

Norco College
Riverside Community College District

Student Equity Plan

March 2010

**NORCO COLLEGE
STUDENT EQUITY PLAN**

Table of Contents

Signature Page 3

College Executive Summary

Introduction.....5

Student Equity Planning Process and Philosophy.....5

Goals and Activities (Response to 2005 Report and Goals for 2009 Student Equity Plan).....6

Resources.....10

Contact Person.....10

Campus-Based Research, Goals and Activities

Section 1

ACCESS: Definitions and Data 12

ACCESS: Goals and Activities..... 14

Section 2

COURSE COMPLETION: Definitions and Data..... 16

COURSE COMPLETION: Goals and Activities 24

Section 3

ESL and BASIC SKILLS COMPLETION: Definitions and Data 27

ESL and BASIC SKILLS COMPLETION: Goals and Activities 32

Section 4

DEGREE and CERTIFICATE COMPLETION: Definitions and Data..... 36

DEGREE and CERTIFICATE COMPLETION: Goals and Activities 38

Section 5

TRANSFER: Definitions and Data..... 40

TRANSFER: Goals and Activities 43

Norco College Student Equity Plan

Signature Page

District: Riverside Community College District

College: Norco College

Virginia Blumenthal
President, Board of Trustees

Date

District Chancellor: _____

Dr. Gregory Gray

College President: _____

Dr. Brenda Davis

Academic Senate President: _____

Dr. Sharon Crasnow

Student Equity Coordinator: _____

Dr. Koji Uesugi

College Executive Summary

College Executive Summary

INTRODUCTION

As California continues to deal with unprecedented economic challenges, the state's community college system has remained steadfast in ensuring access to higher education for thousands of California residents. However, with a record number of students enrolling in community colleges as course sections and support services diminish due to budget reductions, campuses are struggling to maintain access and retention services for students, particularly for those from traditionally underrepresented backgrounds. Amid these economic challenges, the Riverside Community College District's (RCCD) Norco College has maintained a strong commitment to access and student success. In fact, when district and campus leaders agreed to decentralize the Student Equity Plan to the campus level in 2008, the campus leadership embraced it as an opportunity to develop a plan that would not only maintain, but strengthen the campus's commitment to access and retention to support its diverse student population. Also, as a part of the campus's support to develop and implement the Student Equity Plan, the Academic Senate agreed to recognize the student equity team as an Ad-hoc committee.

STUDENT EQUITY PLANNING PROCESS & PHILOSOPHY

The Norco College Student Equity Plan was shaped through a collaborative effort by members of the campus's Student Success Committee. This committee, composed of faculty, staff, students, and administrators, was charged with this critical task due to its ability to lead innovative campus initiatives and projects to support student success. In order to move the student equity project forward purposefully and in a timely manner, a four-step process was developed. The committee began with a thorough review of the 2005 RCCD Student Equity Plan and "inventoried" how Norco College responded to the goals, activities, and outcomes for each of the five student success indicators. The next step involved reviewing the 2009 student equity data for the campus produced by the District institutional research office. Based on the data from this report, the committee identified meaningful goals and activities with measurable outcomes for each student success indicator. Finally, the Student Success Committee agreed to maintain student equity as a part of its ongoing areas of responsibility to ensure the implementation and sustainability of the Student Equity Plan upon approval of the plan.

A key philosophical element that the members of the Student Success Committee believed was essential to the development of the Norco College Student Equity Plan was the concept of "community." E. Grady Bogue, in "An Agenda of Common Caring: The Call for Community in Higher Education" states,

The concept of community is central to our colleges and universities for the lessons that may be gained in the pursuit of community...Colleges and universities exist for purposes beyond developing knowledge and skill in our students. They are also sanctuaries of our personal and civic values, incubators

of intellect and integrity... A collegiate community must be more than a collection of buildings connected only by steam lines and fiber optic cables. It must be a set of relationships that recognize and celebrate a shared vision of purpose and values.

With this concept in mind, the Student Success Committee developed goals and activities with measurable outcomes that would enable Norco College's community of faculty and staff to ensure all students who attend this institution have the opportunity to achieve their educational goals in an environment that values who they are, where they come from, and what they aspire to become.

GOALS AND ACTIVITIES (Response to 2005 Report and Goals for Student Equity Plan)

ACCESS: *A comparison of the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.*

Response to 2005 RCCD Student Equity Plan - The ethnic populations of Norco College students are comparable to that of the RCCD service area, which includes the cities of Riverside, Norco, Corona, and Moreno Valley. The major ethnic group that is slightly underrepresented at the College compared to the service area is the Hispanic population. In accordance with the findings in the 2005 RCCD Student Equity Plan report, the campus did not formalize student access activities for underrepresented groups.

Goal for Norco College Student Equity Plan - In order to ensure that Norco College maintains its commitment to access for underrepresented students, efforts will be made to research and strategize appropriate action plans. The goal for this success indicator is:

- To maintain a commitment to equitable access to underrepresented students from the communities served by Norco College.

COURSE COMPLETION: *Ratio of the number of credit courses that students (by population group) actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.*

Response to 2005 RCCD Student Equity Plan - The 2005 RCCD Student Equity Plan clearly stated the need for programs, curriculum, and intervention strategies to address the low academic outcomes of African American male students. The campus responded by establishing The Talented Tenth Program (T3p) and the African American Leadership Club to support the success rate of African American students. The program provides thematic courses, mentoring, cultural activities, and support services to engage students in a supportive educational community. Since 2005, approximately 183 students have participated in the T3p program. Norco College English and Guidance instructors work collaboratively with counselors to assist students in achieving their educational goals. In addition to promoting the students' academic success, T3p also promotes the value of giving back to the community through participation in various community service activities in the local area. The students' various achievements are also recognized in front of their family, friends, and members of the college community at an annual district-wide ceremony for African American students.

