units	40
Certificate requiring 8 to fewer than 16 semester units	1
Certificate requiring 6 to < 18 semester units	179
Other Credit Award, < 6 semester units	7

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MoC Scholars 2022-2023 data

Fall 2022					
Latino	57	67.86%	total		
Black	12	14.29%	84		
Asian	5	5.95%			
Middle Eastern	7	8.33%			
Native American	2	2.38%			
White	1	1.19%			
Spring 2023					
Latino	68	68.69%	Total	Degrees and Graduates	Certificates
Black	13	13.13%	99	27	87
Asian	7	7.07%			
Middle Eastern	8	8.08%			
Native American	2	2.02%			
White	1	1.01%			

2021-2022 Norco College Population in degree/certificate completion compared to MoC Scholars program:

Award attainment **19.05% (Norco College) vs. 73.03% (MoC Scholars)**. MoC Scholars award attainment has increased from 2020-21.

- 2021-2022 Norco College general population
 - 13796 students with 2628 awards = 19.05% awards to general student population
- 2021-2022 MoC Scholars program
 - 89 students with 65 awards= 73.03% awards to MoC students in the program

Annual/Term Student Count		
	Annual 2021-2022	
	Student Count	Student Count (%)
Norco College	13,796	100.00 %

Data Review

Program Awards Summary Report - Data & Format Area

Report Area

Program Awards Summary		Annual 2021-2022 Award Count
Norco College Total		2,628
Associate in Science for Transfer (A.S.-T) Degree		323
Associate in Arts for Transfer (A.A.-T) Degree		281
Associate of Science (A.S.) degree		435
Associate of Arts (A.A.) degree		1,107
Certificate requiring 30 to < 60 semester units		173
Certificate requiring 16 to fewer than 30 semester units		49
Certificate requiring 6 to < 18 semester units		247
Other Credit Award, < 6 semester units		9
Noncredit award requiring from 48 to < 96 hours		4

2021-2022 MoC Scholars data:

Fall 2021					
Latino	50	69.44%	total		
Black	11	15.28%	72		
Asian	8	11.11%			
Middle Eastern	2	2.78%			
Native American	1	1.39%			
White	0	0.00%			
Spring 2022					Degrees and Graduates Certificates
Latino	62	69.66%	total	19	65
Black	13	14.61%	89		
Asian	9	10.11%			
Middle Eastern	4	4.49%			
Native American	1	1.12%			
White	0	0.00%			

2020-2021 Norco College Population in degree/certificate completion compared to MoC Scholars program:

Award attainment 15.96% (Norco College) vs. 46.29% (MoC Scholars)

- 2020-2021 Norco College general population
 - 15724 students with 2510 awards = 15.96% awards to general student population
- 2022-2021 MoC Scholars program
 - 54 students with 25 awards= 46.29% awards to MoC students in the program

Annual/Term Student Count			
	Annual 2020-2021		
	Student Count		Student Count (%)
Norco College	15,724		100.00 %

Data Review

Program Awards Summary Report - Data & Format Area

Report Area	
Program Awards Summary	
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	Annual 2020-2021 Award Count
<input checked="" type="checkbox"/> Norco College Total	2,510
Associate in Science for Transfer (A.S.-T) Degree	292
Associate in Arts for Transfer (A.A.-T) Degree	323
Associate of Science (A.S.) degree	385
Associate of Arts (A.A.) degree	1,100
Certificate requiring 30 to < 60 semester units	143
Certificate requiring 16 to fewer than 30 semester units	38
Certificate requiring 8 to fewer than 16 semester units	7
Certificate requiring 6 to < 18 semester units	214
Noncredit award requiring from 48 to < 96 hours	1

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2020-2021 MoC Scholars data:

Fall 2020						
Latino	33	70.21%	total			
Black	7	14.89%	47			
Asian	5	10.64%				
Middle Eastern	2	4.26%				
Native American	0	0.00%				
White	0	0.00%				
Spring 2021						
Latino	38	70.37%	Total		Graduates	Certificates
Black	8	14.81%	54		7	25
Asian	5	9.26%				
Middle Eastern	3	5.56%				
Native American	0	0.00%				
White	0	0.00%				

UMOJA:

The success rates for English 1A and English 1B courses during the academic year 2022-2023 were analyzed, and it was observed that Umoja courses had moderately higher success rates compared to general population courses. Specifically, the success rate for Black/African American students in English 1A general population courses was 42%, whereas it was 77% for those enrolled in Umoja courses. Similarly, in English 1B courses,

Data Review

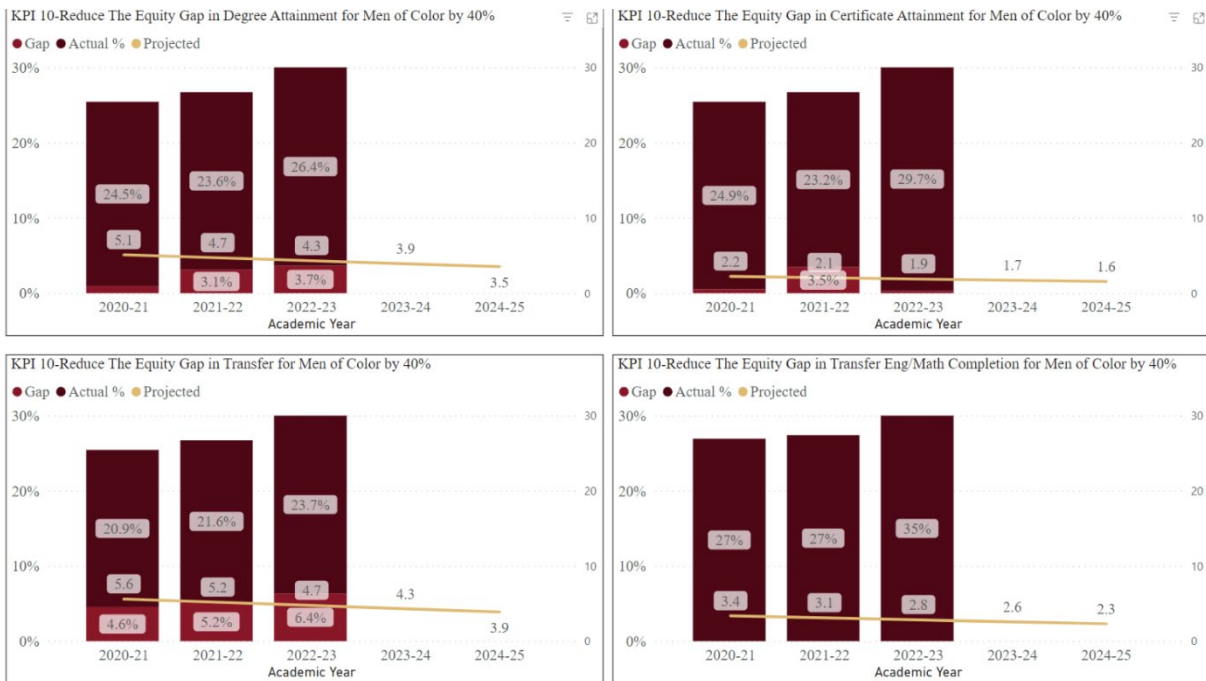
the success rate for Black/African American students in the general population was 71.6%, while it was 90% for those enrolled in Umoja courses.

The Umoja program aims to provide an educational plan to all its participants, even if it is abbreviated. To ensure that students stay on track and register for the appropriate courses, we offer support with registration for three consecutive days when the registration period begins.

Please add any relevant documents here.

Program Student Outcomes: Are there any gaps in student subgroups that need to be addressed?

MoC Scholars



In the 2022-2023 academic year, Men of Color have the following equity gaps

Degree Attainment

- Projected gap: 4.3%
- Actual gap: 3.7%

Certificate Attainment

- Projected gap: 1.9%
- Actual gap: .3%

Transfer

- Projected gap: 4.7%
- Actual gap: 6.4%

Transfer Eng/Math Completion

- Projected gap: 2.8%

Data Review

- Actual gap: -4.7%
-

UMOJA:

Although we have resumed in-person classes, I believe we can do better by supporting our students who attend evening and online courses. It is important that we take deliberate steps to provide evening support to these students and include them in community events and activities. We want all Umoja students to feel connected to the community, even if they cannot attend in person. By offering Umoja evening counseling, academic support and courses (online synchronous or in-person), we demonstrate our commitment to closing equity gaps. Our Umoja efforts, whether in academic support, counseling, or courses, have been successful. Offering services that cater to more Black/African American students will help in removing certain equity gaps.

Men of Color: Close equity gaps for Men of Color and LatinX scholars

Program/Unit Goal

Men of Color: support following EMP objectives-- 1.4, 2.4, 2.7, 3.2, 3.3

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

- Intrusive Counseling and Advisement
 - Meetings with the MoC English instructor, counselor, and success coach are needed to build a support system with resources to support the students while upholding academic standards.
- Textbooks and Materials
 - The MoC Scholar courses have zero textbook cost, meaning students don't need to purchase textbooks. Basic school supplies (papers and pens) are provided for the students.
- Peer Mentoring
 - Monthly check-ins will be held between mentees and mentors to provide emotional, mental, familial, physical, motivational, relational, and educational updates. Mentors will also serve as an alert system if resources are needed for the scholar's success.
- Man Cave Talk workshops
 - We aim to create a supportive community for scholars to achieve academic success and develop healthy habits.
- Transfer
 - Local college tours
 - Gui-46
 - MoC adjunct counselor

What are your plans (3-year) regarding this goal?

1st year

- Serve 110 scholars (**EMP Objective 3.2, 3.3**)
- Implement Tier system of support based on self-disclosed needs. The student will select their desired level of program support. (**EMP Objective 3.2, 3.3**)
- Develop method to keep track of students that are in different tiers of services (**EMP Objective 3.2, 3.3**)
- Increase in Adjunct Coordinator Counselor funding (**EMP Objective 2.4, 2.7, 3.2, 3.3**)
 - To proactively support students' academic success, personal growth, and sense of belonging through quality education, socio-emotional development, and soft skills training.
 - Fall and Spring
 - .67 TA
 - plus
 - 175 hours Special Project (\$16,471.00x2 =)

- Winter hours
 - 120 TA hours (20 hours per week)
- Summer Hours
 - 200 TA hours
- Peer mentors (**EMP Objective 2.4, 2.7, 3.2, 3.3**)
 - 10 peer mentors
 - 2 of 20 hours per week, rest at 13 hours per week
 - 2 alumni peer mentors
 - At 8 hours per week
 - An equity gap exists where men of color need to transfer at higher rates. Promoting alumni from 4 year institutions to work with current MoC scholars at Norco College would help address this gap.
- Part-time MoC Success Coach (**EMP Objective 2.4, 2.7, 3.2, 3.3**)
- Send Coordinators and Peer Mentors to 7 Habits of Highly Effective People training (**EMP Objective 2.4, 2.7, 3.2, 3.3**)
 - Start workshops
 - The aim is to enable MoC Scholars team to provide practical skill workshops to MoC Scholars on the 7 Habits of Highly Effective People. These habits can be helpful for both academic and personal growth of the students.
- 2 local college tours (**EMP Objective 2.4, 3.2, 3.3**)
 - Local college visits combat imposter syndrome, promote transfer within comfort level, and close transfer equity gap for men of color and Latinx students.
- Establish high school to Norco College pipeline with 2 high schools (**EMP Objective 1.4**)
 - Increase FTS for Norco College
 - Provide early resources to MoC students as they onboard to Norco College
- Add Following equity class (**EMP Objective 2.4**)
 - History
 - MoC is focusing on offering more courses that cater to the experiences of people of color in a class that has a zero-cost textbook.
- 8 Man Cave Talks workshops per year (**EMP Objective 2.4, 2.7, 3.2, 3.3**)
 - these moments allow scholars to express themselves in a judgement free manner where seeking to understand is at the heart of every discussion. The purpose of the Man Cave Talk is not to comparatively discuss trauma and hardship but rather to offer the much-needed emotional support LatinX lack in the higher education setting. These talks build community by sharing experiences, embracing knowledge, and in holding the community accountable for growth. From the litany of topics discussed, the

Program/Unit Goals

leadership of MoC are proud to present, what they consider to be, the most thought provoking and emotionally supportive talks from past discussions. At its heart, the Man Cave Talk seeks to support students holistically in ways other campus services cannot.

- 2 minimum Regular Updates per semester to report how MoC is supporting Norco College's EMP (**EMP Objective 3.2, 3.3**)

2nd Year

- Serve 120 scholars (**EMP Objective 3.2, 3.3**)
- Keep developing Tier system of support based on self disclosed needs. The student will select their desired level of program support. (**EMP Objective 3.2, 3.3**)
- Improve method to keep track of students that are in different tiers of services (**EMP Objective 3.2, 3.3**)
- Request the following: Full Time Counselor/Coordinator or the following Adjunct Coordinator Counselor funding (**EMP Objective 2.4, 2.7, 3.2, 3.3**)
 - To proactively support students' academic success, personal growth, and sense of belonging through quality education, socio-emotional development, and soft skills training.
 - Fall and Spring
 - .67 TA plus
 - 175 hours Special Project
 - Winter hours
 - 120 TA hours (20 hours per week)
 - Summer Hours
 - 200 TA hours
- Peer mentors (**EMP Objective 2.4, 2.7, 3.2, 3.3**)
 - 10 peer mentors
 - 2 of 20 hours per week, rest at 13 hours per week
 - 3 alumni peer mentors
 - At 8 hours per week
- Full-time MoC Success Coach (**EMP Objective 2.4, 2.7, 3.2, 3.3**)
- 7 Habits of Highly Effective People Workshops (**EMP Objective 2.4, 2.7, 3.2, 3.3**)
- 3 local college tours (**EMP Objective 2.4, 3.2, 3.3**)
- Establish high school to Norco College pipeline with 3 high schools (**EMP Objective 1.4**)
- Add Following equity class (**EMP Objective 2.4**)
 - Math-12