The lower success rate of Hispanic students was also a concern noted in the 2005 Student Equity Plan. With a course completion rate that has hovered around 66% over the last four years and an enrollment of over 3,600, one could argue that the need to support Hispanic student success is just as critical to that of African American students. On a smaller scale, the Puente program has continued to support the mostly Hispanic student participants in its program through curriculum and support services. The program annually serves approximately 30 students with writing instruction, intrusive counseling and career exploration through mentoring, and assistance with transferring to four-year colleges. Hispanic students have also taken ownership of their leadership development and campus involvement through their participation in the Latinos Promoting Education and Culture (LPEC) club. LPEC has been an active student club that has attracted numerous Hispanic students over the years to participate in school activities and community service activities. In addition, as a Hispanic Serving Institution (HSI), Norco College implemented several Title V cooperative grant projects that are geared to support low income, first generation, Hispanic student success at the campus. One of the programs that originated from the federal grant is the Community in Learning, Experience, Achievement and Retention (C.L.E.A.R.) Program. This program aims to “ensure academic success for Latino, low-income and at-risk students through academic support, technology, enhanced and alternative methods of instruction, basic skills development, career preparation and counseling.” Through a combination of services, including counseling, tutoring, learning communities and courses, assessments, and support services, federal grant funds have attempted to impact Hispanic student success on a broader level than in previous years.

Goals for Norco College Student Equity Plan - It will be critical for Norco College to establish a method of generating campus-based research that examines the outcomes of existing efforts and possible barriers to student success for some student groups. Another overarching goal to support course completion of underrepresented students is to foster a greater awareness and appreciation of the experiences of students from diverse backgrounds. The goals for this success indicator are:

- To increase the course completion rate of underrepresented students using campus-based research to improve programs and services that enhance student learning and success.
- To cultivate an educational environment that promotes awareness of and validates the experiences of Norco College’s diverse student population.

ESL and BASIC SKILLS COMPLETION: *Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.*

Response to 2005 RCCD Student Equity Plan - The increased efforts to raise the general course completion rates of African American and Hispanic students have been coupled with additional support for ESL and Basic Skills courses. Basic skills in particular received significant support for students who place into developmental courses based on their assessment scores through the statewide Basic Skills Initiative (BSI) established in 2005-06. Additional funding from BSI and Title V have led to numerous innovative programs at the college, including the Success Track program, tutor assisted ESL and math courses, math lab and graphic

calculator loan program, ESL workshops, and various math intervention programs. The math faculty also developed new courses to support students who struggle with math with extended time for course completion. Similar efforts to support student success took place with ESL courses. In addition to offering ESL workshops to supplement students enrolled in ESL 55, the ESL faculty and the Student Success Committee planned and organized an ESL Information Day to promote awareness of ESL courses. The ESL outreach effort was a direct response to the goal in the 2005 Student Equity Plan to “increase the number of Hispanic ESL students who self-select appropriate ESL courses according to their placement levels.” Both strategies were in response to the ESL-related goals to “increase the persistence of Hispanic ESL students” and “increase the number of Hispanic ESL students who self-select appropriate ESL courses.”

Goal for Norco College Student Equity Plan - There have been a number of ESL and Basic Skills related efforts that have been implemented at Norco College to support students who place into these courses. As identified under the goals for course completion, the goals for this success indicator also include examining assessment outcomes of the activities and supporting existing and new strategies to increase student success in these courses. The goals for this success indicator are:

- To increase the course completion rate of students who enroll in basic ESL courses to support their progress to degree applicable courses.
- To develop and implement educational strategies that increase student success for all participants in Basic Skills Math and English courses.
- To promote awareness and increased knowledge of reading skill instruction amongst faculty in the general education areas.
- To increase the success rates of reading students who are enrolled in transfer and/or degree applicable courses.

DEGREE and CERTIFICATE COMPLETION: *Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.*

Response to 2005 RCCD Student Equity Plan - The 2005 RCCD Student Equity Plan established the goal to “achieve proportional degree and certificate attainment by ethnic sub-groups relative to their enrollment numbers.” In response to the low degree and certificate completion rate of African American students district-wide, the Student Equity Plan pointed to the implementation of the African American Success Initiative to play a major role in addressing this concern. At Norco College, the T3p and the African American Leadership Club have been working with smaller sub-groups of African American students over the years and will be collecting and analyzing data to determine their impact on African American degree and certificate completion. The other activity was to “identify and eliminate any institutional barriers that exist that prohibit equitable degree and certificate attainment among all sub-groups.” Due to the decentralization of the Student Equity Plan to the campus level, a district-wide Student

Equity Implementation Team is no longer responsible for this research so it will be conducted by campus researchers going forward.

Goal for Norco College Student Equity Plan - The challenge with reporting relevant data to demonstrate improvement in degree and certificate completion of underrepresented students at Norco College is the difficulty of obtaining campus-based data. Specifically, the campus does not currently generate its own degree and certificate completion rate data per the Student Equity Plan. Therefore, the goal for this success indicator demonstrates a commitment to develop a campus-based research and reporting plan and use the findings to identify and recommend appropriate intervention strategies for student persistence. The goal for this success indicator is:

- To achieve proportional degree and certificate attainment of Norco students, particularly of underrepresented student groups.

TRANSFER: *Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.*

Response to 2005 RCCD Student Equity Plan - The 2005 RCCD Student Equity Plan specifically identified the need to increase the transfer rate of Hispanic and African American students. As is the case for determining degree and certificate completion of students, campus-based data are difficult to obtain. The 2009 student equity data for transfer rates are also district-level data so it is not possible to determine whether Hispanic and African American students' transfer rates have increased since 2005.

Goal for Norco College Student Equity Plan - Collecting relevant campus-based data to demonstrate the transfer rate of underrepresented students at Norco College is even more challenging due to the difficulty of capturing transfer data. However, the college will dedicate resources to campus-based researchers to collect this data in an effort to determine the transfer rate of not only Hispanic and African American students, but of all underrepresented student groups per the Student Equity Plan. Appropriate intervention strategies will be recommended upon analyzing the data collected from the campus-based research. The goal for this success indicator is:

- To achieve proportional transfer attainment to 4-year institutions of Norco College students, particularly of underrepresented student groups.