- Continue having following equity class: **(EMP Objective 2.4)**
 - History
- 9 Man Cave Talks workshops per year **(EMP Objective 2.4, 2.7, 3.2, 3.3)**
- 3 minimum Regular updates per semester to report how MoC is supporting Norco College's EMP **(EMP Objective 3.2, 3.3)**
- Lead a Read2Succeed with Norco College Library **(EMP Objective 3.2, 3.3)**

3rd Year

- Serve 130 scholars **(EMP Objective 3.2, 3.3)**
- Keep developing Tier system of support based on self disclosed needs. The student will select their desired level of program support. **(EMP Objective 3.2, 3.3)**
- Improve method to keep track of students that are in different tiers of services **(EMP Objective 3.2, 3.3)**
- Request the following: Full Time Counselor/Coordinator or the following Adjunct Coordinator Counselor funding **(EMP Objective 2.4, 2.7, 3.2, 3.3)**
 - To proactively support students' academic success, personal growth, and sense of belonging through quality education, socio-emotional development, and soft skills training.
 - Fall and Spring
 - .67 TA plus
 - 175 hours Special Project
 - Winter hours
 - 120 TA hours (20 hours per week)
 - Summer Hours
 - 200 TA hours
- Peer mentors **(EMP Objective 2.4, 2.7, 3.2, 3.3)**
 - 10 peer mentors
 - 2 of 20 hours per week, rest 13 hours per week
 - 3 alumni peer mentors
 - At 8 hours per week
- 7 Habits of Highly Effective People Workshops **(EMP Objective 2.4, 2.7, 3.2, 3.3)**
- 4 local college tours **(EMP Objective 2.4, 3.2, 3.3)**
- Establish high school to Norco College pipeline with 3 high schools **(EMP Objective 1.4)**
- Continue having following equity class: **(EMP Objective 2.4)**

- History and Mat-12
- 10 Man Cave Talks workshops per year (**EMP Objective 2.4, 2.7, 3.2, 3.3**)
- 4 minimum regular updates per semester to report how MoC is supporting Norco College's EMP (**EMP Objective 3.2, 3.3**)
- Support Read2Succeed--Norco College Library (**EMP Objective 3.2, 3.3**)

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.4 - KPI 3 (Student Services):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 2.7 (Academic Affairs):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):

Evidence

Evidence Date

03/13/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Norco College Population in degree/certificate completion compared to MoC Scholars program

Data with graphs located in Data review section

2022-2023 Norco College Population in degree/certificate completion compared to MoC Scholars program:
Award attainment 14.73% (Norco College) vs. 87.87% (MoC Scholars). MoC Scholars award attainment has increased from 2021-22.

· 2022-2023 Norco College general population

○ 15897 students with 2342 awards = 14.73% awards to general student population

· 2022-2023 MoC Scholars program

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2020-2021 Norco College Population in degree/certificate completion compared to MoC Scholars program:
Award attainment 15.96% (Norco College) vs. 46.29% (MoC Scholars)

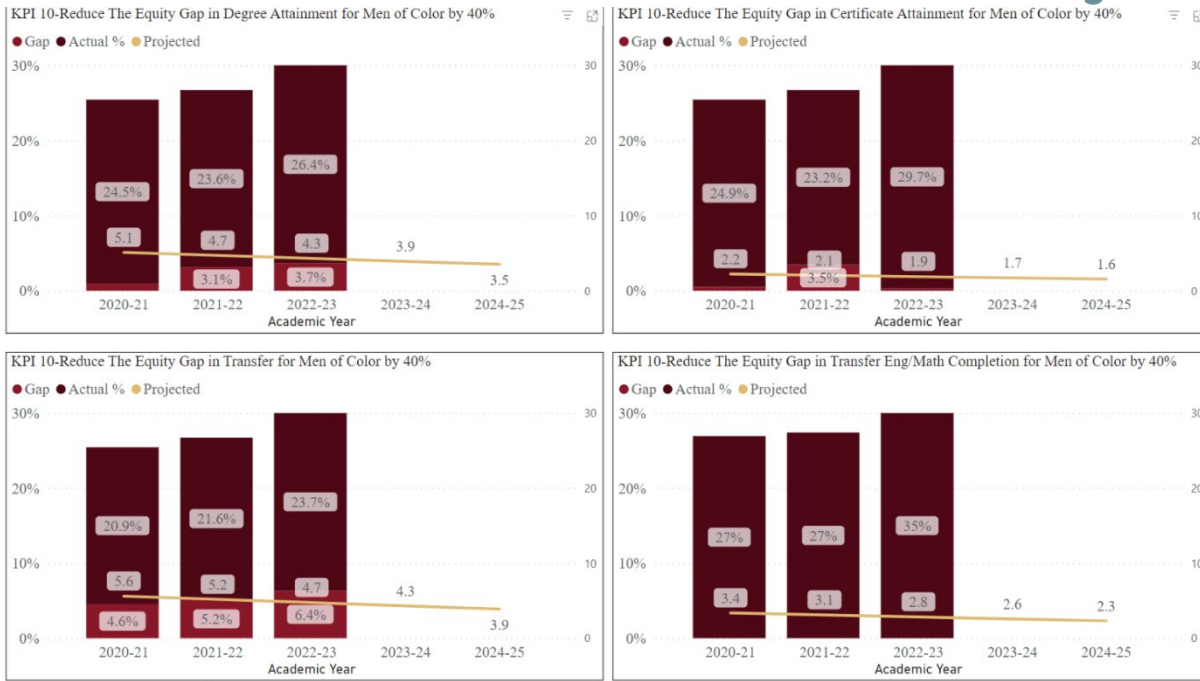
· 2020-2021 Norco College general population

○ 15724 students with 2510 awards = 15.96% awards to general student population

· 2020-2021 MoC Scholars program

Gaps:

Program/Unit Goals



In the 2022-2023 academic year, Men of Color have the following equity gaps

Degree Attainment

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- Actual gap: 3.7%

Certificate Attainment

- Projected gap: 1.9%
- Actual gap: .3%

Transfer

- **Projected gap: 4.7%**
- **Actual gap: 6.4%**

Transfer Eng/Math Completion

- Projected gap: 2.8%
- Actual gap: -4.7%

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Full time MoC Scholars program counselor/coordinator --or-- provide funding adjunct counseling at Fall/Spring terms- .67 TA+175 Special project hours, Winter term-120 TA hours, Summer term-200 TA hours

Please add any relevant documents here.

Umoja - Close equity gaps for students who identify as Black and/or African American

Program/Unit Goal

Increase the number of first-time college students participating in Umoja

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We currently have partnerships with Centennial and Roosevelt High School, where we engage with their students about Umoja. These schools were the first to implement Umoja programs at the high school level. To build a community between our students and theirs, we've held porch talks with these schools in previous years. This helps students transition from high school to college with familiar faces through collaborations.

Once students become Norco College students, we place them in our Umoja courses within a cohort model. In the first semester, they complete ENG-1A, GUI-48, and COM-1 together. In the second semester, they complete ENG-1B and GUI-46.

Our Umoja program offers personalized counseling services to our students, provided by a dedicated counselor. This counselor assists the students in achieving their academic and career goals by guiding them in registering for the appropriate courses for their majors. We offer comprehensive counseling support through a full-time counselor and a full-time student success coach. Our success coach holds one-on-one sessions with our students, providing an additional layer of support. The coach is available to meet with the students and discuss any additional support they may need, whether it is personal or academic. Our ultimate goal is to provide our students with the level of support necessary to alleviate any stressors and help them succeed.

What are your plans (3-year) regarding this goal?

Over the next three years, we aim to strengthen our partnerships with our feeder high schools. To achieve this, we plan to develop a committee that will work between our Umoja program and high schools to assist in the recruitment process. We want to involve Centennial, Roosevelt, Norco, and Santiago high schools in this committee. Our goal is to have regular communication with teachers, staff, and students of these schools. This will support our desire to help students navigate the higher education process and develop a program that is dedicated to supporting Black and African American students in the community. We aim to meet with each school monthly to provide workshops, participate in activities, and invite them to our events. Our primary goal is to develop a good relationship and create a seamless enrollment process for high school students to enroll at Norco College and become active members of the Umoja program.

Year 1:

Form a committee which will meet monthly that includes the Norco College Umoja program, Eleanor Roosevelt, and Centennial High School.

Year 2:

By year two, we will have both Norco and Santiago High School participating within the committee.

Year 3:

The collaboration between these schools will be fully immersed and we will have increased enrollment for first-time college students by at least 15%.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.4 - KPI 3 (Student Services):
- 2025 Objective 2.5 - KPI 7 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):

Umoja - Close equity gaps for Black and/or African American

Program/Unit Goal

Close equity gaps in ENG-1A for Black and/or African American students.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Our Umoja program offers English-1A, with the support course English-91, once per term (Fall and Spring). Our professor is committed to providing culturally relevant content that keeps students engaged throughout the term. The course is offered to Umoja students in a cohort model to facilitate the process with other students and foster rapport and a support system. We also have an embedded tutor for the course and offer tutoring services

throughout the week. Our embedded tutors are Umoja students who have previously completed the course with a B or better and received training by completing the English-4 training course.

What are your plans (3-year) regarding this goal?

The objective is to develop an automated system that registers all students applying to Norco College and who self-identify as Black and/or African American as Umoja students. Aside from flagging these students, we will also create tailor-made programs for our courses that will enable both recent high school graduates and non-traditional students to take our Umoja English-1A course either in the morning or evening. Our aim is to cater to all our students' needs and not only focus on what is considered "traditional" students. Our goal of closing the equity gap in English 1A is based on research indicating that the success rate for Black and/or African American students who self-identified was slightly over 40% in English 1A during the 2022-2023 academic year. In contrast, the success rate for Umoja's English 1A course during the same period was just over 77%. Through our intentional efforts in Umoja, we believe we can help to close the equity gap for the Black and/or African American student population.

Year 1:

Increase Umoja student population through automatic enrollment.

Year 2:

Hire an adjunct English professor to offer additional Umoja courses to support our increased enrollment.

Year 3:

Increase the number of students who self-identify as Black/African American that successfully complete English 1A by at least 20%.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.7 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):

Umoja - Close equity gaps by expanding on the courses offered

Program/Unit Goal

Recruit professors from different disciplines to teach Umoja or Umoja supported Courses.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We offer dedicated Umoja courses, including English 1A, English 1B, Guidance 48, and Guidance 46. Apart from these courses, we also have a professor who teaches Communication courses for us. These Communication courses are identified as equity program classes, which are Umoja-supported courses. The professor who teaches these courses has gone through the required Umoja state office training. We provide our students with options to select from as they aim to complete their Communication requirement for their general education by offering Communication-1 during the Fall semester and Communication-9 during the spring term.

What are your plans (3-year) regarding this goal?

The data shows that students who self-identify as Black and/or African American and registered for Communication-1 during the Fall 2022 term had a success rate of 55%. On the other hand, those who registered for Communication-9 during the Spring 2023 term had a success rate of 60%. Among the students enrolled in the Communication-1 Umoja-supported course during the Fall 2022 term, 74% achieved success. Similarly, those enrolled in the Communication-9 course during the Spring term had a success rate of 63%. These results indicate that Black and/or African American students have a higher success rate when taking courses by a professor who is dedicated to equity and supports Umoja.

Moreover, our students have performed well in History and Mathematics (statistics) courses directed by other professors. Therefore, we aim to recruit these professors and provide them with proper training to allow their courses to be considered Umoja or Umoja-supported courses. We want to offer more courses to support our students within their educational journey. When we provide students with culturally relevant content in their general education courses, it can increase retention rates and help close equity gaps. Our goal is to add at least three courses to our list of Umoja courses within the next three years.

Year 1:

Identify History, Mathematics, and Science professor to attend the Umoja Summer Learning Institute for professional development purposes and identify ways to incorporate culturally relevant content within their courses.
Have professors receive additional support from Dr. Kiandra Jimenez to curriculum purposes.

Year 2:

Offer additional dedicated Umoja and/or Umoja Supported courses.

Year 3:

The objective is to improve the success rates of students who self-identify as Black/African American in History 14, History 7, Mathematics 12, and Chemistry by 15%. At the same time, we aim to decrease the number of units taken for financial aid purposes by reducing the frequency of course retakes. This will be achieved through collaborative efforts.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.7 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 4.3 (Academic Senate):

Umoja - Increase awareness of transfer requirements

Program/Unit Goal

Increase students transferability knowledge

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

At present, we offer personalized counseling to every student to discuss transfer requirements for each school they intend to transfer to. We also have a course named Guidance-46, which serves as an Introduction to Transfer. Additionally, we organize campus tours to numerous campuses in both northern and southern California. Apart from these, we collaborate with a transfer specialist who helps our students with their personal insight questions and identifying any extra requirements needed by the campuses they are interested in. Our aim is to extend maximum support to our students so that they can achieve their transfer goals without any difficulties.

What are your plans (3-year) regarding this goal?

Over the next three years, our goal is to expand the support we offer to our students who are interested in transferring to private institutions and out-of-state schools, particularly Historically Black Colleges and Universities (HBCUs). As part of our effort to take full advantage of the opportunities available through our partnership with the HBCUs, we will be providing additional resources and campus tours to give our students a better understanding of the requirements and expectations of these schools. Specifically, we will be offering on-campus tours of the HBCUs and supporting our students in attending HBCU Caravans that take place here in California. Our focus is to provide our students with every opportunity to succeed in their academic goals and aspirations.

Year 1:

Increase transfer awareness to the CSUs, UCs, and private institutions in California to student through campus tours and workshops.

Year 2:

Provide exposure to the HBCUs through campus tours and workshops.

Year 3:

Increase degree completion and transfer for students who self-identify as Black/African American by at least 15%.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.4 - KPI 6 (Student Services):

- 2025 Objective 2.7 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):

Umoja - Partner with CTE to support students employability efforts

Program/Unit Goal

Increase employability and career readiness for Black and/or African American students

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We are not currently providing any support to help our students develop the necessary skills and tools required for their current or future job applications. However, we are committed to focusing on this aspect as many of our students are working while studying or are looking for employment opportunities. We believe it is crucial to establish a strong relationship with CTE to assist our students in becoming strong candidates for the positions they seek after completing their education.