RESOURCES

While there is currently no formalized budget allocated to specifically fund the research and existing/new intervention strategies to support access, retention, and persistence of underrepresented students, Norco College will continue its commitment to student equity in every aspect of its operations. The campus will provide ongoing support from the administration and utilize appropriate resources from existing campus operations, including the use of federal funds (Title V grants and financial aid) and state funds (BSI) to support initiatives that will enable the campus to effectively support the academic goals of all Norco College students.

CONTACT

For further information regarding this report, please contact:

Dr. Koji Uesugi

Associate Dean of Special Funded Programs

Norco College, RCCD

2001 Third Street

Norco, CA 92860

Email: koji.uesugi@rcc.edu

Phone: 951.739.7801

Campus-Based Research

Section 1 ACCESS

ACCESS: Definitions and Data

- ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Using the data provided by the Chancellor’s Office, the following charts were constructed. Included are locally derived counts of student groups to indicate more recent measures of student access. The RCCD service area includes the populations of the cities of Riverside, Norco, Corona, and Moreno Valley, where RCCD’s campuses reside (a separate service area for the Norco Campus has not been determined). Although RCCD serves a population that reaches into Orange, Los Angeles and San Bernardino counties, it is reasonable to expect that the majority of the students attending Norco will likely reside in one of these cities.

Ethnically, of Norco College’s two largest student ethnic populations, Hispanic students are slightly underrepresented relative to the service area. White students are roughly equal in their proportion to the service area. However, the trend at Norco College, where the Hispanic population has been increasing as the White population has been decreasing, reflects the changes in the service area. While African American students make up nearly 9% of the service area, their representation at the college is slightly under 8%. The proportion of Asian/Pacific Islander population is slightly higher than that of the service area and Native American students are represented in proportions roughly equal to the service area. The proportion of “Other / Unknown” is significantly higher at Norco College compared to the service area, but this is most likely due to the data collection method, which has fewer inclusive ethnic categories than that of the United States census.

| | | dterm | | | | | | | | 2008 |
|--------------------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|------|
| Ethnic | Data | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | Service Area | |
| White | Norco Students | 4,139 | 3,734 | 3,605 | 3,234 | 3,205 | 3,275 | 3,555 | 341,865 | |
| | Norco Percent | 47.1% | 45.7% | 42.1% | 40.3% | 37.1% | 35.8% | 36.2% | 37.2% | |
| African American | Norco Students | 619 | 616 | 756 | 665 | 726 | 746 | 743 | 82,250 | |
| | Norco Percent | 7.0% | 7.5% | 8.8% | 8.3% | 8.4% | 8.1% | 7.6% | 8.9% | |
| Hispanic | Norco Students | 2,882 | 2,672 | 2,910 | 2,815 | 3,175 | 3,433 | 3,643 | 385,939 | |
| | Norco Percent | 32.8% | 32.7% | 34.0% | 35.0% | 36.8% | 37.5% | 37.1% | 42.0% | |
| Asian / Pacific Islander | Norco Students | 619 | 646 | 720 | 691 | 790 | 863 | 934 | 78,707 | |
| | Norco Percent | 7.0% | 7.9% | 8.4% | 8.6% | 9.2% | 9.4% | 9.5% | 8.6% | |
| Native Am / Alaska Nat | Norco Students | 71 | 65 | 67 | 79 | 64 | 76 | 77 | 5,023 | |
| | Norco Percent | 0.8% | 0.8% | 0.8% | 1.0% | 0.7% | 0.8% | 0.8% | 0.5% | |
| Other / Unknown | Norco Students | 458 | 429 | 497 | 548 | 672 | 766 | 869 | 25,482 | |
| | Norco Percent | 5.2% | 5.3% | 5.8% | 6.8% | 7.8% | 8.4% | 8.8% | 2.8% | |
| Total Norco Students | | 8,788 | 8,162 | 8,555 | 8,032 | 8,632 | 9,159 | 9,821 | 919,266 | |
| Total Norco Percent | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

The gender percent distribution of students at Norco College is higher for women than men. While this trend has been consistent, it is showing signs of decreasing in the most recent years. For the most recent term (Fall 2008) the proportion of women is almost 8% higher than that of the service area. The trend of higher female enrollment than males is a national trend that is not specific to this college..

| | | dterm | | | | | | | 2008 |
|----------------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Gender | Data | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | Service Area |
| Female | Norco Students | 5,006 | 4,900 | 5,144 | 4,873 | 5,062 | 5,419 | 5,688 | 460,789 |
| | Norco Percent | 57.0% | 60.0% | 60.1% | 60.7% | 58.6% | 59.2% | 57.9% | 50.1% |
| Male | Norco Students | 3,777 | 3,243 | 3,387 | 3,130 | 3,529 | 3,674 | 4,026 | 458,477 |
| | Norco Percent | 43.0% | 39.7% | 39.6% | 39.0% | 40.9% | 40.1% | 41.0% | 49.9% |
| Declined to State | Norco Students | 5 | 19 | 24 | 29 | 41 | 66 | 107 | |
| | Norco Percent | 0.1% | 0.2% | 0.3% | 0.4% | 0.5% | 0.7% | 1.1% | |
| Total Norco Students | | 8,788 | 8,162 | 8,555 | 8,032 | 8,632 | 9,159 | 9,821 | 919,266 |
| Total Norco Percent | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Norco College students who self-identified with a disability and registered with Disabled Student Programs and Services (DSP&S) remained relatively stable (both in absolute numbers and in proportion) over the past seven years. According to the United States 2000 Census, 19.6% of the adult population in the local service area reported themselves as disabled, which means that students with disabilities are generally underrepresented at the college.

| | | dterm | | | | | | | 2008 |
|----------------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| dsps | Data | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | Service Area |
| Dsps | Norco Students | 197 | 252 | 286 | 267 | 233 | 255 | 273 | |
| | Norco Percent | 2.2% | 3.1% | 3.3% | 3.3% | 2.7% | 2.8% | 2.8% | Data |
| Not Dsps | Norco Students | 8,591 | 7,910 | 8,269 | 7,765 | 8,399 | 8,904 | 9,548 | |
| | Norco Percent | 97.8% | 96.9% | 96.7% | 96.7% | 97.3% | 97.2% | 97.2% | not |
| Total Norco Students | | 8,788 | 8,162 | 8,555 | 8,032 | 8,632 | 9,159 | 9,821 | |
| Total Norco Percent | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | avail. |

ACCESS: Goals and Activities

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community service area”

Goal 1.1: To maintain a commitment to equitable access to underrepresented students from the communities served by Norco College.

- **Activity 1.1.1:** Develop a research agenda that regularly examines the enrollment rates of traditionally underrepresented students compared to those of the local service area (research will include data of local feeder schools).
 - **Expected Outcome 1.1.1:** An annual report on student access at Norco College will be developed and recommendations made to the campus leadership to ensure equitable access for traditionally underrepresented students.
 - **Timeline:** Summer 2010 and annually thereafter
 - **Responsible Offices:** Student Success Office; Student Success Committee

- **Activity 1.1.2:** Review and improve existing campus-based activities that provide information and access to support services and opportunities for students from traditionally underrepresented backgrounds.
 - **Expected Outcome 1.1.2:** Students who participate in new student activities will be able to demonstrate knowledge about academic programs, student services, and student organizations that support traditionally underrepresented students.
 - **Timeline:** Summer 2010 and every intersession (winter and summer) thereafter
 - **Responsible Offices:** Outreach Office; Special Funded Programs (SSS, EOPS, DSPS, T3p, Puente, etc); Student Activities Office

Campus-Based Research

Section 2

COURSE COMPLETION

COURSE COMPLETION: Definitions and Data

2. **COURSE COMPLETION.** Ratio of the number of credit courses that students (by population group) actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. The data here shows Enrollments (which includes all students), Valid Sum (which includes only grades used for computing success rates) and Success Sum (which is the count of all A, B, C, or CR grades). This first table shows success rates for all Norco College enrollments.

| Ethnicity | Data | AY | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Asian | Sum of enrollments | 2,200 | 2,334 | 2,545 | 2,659 | 2,818 | 3,174 | 3,766 |
| | Sum of Valid_sum | 2,008 | 2,205 | 2,392 | 2,571 | 2,715 | 3,171 | 3,723 |
| | Sum of Success_sum | 1,491 | 1,647 | 1,845 | 1,871 | 2,050 | 2,294 | 2,743 |
| | Sum of Success | 74.3% | 74.7% | 77.1% | 72.8% | 75.5% | 72.3% | 73.7% |
| Afr Am | Sum of enrollments | 3,113 | 3,028 | 3,359 | 3,183 | 3,329 | 3,596 | 4,066 |
| | Sum of Valid_sum | 2,708 | 2,848 | 3,190 | 3,058 | 3,142 | 3,594 | 4,018 |
| | Sum of Success_sum | 1,794 | 1,792 | 1,961 | 1,846 | 1,898 | 2,173 | 2,531 |
| | Sum of Success | 66.2% | 62.9% | 61.5% | 60.4% | 60.4% | 60.5% | 63.0% |
| Filipino | Sum of enrollments | 1,410 | 1,364 | 1,326 | 1,412 | 1,546 | 1,611 | 1,687 |
| | Sum of Valid_sum | 1,265 | 1,261 | 1,262 | 1,352 | 1,488 | 1,610 | 1,673 |
| | Sum of Success_sum | 936 | 933 | 914 | 957 | 1,030 | 1,127 | 1,235 |
| | Sum of Success | 74.0% | 74.0% | 72.4% | 70.8% | 69.2% | 70.0% | 73.8% |
| Hispanic | Sum of enrollments | 13,772 | 13,238 | 14,665 | 15,083 | 16,129 | 17,606 | 19,542 |
| | Sum of Valid_sum | 12,424 | 12,629 | 14,034 | 14,599 | 15,499 | 17,602 | 19,316 |
| | Sum of Success_sum | 8,512 | 8,638 | 9,670 | 9,732 | 10,304 | 11,310 | 12,868 |
| | Sum of Success | 68.5% | 68.4% | 68.9% | 66.7% | 66.5% | 64.3% | 66.6% |
| Native Am | Sum of enrollments | 361 | 336 | 368 | 412 | 299 | 350 | 360 |
| | Sum of Valid_sum | 327 | 317 | 346 | 390 | 282 | 350 | 313 |
| | Sum of Success_sum | 220 | 226 | 236 | 259 | 189 | 238 | 221 |
| | Sum of Success | 67.3% | 71.3% | 68.2% | 66.4% | 67.0% | 68.0% | 70.6% |
| Other | Sum of enrollments | 1,472 | 1,132 | 1,073 | 1,189 | 1,109 | 1,148 | 1,094 |
| | Sum of Valid_sum | 1,326 | 1,089 | 1,024 | 1,147 | 1,066 | 1,147 | 1,072 |
| | Sum of Success_sum | 964 | 762 | 737 | 825 | 750 | 818 | 761 |
| | Sum of Success | 72.7% | 70.0% | 72.0% | 71.9% | 70.4% | 71.3% | 71.0% |
| Unknown | Sum of enrollments | 798 | 1,108 | 1,535 | 1,872 | 2,403 | 3,032 | 4,175 |
| | Sum of Valid_sum | 725 | 1,057 | 1,477 | 1,827 | 2,333 | 3,031 | 3,877 |
| | Sum of Success_sum | 537 | 739 | 1,031 | 1,255 | 1,684 | 2,139 | 2,643 |
| | Sum of Success | 74.1% | 69.9% | 69.8% | 68.7% | 72.2% | 70.6% | 68.2% |
| White | Sum of enrollments | 19,909 | 18,177 | 18,107 | 16,274 | 15,633 | 16,314 | 18,930 |
| | Sum of Valid_sum | 18,191 | 17,305 | 17,281 | 15,690 | 15,004 | 16,311 | 18,236 |
| | Sum of Success_sum | 13,520 | 12,869 | 12,748 | 11,364 | 11,095 | 11,533 | 12,957 |
| | Sum of Success | 74.3% | 74.4% | 73.8% | 72.4% | 73.9% | 70.7% | 71.1% |
| Total Sum of enrollments | | 43,035 | 40,717 | 42,978 | 42,084 | 43,266 | 46,831 | 53,620 |
| Total Sum of Valid_sum | | 38,974 | 38,711 | 41,006 | 40,634 | 41,529 | 46,816 | 52,228 |
| Total Sum of Success_sum | | 27,974 | 27,606 | 29,142 | 28,109 | 29,000 | 31,632 | 35,959 |
| Total Sum of Success | | 71.8% | 71.3% | 71.1% | 69.2% | 69.8% | 67.6% | 68.9% |