What are your plans (3-year) regarding this goal?

Our aim over the next few years is to establish a strong partnership with CTE and provide our students with workshops to assist them in developing skills to secure employment and internship opportunities. These workshops will focus on resume building, dressing for success, and mock interviews. Additionally, we plan to organize multiple career fairs throughout the academic year and assist students with their elevator pitch. We believe that CTE would be an excellent resource for our students in all these aspects.

Year 1:

Develop partnership with Career and Technical Education to provide workshops for students to gain knowledge on how to develop a effective resume, complete a job application, and properly prepare for for interviews.

Year 2:

Provide career resource and career fair twice per term to support students efforts of identifying employment.

Year 3:

Increase students attaining intern and employment opportunities within their desired career field by 10%.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 5.1- KPI 13 (Student Services):
- 2025 Objective 5.3 - KPI 15 (Student Services):

TRIO, Student Support Services Programs:

Program/Unit Goal

Expand college access by increasing both headcount and full-time equivalent students (FTES).

Goal Cycle

What are you doing now in support of this goal?

- Intrusive and Intentional Academic Advising: Student Success Coach assessment meetings offered each term.
- Student Educational Plans: Have all SSS students complete a comprehensive student educational plan after acceptance into the program.
- Workshops: Provide multiple workshops that addresses the transfer process, CSU and UC application workshops and assistance, FAFSA and Financial Aid workshops.
- Online Tutoring: offer students access to online tutoring for subjects that are not offered at Norco College.
- College Tours: Offer college field trips to four year-universities local and overnight when necessary.

What are your plans (3-year) regarding this goal?

Program/Unit Goals

- Dedicate a space for student success meetings, tutoring, academic preparation, and holistic and social needs.

FALL 2024, 2025, 2026

1. Student Assessment done by the Student Success Coach
2. Offer online tutoring
3. Mandatory counseling appointments
4. Fall College Tour, Exposure to a 4 year-university
6. HOPE, Young Professionals Summit for our female students
6. HACU Annual Conference for our male students
8. Workshops: Transfer Application Assistance, Career, Study Skills
9. SSS Computer Lab: hours to be accessible for students to be able to complete CSU, UC Transfer Applications
10. Scholarship Workshops and assistance.

WINTER 2024, 2025, 2026

1. Career and Field of Study Conferences
2. Cultural Field Trip
3. Offer Online Tutoring
4. Offer Counseling
5. Workshops: Financial Aid Workshop and CSU and UC Housing applications
6. Online Tutoring

SPRING 2024, 2025, 2026

1. Professional Conference, HOPE, Latina History Day
2. Professional Conference, HOPE Latina Action Day
3. Spring Break College Tours
4. Offer Online Tutoring
5. Student Assessment conducted by Student Success Coach
6. Offer Counseling
7. Career Conferences for students who are in those field of studies.
8. Student Educational Plans for newly accepted students
9. Workshops: Transfer Q&A, Mental Health

SUMMER 2024,2025,2026

1. Offer Guidance 46 for cohort of students who will be transferring the upcoming fall.
2. Transfer Application Boot-Camp, (1 week summer program)
3. Offer Counseling

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:

TRIO, Student Support Services Programs

Program/Unit Goal

Implement Guided Pathways framework

Goal Cycle

What are you doing now in support of this goal?

- Intrusive and Intentional Academic Advising: Student Success Coach assessment meetings offered each term.
- Student Educational Plans: Have all SSS students complete a comprehensive student educational plan after acceptance into the program.
- Workshops: Provide multiple workshops that addresses the transfer process, CSU and UC application workshops and assistance, FAFSA and Financial Aid workshops. .

Program/Unit Goals

- Online Tutoring: offer students access to online tutoring for subjects that are not offered at Norco College.
- College Tours: Offer college field trips to four year-universities local and overnight when necessary.
- Cultural Field Trips: Expose our students to cultural events such in the areas of the arts that would not be available to them.
 - Professional Conferences: Have our female students participate in the HOPE, Hispanas Organized for Political Equality, series. Have our male students participate in in the HACU annual conference.
 - Career Conferences: Have our students participate and attend conferences that are geared towards their field of study.
 - Transfer Application Boot-Camp: offer a summer week program, aimed at the cohort that will be applying for transfer in the upcoming fall, where they are start on their CSU and UC application, have various admission presentations from the various 4-year institutions, visit a CSU and UC, and close off the week with a leadership program.

What are your plans (3-year) regarding this goal?
Please add any relevant documents here.

TRIO, Student Support Services Programs

Program/Unit Goal

Close all Student Equity Gaps

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

- **Intrusive and Intentional Academic Advising:** Student Success Coach assessment meetings offered each term.
- **Student Educational Plans:** Have all SSS students complete a comprehensive student educational plan after acceptance into the program.
- **Program Orientation:** Two day Program Orientation inclusive of a team building activity such a team ropes course to create community amongst newly accepted participants.
- **Workshops:** Provide multiple workshops that addresses the current needs of our participants, such us and not limited to mental health, career advisement, financial literacy, study skills, resume building, transfer workshops.
- **Online Tutoring:** offer students access to online tutoring for subjects that are not offered at Norco College.
- **College Tours:** Offer college field trips to four year-universities local and overnight when necessary.
- **Cultural Field Trips:** Expose our students to cultural events such in the areas of the arts that would not be available to them.
- **Professional Conferences:** Have our female students participate in the HOPE, Hispanas Organized for Political Equality, series. Have our male students participate in in the HACU annual conference.
- **Career Conferences:** Have our students participate and attend conferences that are geared towards their field of study.
- **Transfer Application Boot-Camp:** offer a summer week program, aimed at the cohort that will be applying for transfer in the upcoming fall, where they are start on their CSU and UC application, have various admission presentations from the various 4-year institutions, visit a CSU and UC, and close off the week with a leadership program.

What are your plans (3-year) regarding this goal?