Successful course completion, as measured by number of students who received a passing grade of A, B, C, or CR at the end of term compared to students enrolled as of census day, shows definite trends over the past seven years.

While there have been fluctuations in the Norco College success rates from year to year, the general ranking in terms of success rates for the different ethnic groups, has remained similar. Specifically, Asian, Filipino, and White students rank higher than Hispanic students, and African American students rank the lowest of the largest ethnic groups.

In terms of success rates for gender, females have been slightly more successful than their male counterparts over the past seven academic years.

| | | AY | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Gender | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Female | Sum of enrollments | 25,479 | 24,363 | 25,673 | 25,377 | 25,324 | 27,342 | 30,833 |
| | Sum of Valid_sum | 22,936 | 23,104 | 24,414 | 24,421 | 24,281 | 27,334 | 29,673 |
| | Sum of Success_sum | 16,793 | 16,981 | 17,782 | 17,223 | 17,316 | 18,817 | 20,736 |
| | Sum of Success | 73.2% | 73.5% | 72.8% | 70.5% | 71.3% | 68.8% | 69.9% |
| Male | Sum of enrollments | 17,528 | 16,268 | 17,184 | 16,584 | 17,731 | 19,106 | 22,247 |
| | Sum of Valid_sum | 16,011 | 15,524 | 16,472 | 16,093 | 17,044 | 19,099 | 22,040 |
| | Sum of Success_sum | 11,160 | 10,561 | 11,277 | 10,801 | 11,535 | 12,561 | 14,865 |
| | Sum of Success | 69.7% | 68.0% | 68.5% | 67.1% | 67.7% | 65.8% | 67.4% |
| Unstated | Sum of enrollments | 28 | 86 | 121 | 123 | 211 | 383 | 540 |
| | Sum of Valid_sum | 27 | 83 | 120 | 120 | 204 | 383 | 515 |
| | Sum of Success_sum | 21 | 64 | 83 | 85 | 149 | 254 | 358 |
| | Sum of Success | 77.8% | 77.1% | 69.2% | 70.8% | 73.0% | 66.3% | 69.5% |
| Total Sum of enrollments | | 43,035 | 40,717 | 42,978 | 42,084 | 43,266 | 46,831 | 53,620 |
| Total Sum of Valid_sum | | 38,974 | 38,711 | 41,006 | 40,634 | 41,529 | 46,816 | 52,228 |
| Total Sum of Success_sum | | 27,974 | 27,606 | 29,142 | 28,109 | 29,000 | 31,632 | 35,959 |
| Total Sum of Success | | 71.8% | 71.3% | 71.1% | 69.2% | 69.8% | 67.6% | 68.9% |

Norco College students with disabilities completed courses at lower rates than non-disabled students. The gap between these groups increased significantly in the most recent year.

| | | AY | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| dsps | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Yes | Sum of enrollments | 1,128 | 1,300 | 1,491 | 1,278 | 1,096 | 1,306 | 693 |
| | Sum of Valid_sum | 949 | 1,224 | 1,385 | 1,227 | 1,038 | 1,306 | 693 |
| | Sum of Success_sum | 628 | 829 | 907 | 833 | 661 | 842 | 418 |
| | Sum of Success | 66.2% | 67.7% | 65.5% | 67.9% | 63.7% | 64.5% | 60.3% |
| No | Sum of enrollments | 41,907 | 39,417 | 41,487 | 40,806 | 42,170 | 45,525 | 52,927 |
| | Sum of Valid_sum | 38,025 | 37,487 | 39,621 | 39,407 | 40,491 | 45,510 | 51,535 |
| | Sum of Success_sum | 27,346 | 26,777 | 28,235 | 27,276 | 28,339 | 30,790 | 35,541 |
| | Sum of Success | 71.9% | 71.4% | 71.3% | 69.2% | 70.0% | 67.7% | 69.0% |
| Total Sum of enrollments | | 43,035 | 40,717 | 42,978 | 42,084 | 43,266 | 46,831 | 53,620 |
| Total Sum of Valid_sum | | 38,974 | 38,711 | 41,006 | 40,634 | 41,529 | 46,816 | 52,228 |
| Total Sum of Success_sum | | 27,974 | 27,606 | 29,142 | 28,109 | 29,000 | 31,632 | 35,959 |
| Total Sum of Success | | 71.8% | 71.3% | 71.1% | 69.2% | 69.8% | 67.6% | 68.9% |

When examining Norco College transfer courses only, the gaps between the highest and lowest groups (Asians and African Americans respectively) have increased to 10% in the most recent year. One trend of concern is the consistently lower success rate for African American students for the years under examination. Hispanic student success rates for transferable courses have also remained lower than other groups.

| | |
|--------------|-----|
| transferable | 1 |
| Campus | NOR |

| | | AY | | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| Ethnicity | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | |
| Asian | Sum of enrollments | 1,589 | 1,732 | 1,928 | 2,000 | 2,117 | 2,472 | 2,942 | |
| | Sum of Valid_sum | 1,500 | 1,663 | 1,840 | 1,946 | 2,038 | 2,469 | 2,941 | |
| | Sum of Success_sum | 1,160 | 1,278 | 1,433 | 1,440 | 1,540 | 1,786 | 2,198 | |
| | Sum of Success | 77.3% | 76.8% | 77.9% | 74.0% | 75.6% | 72.3% | 74.7% | |
| Afr Am | Sum of enrollments | 2,112 | 2,130 | 2,304 | 2,165 | 2,374 | 2,538 | 2,781 | |
| | Sum of Valid_sum | 1,947 | 2,036 | 2,216 | 2,088 | 2,234 | 2,536 | 2,775 | |
| | Sum of Success_sum | 1,372 | 1,374 | 1,446 | 1,331 | 1,393 | 1,586 | 1,795 | |
| | Sum of Success | 70.5% | 67.5% | 65.3% | 63.7% | 62.4% | 62.5% | 64.7% | |
| Filipino | Sum of enrollments | 1,050 | 1,018 | 1,035 | 1,112 | 1,214 | 1,276 | 1,347 | |
| | Sum of Valid_sum | 978 | 972 | 1,006 | 1,085 | 1,162 | 1,275 | 1,346 | |
| | Sum of Success_sum | 741 | 745 | 747 | 778 | 808 | 908 | 1,007 | |
| | Sum of Success | 75.8% | 76.6% | 74.3% | 71.7% | 69.5% | 71.2% | 74.8% | |
| Hispanic | Sum of enrollments | 9,326 | 9,203 | 10,151 | 10,415 | 11,351 | 12,592 | 13,764 | |
| | Sum of Valid_sum | 8,711 | 8,869 | 9,799 | 10,120 | 10,890 | 12,588 | 13,758 | |
| | Sum of Success_sum | 6,302 | 6,364 | 6,998 | 6,951 | 7,432 | 8,308 | 9,408 | |
| | Sum of Success | 72.3% | 71.8% | 71.4% | 68.7% | 68.2% | 66.0% | 68.4% | |
| Native Am | Sum of enrollments | 250 | 231 | 281 | 301 | 236 | 250 | 222 | |
| | Sum of Valid_sum | 235 | 216 | 267 | 284 | 221 | 250 | 222 | |
| | Sum of Success_sum | 164 | 166 | 185 | 189 | 154 | 176 | 164 | |
| | Sum of Success | 69.8% | 76.9% | 69.3% | 66.5% | 69.7% | 70.4% | 73.9% | |
| Other | Sum of enrollments | 1,086 | 841 | 791 | 867 | 813 | 875 | 810 | |
| | Sum of Valid_sum | 1,023 | 825 | 769 | 847 | 783 | 874 | 810 | |
| | Sum of Success_sum | 790 | 601 | 560 | 633 | 556 | 636 | 598 | |
| | Sum of Success | 77.2% | 72.8% | 72.8% | 74.7% | 71.0% | 72.8% | 73.8% | |
| Unknown | Sum of enrollments | 589 | 795 | 1,106 | 1,324 | 1,766 | 2,240 | 2,794 | |
| | Sum of Valid_sum | 554 | 761 | 1,077 | 1,301 | 1,715 | 2,239 | 2,793 | |
| | Sum of Success_sum | 430 | 559 | 775 | 900 | 1,273 | 1,638 | 1,979 | |
| | Sum of Success | 77.6% | 73.5% | 72.0% | 69.2% | 74.2% | 73.2% | 70.9% | |
| White | Sum of enrollments | 14,789 | 13,729 | 13,511 | 12,266 | 11,715 | 12,203 | 13,478 | |
| | Sum of Valid_sum | 13,923 | 13,263 | 13,045 | 11,906 | 11,236 | 12,200 | 13,469 | |
| | Sum of Success_sum | 10,805 | 10,223 | 9,994 | 8,913 | 8,458 | 8,763 | 9,845 | |
| | Sum of Success | 77.6% | 77.1% | 76.6% | 74.9% | 75.3% | 71.8% | 73.1% | |
| Total Sum of enrollments | | 30,791 | 29,679 | 31,107 | 30,450 | 31,586 | 34,446 | 38,138 | |
| Total Sum of Valid_sum | | 28,871 | 28,605 | 30,019 | 29,577 | 30,279 | 34,431 | 38,114 | |
| Total Sum of Success_sum | | 21,764 | 21,310 | 22,138 | 21,135 | 21,614 | 23,801 | 26,994 | |
| Total Sum of Success | | 75.4% | 74.5% | 73.7% | 71.5% | 71.4% | 69.1% | 70.8% | |

Success rates for Norco College transfer courses by gender decreased since 2002-03 but have remained fairly consistent over the last four years (slight decrease in 2007-08). The success rate for males also decreased since 2002-03 and has continued to decrease slightly over the last four years.