FALL 2024

1. Student Assessment done by the Student Success Coach
2. Offer online tutoring
3. Mandatory counseling appointments
5. Offer two-day orientation to newly accepted participants at the end of the term
6. HOPE, Young Professionals Summit for our female students

7. HACU Annual Conference for our male students
8. Student Educational Plans for newly accepted students
9. Workshops: Transfer Application Assistance, Career, Study Skills

WINTER 2025

1. Career and Field of Study Conferences
2. Cultural Field Trips
3. Offer Online Tutoring
4. Offer Counseling
5. Workshops: Financial Aid Workshop

SPRING 2025

1. Professional Conference, HOPE, Latina History Day
2. Professional Conference, HOPE Latina Action Day
3. Spring Break College Tours
4. Offer two-day Orientation to newly accepted participants during Spring Break
5. Offer Online Tutoring
6. Student Assessment conducted by Student Success Coach
7. Offer Counseling
8. Career Conferences for students who are in those field of studies.
9. Student Educational Plans for newly accepted students
10. Workshops: Transfer Q&A, Mental Health

SUMMER 2025

1. Offer Guidance 46 for cohort of student who will be transferring the upcoming fall.
2. Transfer Application Boot-Camp
3. Orientation for newly accepted student
4. Offer Counseling

2025-2026

FALL 2025

1. Student Assessment done by the Student Success Coach
2. Offer online tutoring
3. Offer Guidance 48 for 2nd year cohort students
4. Mandatory counseling appointments
5. Offer two-day orientation to newly accepted participants at the end of the term
6. HOPE, Young Professionals Summit for our female students
7. HACU Annual Conference for our male students
8. Student Educational Plans for newly accepted students
9. Workshops: Transfer Application Assistance, Career, Study Skills

WINTER 2026

1. Career and Field of Study Conferences
2. Cultural Field Trip
3. Offer Online Tutoring
4. Offer Counseling
5. Workshops: Financial Aid Workshop

SPRING 2026

1. Professional Conference, HOPE, Latina History Day
2. Professional Conference, HOPE Latina Action Day
3. Spring Break College Tours
4. Offer two-day Orientation to newly accepted participants during Spring Break

5. Offer Online Tutoring
6. Student Assessment conducted by Student Success Coach
7. Offer Counseling
8. Career Conferences for students who are in those field of studies.
9. Student Educational Plans for newly accepted students
10. Workshops: Transfer Q&A, Mental Health

SUMMER 2026

1. Offer Guidance 46 for cohort of student who will be transferring the upcoming fall.
2. Transfer Application Boot-Camp
3. Orientation for newly accepted students
4. Offer Counseling

2026-2027

FALL 2026

1. Student Assessment done by the Student Success Coach
2. Offer online tutoring
3. Offer Guidance 48 for 2nd year cohort students
4. Mandatory counseling appointments
5. Offer two-day orientation to newly accepted participants at the end of the term
6. HOPE, Young Professionals Summit for our female students
7. HACU Annual Conference for our male students
8. Student Educational Plans for newly accepted students
9. Workshops: Transfer Application Assistance, Career, Study Skills

WINTER 2027

1. Career and Field of Study Conferences
2. Cultural Field Trip
3. Offer Online Tutoring
4. Offer Counseling
5. Workshops: Financial Aid Workshop

SPRING 2027

1. Professional Conference, HOPE, Latina History Day
2. Professional Conference, HOPE Latina Action Day
3. Spring Break College Tours
4. Offer two-day Orientation to newly accepted participants during Spring Break
5. Offer Online Tutoring
6. Student Assessment conducted by Student Success Coach
7. Offer Counseling
8. Career Conferences for students who are in those field of studies.
9. Student Educational Plans for newly accepted students
10. Workshops: Transfer Q&A, Mental Health

SUMMER 2027

1. Offer Guidance 46 for cohort of student who will be transferring the upcoming fall.
2. Transfer Application Boot-Camp
3. Orientation for newly accepted students
4. Offer Counseling

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):

Umoja - Increase usage of academic support

Program/Unit Goal

Increase usage of Village Space & Tutoring Services

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We offer village space where our students can receive academic support from our Umoja tutors in English, Math, and Science subject areas. Additionally, students will have the opportunity to receive support in other disciplines as well. The village space is available on Tuesdays through Fridays, multiple times during the day.

Here is the schedule:

Tuesdays: 8am-10am, 12pm-1pm, and 5:30pm-7:00pm

Wednesdays: 1:00pm-2:30pm, 4pm-7pm

Thursdays: 12pm-1pm, 5:30pm-7:00pm

Fridays: 10am-2pm

What are your plans (3-year) regarding this goal?

It is essential that we continue making necessary changes over the next three years to cater to our students' needs. Our objective is to provide academic support to our students at their convenience, enabling them to make the most of our resources.

Year 1 - 3:

We will need to make adjustments every year, and possibly every semester, to ensure that we can serve the majority of our students.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.3 (Academic Affairs):
- 2025 Objective 2.7 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

1. CORA's training on "Teaching Men of Color in the Community College"
2. Logic Model Training

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

The utilization of CORA's training program titled "Teaching Men of Color in the Community College" has been instrumental in demonstrating sensitivity and proficiency in navigating culturally and gender-sensitive one-on-one and small group conversations with program participants.

3. What additional equity-related professional development/trainings do you seek to better support your area?

To better support the Men of Color Scholars Program at Norco College, additional equity-related professional development and training that may be beneficial include:

1. "Seven Habits of Highly Effective People." Training
2. Conflict Resolution Training
3. Leadership Development Training

These trainings can help create a more inclusive and supportive environment for the Men of Color Program, fostering their academic and personal growth.

Please add any relevant documents here.

Men of Color Scholars Program: Objective 3.2, 3.3-Close men of color and LatinX transfer equity gap... 2025 Objective 2.4 -Increase number of transfers 15% annually

Continuous Improvement Goal

Men of Color Scholars Program: Objective 3.2, 3.3-Close men of color and LatinX transfer equity gap... 2025 Objective 2.4 -Increase number of transfers 15% annually

Area/Program

Equity/ MoC Scholars

SSIPP Framework

Strategic

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Assess progress in closing the equity gap in transfer for men of color and LatinX students by collecting data from Norco College and its Men of Color (MoC) Scholar program.

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author

undefined

Date

Please add any supporting documents here:

Men of Color Scholars Program: 2025 Objective 1.4-Increase capture rates from feeder high schools by 4% annually- Objective 3.2,3.3-- close MOC and Latinx student equity gaps by strategically proving intentional resources earlier.

Continuous Improvement Goal

Men of Color Scholars Program: 2025 Objective 1.4-Increase capture rates from feeder high schools by 4% annually- Objective 3.2,3.3-- close MOC and Latinx student equity gaps by strategically proving intentional resources earlier.

Area/Program

MoC Scholars Program

SSIPP Framework

Strategic

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.4 - KPI 3 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Develop local highschool to Norco College MoC Scholars program pipeline. Assess by the number of high school pipelines MoC Scholars program has.

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author
undefined
Date

Please add any supporting documents here:

Men of Color Scholars Program: 2025 Objective 2.7-- Increase number of students who complete transfer level math and English by 20% per year... Objective 3.2, 3.3-- Close MOC and Latinx equity gap of transfer level math and English completion

Continuous Improvement Goal

Men of Color Scholars Program: 2025 Objective 2.7-- Increase number of students who complete transfer level math and English by 20% per year... Objective 3.2, 3.3-- Close MOC and Latinx equity gap of transfer level math and English completion

Area/Program
Men of Color Scholars

SSIPP Framework
Strategic

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.7 (Academic Affairs):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Refer to Norco College's annual data to compare projected and actual equity gaps for MoC and Latinx student populations. Data will also be compared to internal MoC Scholars data.

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author
undefined
Date

Please add any supporting documents here:

TRIO, Student Support Services Programs

Continuous Improvement Goal

Increase SSS participant's awareness of services and resources

Area/Program

Students will demonstrate understanding of program responsibilities as a result of attending SSS online/in person orientation

SSIPP Framework
Strategic

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

85% of new SSS students will demonstrate understanding of the program requirements.