| | |
|----------|-----|
| xferable | 1 |
| Campus | NOR |

| | | AY | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Gender | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Female | Sum of enrollments | 18,020 | 17,789 | 18,537 | 18,360 | 18,767 | 20,217 | 21,780 |
| | Sum of Valid_sum | 16,914 | 17,129 | 17,859 | 17,792 | 17,975 | 20,209 | 21,768 |
| | Sum of Success_sum | 12,997 | 13,135 | 13,494 | 12,943 | 13,090 | 14,262 | 15,733 |
| | Sum of Success | 76.8% | 76.7% | 75.6% | 72.7% | 72.8% | 70.6% | 72.3% |
| Male | Sum of enrollments | 12,752 | 11,831 | 12,482 | 12,007 | 12,679 | 13,965 | 15,996 |
| | Sum of Valid_sum | 11,939 | 11,419 | 12,073 | 11,704 | 12,169 | 13,958 | 15,984 |
| | Sum of Success_sum | 8,752 | 8,128 | 8,584 | 8,136 | 8,419 | 9,354 | 11,003 |
| | Sum of Success | 73.3% | 71.2% | 71.1% | 69.5% | 69.2% | 67.0% | 68.8% |
| Unstated | Sum of enrollments | 19 | 59 | 88 | 83 | 140 | 264 | 362 |
| | Sum of Valid_sum | 18 | 57 | 87 | 81 | 135 | 264 | 362 |
| | Sum of Success_sum | 15 | 47 | 60 | 56 | 105 | 185 | 258 |
| | Sum of Success | 83.3% | 82.5% | 69.0% | 69.1% | 77.8% | 70.1% | 71.3% |
| Total Sum of enrollments | | 30,791 | 29,679 | 31,107 | 30,450 | 31,586 | 34,446 | 38,138 |
| Total Sum of Valid_sum | | 28,871 | 28,605 | 30,019 | 29,577 | 30,279 | 34,431 | 38,114 |
| Total Sum of Success_sum | | 21,764 | 21,310 | 22,138 | 21,135 | 21,614 | 23,801 | 26,994 |
| Total Sum of Success | | 75.4% | 74.5% | 73.7% | 71.5% | 71.4% | 69.1% | 70.8% |

Students with disabilities taking transfer courses at Norco College were less than 4 percentage points lower in terms of success for every year (except the most recent year) when compared to their non-disabled peers.

| | |
|----------|-----|
| xferable | 1 |
| Campus | NOR |

| | | AY | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| dsps | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Yes | Sum of enrollments | 604 | 787 | 879 | 790 | 680 | 787 | 406 |
| | Sum of Valid_sum | 564 | 748 | 828 | 764 | 639 | 787 | 406 |
| | Sum of Success_sum | 411 | 567 | 587 | 561 | 433 | 541 | 256 |
| | Sum of Success | 72.9% | 75.8% | 70.9% | 73.4% | 67.8% | 68.7% | 63.1% |
| No | Sum of enrollments | 30,187 | 28,892 | 30,228 | 29,660 | 30,906 | 33,659 | 37,732 |
| | Sum of Valid_sum | 28,307 | 27,857 | 29,191 | 28,813 | 29,640 | 33,644 | 37,708 |
| | Sum of Success_sum | 21,353 | 20,743 | 21,551 | 20,574 | 21,181 | 23,260 | 26,738 |
| | Sum of Success | 75.4% | 74.5% | 73.8% | 71.4% | 71.5% | 69.1% | 70.9% |
| Total Sum of enrollments | | 30,791 | 29,679 | 31,107 | 30,450 | 31,586 | 34,446 | 38,138 |
| Total Sum of Valid_sum | | 28,871 | 28,605 | 30,019 | 29,577 | 30,279 | 34,431 | 38,114 |
| Total Sum of Success_sum | | 21,764 | 21,310 | 22,138 | 21,135 | 21,614 | 23,801 | 26,994 |
| Total Sum of Success | | 75.4% | 74.5% | 73.7% | 71.5% | 71.4% | 69.1% | 70.8% |

For vocational courses taken at Norco College, the gaps between the highest and lowest success rates decreased. Additionally, the overall success rate of these enrollments increased during this time period. African Americans student success increased almost 20 percentage points since 2002-03, while Hispanic students increased 15% during the same period. In the most recent year, African American students were not the lowest success rates.

| | |
|--------|-----|
| voc_ed | 1 |
| Campus | NOR |

| | | AY | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Ethnicity | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Asian | Sum of enrollments | 149 | 159 | 109 | 101 | 136 | 104 | 136 |
| | Sum of Valid_sum | 142 | 156 | 108 | 100 | 130 | 104 | 136 |
| | Sum of Success_sum | 76 | 93 | 70 | 71 | 98 | 79 | 99 |
| | Sum of Success | 53.5% | 59.6% | 64.8% | 71.0% | 75.4% | 76.0% | 72.8% |
| Afr Am | Sum of enrollments | 235 | 170 | 180 | 129 | 161 | 176 | 209 |
| | Sum of Valid_sum | 219 | 164 | 175 | 126 | 155 | 176 | 209 |
| | Sum of Success_sum | 107 | 63 | 69 | 54 | 83 | 101 | 139 |
| | Sum of Success | 48.9% | 38.4% | 39.4% | 42.9% | 53.5% | 57.4% | 66.5% |
| Filipino | Sum of enrollments | 65 | 59 | 29 | 39 | 55 | 31 | 41 |
| | Sum of Valid_sum | 64 | 57 | 27 | 38 | 53 | 31 | 41 |
| | Sum of Success_sum | 43 | 32 | 12 | 23 | 33 | 25 | 29 |
| | Sum of Success | 67.2% | 56.1% | 44.4% | 60.5% | 62.3% | 80.6% | 70.7% |
| Hispanic | Sum of enrollments | 751 | 547 | 559 | 466 | 604 | 582 | 638 |
| | Sum of Valid_sum | 711 | 539 | 544 | 460 | 582 | 582 | 638 |
| | Sum of Success_sum | 337 | 263 | 285 | 294 | 405 | 386 | 401 |
| | Sum of Success | 47.4% | 48.8% | 52.4% | 63.9% | 69.6% | 66.3% | 62.9% |
| Native Am | Sum of enrollments | 34 | 23 | 12 | 9 | 17 | 21 | 14 |
| | Sum of Valid_sum | 32 | 23 | 12 | 9 | 16 | 21 | 14 |
| | Sum of Success_sum | 17 | 10 | 6 | 5 | 8 | 14 | 12 |
| | Sum of Success | 53.1% | 43.5% | 50.0% | 55.6% | 50.0% | 66.7% | 85.7% |
| Other | Sum of enrollments | 86 | 52 | 33 | 44 | 39 | 48 | 41 |
| | Sum of Valid_sum | 82 | 52 | 33 | 44 | 36 | 48 | 41 |
| | Sum of Success_sum | 39 | 18 | 22 | 34 | 25 | 32 | 24 |
| | Sum of Success | 47.6% | 34.6% | 66.7% | 77.3% | 69.4% | 66.7% | 58.5% |
| Unknown | Sum of enrollments | 45 | 76 | 54 | 72 | 98 | 131 | 144 |
| | Sum of Valid_sum | 43 | 75 | 52 | 71 | 98 | 131 | 143 |
| | Sum of Success_sum | 20 | 43 | 30 | 49 | 73 | 91 | 101 |
| | Sum of Success | 46.5% | 57.3% | 57.7% | 69.0% | 74.5% | 69.5% | 70.6% |
| White | Sum of enrollments | 1,047 | 852 | 681 | 576 | 844 | 745 | 843 |
| | Sum of Valid_sum | 994 | 840 | 665 | 569 | 828 | 745 | 843 |
| | Sum of Success_sum | 548 | 458 | 331 | 343 | 607 | 537 | 596 |
| | Sum of Success | 55.1% | 54.5% | 49.8% | 60.3% | 73.3% | 72.1% | 70.7% |
| Total Sum of enrollments | | 2,412 | 1,938 | 1,657 | 1,436 | 1,954 | 1,838 | 2,066 |
| Total Sum of Valid_sum | | 2,287 | 1,906 | 1,616 | 1,417 | 1,898 | 1,838 | 2,065 |
| Total Sum of Success_sum | | 1,187 | 980 | 825 | 873 | 1,332 | 1,265 | 1,401 |
| Total Sum of Success | | 51.9% | 51.4% | 51.1% | 61.6% | 70.2% | 68.8% | 67.8% |