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author
undefined
Date

Please add any supporting documents here:

Summary of Progress

Input Date

03/22/2024

Reporting Semester(s)

Fall 2023

Summary of Progress

Students given pre/post to determine understanding

Reflection on Progress

we will be revising our pre/post test to ensure that we are including first year college expectations and counseling components.

Status

2 - PROGRESSING TOWARD COMPLETION (ABOUT HALF TO ¾ COMPLETE)

Please add supporting documents here

TRIO, Student Support Services Programs

Continuous Improvement Goal

Increase SSS participants' success, graduation and transfer rates

Area/Program

SSS students will meet program requirements and demonstrate at higher rates compared to general student population.

SSIPP Framework

Strategic

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Institutional Research data compare success rates of the general student's population to the success of SSS student of Fall 2024

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author

undefined

Date

Please add any supporting documents here:

Summary of Progress

Input Date

03/22/2024

Reporting Semester(s)

Fall 2023

Summary of Progress

Data for 2023-2024 has not been made available

Reflection on Progress

Data for 2023-2024 has not been made available

Status

1 - SLOW PROGRESS (ABOUT ¼ TO ½ COMPLETE)

Please add supporting documents here

TRIO, Student Support Services Programs

Continuous Improvement Goal

Increase knowledge about personal finances and debt management

Area/Program

Newly added SSS participants will complete a 90 minute web based course designed to improve participants' financial literacy and personal finances.

SSIPP Framework

Strategic

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Newly added SSS participants will complete a 90 minute web based course designed to improve participants' financial literacy and personal finances.

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author

undefined

Date

Please add any supporting documents here:

Summary of Progress

Input Date

03/22/2024

Reporting Semester(s)

Spring 2024

Summary of Progress

newly admitted SSS participants who complete the 90 minutes on-line financial literacy courses will earn a score of 75% or better in the post-course proficiency exam.

Reflection on Progress

Continue to offer the financial literacy online course during the SSS newly admitted student orientation.

Status

0 - BEGINNING (HAVEN'T BEGUN OR LESS THAN 1/4 COMPLETE)

Please add supporting documents here

Umoja - Close equity gaps for Black and/or African American

Continuous Improvement Goal

Increase the number for first-time college students participating in Umoja - Objective 1.4, Objective 2.5, Objective 3.1

Area/Program

Umoja

SSIPP Framework

Strategic

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.4 - KPI 3 (Student Services):

- 2025 Objective 2.5 - KPI 7 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

This goal will be assessed through data received from the Umoja application to help identify each students status.

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author

undefined

Date

Please add any supporting documents here:

Close equity gaps for students who identify as Black, African, or African American

Continuous Improvement Goal

Close equity gaps in ENG-1A for students who identify as Black/African American

Area/Program

Umoja

SSIPP Framework

Strategic

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.7 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Review grade sheet and collaborate with professor regarding students final grades

Method used to assess:

Qualitative (Observation, summary of status, etc.)

Author

undefined

Date

Please add any supporting documents here:

Expansion of Umoja courses offered

Continuous Improvement Goal

Recruit professors from different disciplines

Area/Program

Umoja

SSIPP Framework

Integrated

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.7 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):

- 2025 Objective 4.3 (Academic Senate):

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Collaborate with professors to review final grades

Method used to assess:

Qualitative (Observation, summary of status, etc.)

Author

undefined

Date

Please add any supporting documents here:

Umoja - Increase awareness of transfer requirements

Continuous Improvement Goal

Increase students aware of transfer requirements

Area/Program

Umoja

SSIPP Framework

Integrated

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 2.7 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Survey students on their knowledge of transfer requirements.

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author

undefined

Date

Please add any supporting documents here:

Umoja - Partner with CTE to support students employability efforts

Continuous Improvement Goal

Identify how effectiveness the resources provided

Area/Program

Umoja

SSIPP Framework

Personalized

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 5.1- KPI 13 (Student Services):
- 2025 Objective 5.3 - KPI 15 (Student Services):

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

We will assess this goal through surveys and appointments to discuss how the material presented has supported the students efforts of employment

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author

undefined

Date

Please add any supporting documents here:

Umoja - Increase usage of academic support

Continuous Improvement Goal

Increase usage of academic support resources by 20%

Area/Program

Umoja

SSIPP Framework

Proactive

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.3 (Academic Affairs):
- 2025 Objective 2.7 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Sign in sheets to determine who attended tutoring resources and how long they attended

Method used to assess:

Qualitative (Observation, summary of status, etc.)

Author

undefined

Date

Please add any supporting documents here:

MoC Scholars Program Counselor/Coordinator- Faculty(Category) -New Full Time Faculty (Type)

Resource Year

2024 - 2027

What resources do we already have?

Adjunct MoC Scholars counselor/coordinator

What resources do you need?

Make the adjunct position full time

\$ Amount Requested

204,956

Resource Type

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

By hiring a full-time MoC Scholars counselor coordinator, the MoC Scholars program can take a significant step towards closing the following equity gaps: The EMP objectives of 3.2 and 3.3 require us to continue closing the equity gaps for MoC and LatinX students. This can be achieved by providing intentional resources earlier, particularly through the establishment of pipelines from high school to the MoC Scholars program at Norco College (EMP 1.4). Additionally, we need to focus on closing the transfer equity gap (EMP objective 2.4) and the math and English completion equity gap (EMP objective 2.7).

This request for my area is Priority #:

1

Is this request

New

Mapping

Planning and Development: Equity Programs: (.)

- Men of Color: Close equity gaps for Men of Color and LatinX scholars: .

Increase Men of Color adjunct counselor hours (if full time is not possible)

Resource Year

2024 - 2027

What resources do we already have?

MoC Scholars adjunct counselor (.67 is not being maximized)

What resources do you need?

Fall and Spring:

.67 TA: (\$42,677.19 Fall + \$42,677.19 Spring = \$85,354.38)

plus

175 hours Special Project: (\$16,471.00 Fall + \$16,471.00 Spring= \$32,942)

Winter hours:

120 TA hours (20 hours per week)
(\$117.84 x 120 hours = \$14,140.80)

Summer Hours:

200 TA hours
(\$117.84 x 120 hours = \$23,568)

\$ Amount Requested

156,005.18

Resource Type

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

By hiring a full-time MoC Scholars counselor coordinator or adjunct with the requested hours (under: What resources do you need?), the MoC Scholars program can take a significant step towards closing the following equity gaps: The EMP objectives of 3.2 and 3.3 require us to continue closing the equity gaps for MoC and LatinX students. This can be achieved by providing intentional resources earlier, particularly through the establishment of pipelines from high school to the MoC Scholars program at Norco College (EMP 1.4). Additionally, we need to focus on closing the transfer equity gap (EMP objective 2.4) and the math and English completion equity gap (EMP objective 2.7).

This request for my area is Priority #:

1

Is this request

New

Mapping

Planning and Development: Equity Programs: (.)

- Men of Color: Close equity gaps for Men of Color and LatinX scholars: .

Men of Color Scholars: Peer Mentors

Resource Year

2024 - 2027

What resources do we already have?

Men of Color Scholars: Peer Mentors, hiring under FWS when possible

What resources do you need?

Continued funding for Men of Color Scholars: Peer Mentors (8 peer mentors at 12 hours, 2 peer mentors at 20 hours)

\$ Amount Requested

89,216

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Peer mentors are responsible for the growth and success of the MoC Scholars program. The MoC Scholars program has supported closing the equity gap amongst men of color and Latinx students at Norco College. Objective 3.2 and 3.3.

This request for my area is Priority #:

2

Is this request

Revised

Men of Color Scholars: Alumni Peer Mentors

Resource Year

2024 - 2027

What resources do we already have?

none for alumni

What resources do you need?

Men of Color Scholars: Alumni Peer Mentors (2 alumni peer mentors at 8 hours)

\$ Amount Requested

10,336

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Peer mentors are responsible for the growth and success of the MoC Scholars program. The MoC Scholars program has supported closing the equity gap amongst men of color and Latinx students at Norco College. Objective 3.2 and 3.3. An equity gap exists where men of color need to transfer at higher rates. Promoting alumni from 4 year institutions to work with current MoC scholars at Norco College would help address this gap.

This request for my area is Priority #:

2

Is this request

New

Water delivery (Drinking water)**Resource Year**

2024 - 2027

What resources do we already have?

What resources do you need?

Water delivery (Drinking water)

\$ Amount Requested

600

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Providing students with drinkable and decent-tasting water without charge is motivation for them to stay in college longer to complete their studies... Objectives 3.2 and 3.3

This request for my area is Priority #:

4

Is this request

New

Mapping

Planning and Development: Equity Programs: (.)

- Men of Color: Close equity gaps for Men of Color and LatinX scholars: .

Snacks for Equity Space**Resource Year**

2024 - 2027

What resources do we already have?

What resources do you need?

Budget: Snack for space

\$ Amount Requested

2,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Providing students with snacks without charge is motivation for them to stay in college longer to complete their studies... Objectives 3.2 and 3.3

This request for my area is Priority #:

3

Is this request

New

Mapping

Planning and Development: Equity Programs: (.)

- Men of Color: Close equity gaps for Men of Color and LatinX scholars: .

MoC Scholars Basic School supplies, Polos, Jackets, merchandise, promotion, books

Resource Year

2024 - 2027

What resources do we already have?

5000

What resources do you need?

MoC Scholars Basic School supplies, Polos, Jackets, merchandise, promotion, books

\$ Amount Requested

10,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Providing students with MoC gear, schools supplies, and books creates a sense of belonging to Norco College. This is motivation for them to stay in college longer to complete their studies... Objectives 3.2 and 3.3

This request for my area is Priority #:

3

Is this request

Revised

Mapping

Planning and Development: Equity Programs: (.)

- Men of Color: Close equity gaps for Men of Color and LatinX scholars: .

MoC video editing technology

Resource Year

2024 - 2027

What resources do we already have?

What resources do you need?

4 Macbook Pros, 2 ipad pros

\$ Amount Requested

14,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Resource Requests

The MacBook Pros and iPad Pros would greatly assist in the development and editing of videos that aim to showcase to Norco College, RCCD, and other educational institutions how the Norco College MoC Scholars program is actively working towards closing the equity gaps for MoC and LatinX students. At present, the program relies on the technology owned by the student employees themselves.

This request for my area is Priority #:

5

Is this request

New

Mapping

Planning and Development: Equity Programs: (.)

- Men of Color: Close equity gaps for Men of Color and LatinX scholars: .

Resources to combat food insecurities

Resource Year

2024 - 2027

What resources do we already have?

Snacks, water, frozen food, juice, chips

What resources do you need?

Additional funding to increase the items we have and also be able to provide items to students during Village Space hours.

\$ Amount Requested

8,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Food insecurity is a widespread issue that impacts numerous students, not just those within the Umoja community. However, students within Umoja have developed a strong relationship with staff and faculty, and they feel comfortable sharing their struggles with purchasing food. By providing essential food items within our space, we can prevent students from going hungry or feeling embarrassed about sharing their needs with unfamiliar individuals.

This request for my area is Priority #:

2

Is this request

Mapping

Planning and Development: Equity Programs: (.)

- Umoja - Increase awareness of transfer requirements: .
- Umoja - Close equity gaps for Black and/or African American : .
- Umoja - Close equity gaps for students who identify as Black and/or African American: .
- Umoja - Increase usage of academic support: .
- Umoja - Partner with CTE to support students employability efforts: .

Emergency Funds

Resource Year

2024 - 2027

What resources do we already have?

N/A

What resources do you need?

Food/Grocery cards, gas cards, target gift cards, hotel vouchers

\$ Amount Requested

15,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request supports our goals by supporting our students with resources when they experience unexpected hardships. When students experience hardships, it makes their efforts of successfully completing courses more challenging. These funds will be used to mitigate any unexpected experiences and allow the student to continue to focus on their studies.

This request for my area is Priority #:

1

Is this request

New

Mapping

Planning and Development: Equity Programs: (.)

- Umoja - Increase awareness of transfer requirements: .
- Umoja - Close equity gaps for Black and/or African American : .
- Umoja - Close equity gaps for students who identify as Black and/or African American: .
- Umoja - Increase usage of academic support: .
- Umoja - Partner with CTE to support students employability efforts: .

Adjunct Faculty (Counselor)

Resource Year

2024 - 2027

What resources do we already have?

Full-Time Counselor/Coordinator

What resources do you need?

We need an additional counselor who can receive 8-10 hours weekly to provide counseling support to our evening students.

\$ Amount Requested

60,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Through these additional counseling hours, we will be able to accommodate students who are only able to receive evening support and attend evening classes. This can assist in closing equity gaps by providing these students with the proper support and guidance needed.

This request for my area is Priority #:

3

Is this request**Mapping**

Planning and Development: Equity Programs: (.)

- Umoja - Increase awareness of transfer requirements: .
- Umoja - Close equity gaps by expanding on the courses offered: .
- Umoja - Close equity gaps for Black and/or African American : .
- Umoja - Close equity gaps for students who identify as Black and/or African American: .
- Umoja - Increase usage of academic support: .

Part-time support specialist/Success Coach

Resource Year

2024 - 2027

What resources do we already have?

One full-time student success coach

What resources do you need?

We are seeking an additional person to support our growing program, including providing assistance to our evening students and re-engaging inactive students.

\$ Amount Requested

40,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Through these additional student support hours, we will be able to accommodate students who are only able to receive evening support and attend evening classes. This can assist in closing equity gaps by providing these students with the proper support and guidance needed.

This request for my area is Priority #:

4

Is this request

Mapping

Planning and Development: Equity Programs: (.)

- Umoja - Increase awareness of transfer requirements: .
- Umoja - Close equity gaps by expanding on the courses offered: .
- Umoja - Close equity gaps for Black and/or African American : .
- Umoja - Close equity gaps for students who identify as Black and/or African American: .
- Umoja - Increase usage of academic support: .

Reflections and Submission