The female success rates in vocational courses lagged slightly behind that of males, but that gap has increased significantly in most recent years.

| | |
|--------|-----|
| voc_ed | 1 |
| Campus | NOR |

| | | AY | | | | | | |
|--------------------------|--------------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Gender | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Female | Sum of enrollments | 1,369 | 1,056 | 900 | 764 | 834 | 825 | 893 |
| | Sum of Valid_sum | 1,296 | 1,040 | 872 | 752 | 808 | 825 | 892 |
| | Sum of Success_sum | 669 | 527 | 436 | 451 | 546 | 520 | 559 |
| | Sum of Success | 51.6% | 50.7% | 50.0% | 60.0% | 67.6% | 63.0% | 62.7% |
| Male | Sum of enrollments | 1,043 | 877 | 756 | 665 | 1,105 | 998 | 1,155 |
| | Sum of Valid_sum | 991 | 861 | 743 | 658 | 1,075 | 998 | 1,155 |
| | Sum of Success_sum | 518 | 450 | 389 | 416 | 776 | 734 | 827 |
| | Sum of Success | 52.3% | 52.3% | 52.4% | 63.2% | 72.2% | 73.5% | 71.6% |
| Unstated | Sum of enrollments | | 5 | 1 | 7 | 15 | 15 | 18 |
| | Sum of Valid_sum | | 5 | 1 | 7 | 15 | 15 | 18 |
| | Sum of Success_sum | | 3 | 0 | 6 | 10 | 11 | 15 |
| | Sum of Success | #DIV/0! | 60.0% | 0.0% | 85.7% | 66.7% | 73.3% | 83.3% |
| Total Sum of enrollments | | 2,412 | 1,938 | 1,657 | 1,436 | 1,954 | 1,838 | 2,066 |
| Total Sum of Valid_sum | | 2,287 | 1,906 | 1,616 | 1,417 | 1,898 | 1,838 | 2,065 |
| Total Sum of Success_sum | | 1,187 | 980 | 825 | 873 | 1,332 | 1,265 | 1,401 |
| Total Sum of Success | | 51.9% | 51.4% | 51.1% | 61.6% | 70.2% | 68.8% | 67.8% |

While students with disabilities taking vocational courses at Norco College have had lower success rates than their non-disabled peers, in recent years the gap has been decreasing. These fluctuating rates may be attributable to the smaller number of students with disabilities taking these courses.

| | |
|--------|-----|
| voc_ed | 1 |
| Campus | NOR |

| | | AY | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| dsps | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Yes | Sum of enrollments | 72 | 77 | 74 | 55 | 82 | 103 | 36 |
| | Sum of Valid_sum | 66 | 76 | 74 | 55 | 80 | 103 | 36 |
| | Sum of Success_sum | 40 | 39 | 32 | 30 | 55 | 74 | 23 |
| | Sum of Success | 60.6% | 51.3% | 43.2% | 54.5% | 68.8% | 71.8% | 63.9% |
| No | Sum of enrollments | 2,340 | 1,861 | 1,583 | 1,381 | 1,872 | 1,735 | 2,030 |
| | Sum of Valid_sum | 2,221 | 1,830 | 1,542 | 1,362 | 1,818 | 1,735 | 2,029 |
| | Sum of Success_sum | 1,147 | 941 | 793 | 843 | 1,277 | 1,191 | 1,378 |
| | Sum of Success | 51.6% | 51.4% | 51.4% | 61.9% | 70.2% | 68.6% | 67.9% |
| Total Sum of enrollments | | 2,412 | 1,938 | 1,657 | 1,436 | 1,954 | 1,838 | 2,066 |
| Total Sum of Valid_sum | | 2,287 | 1,906 | 1,616 | 1,417 | 1,898 | 1,838 | 2,065 |
| Total Sum of Success_sum | | 1,187 | 980 | 825 | 873 | 1,332 | 1,265 | 1,401 |
| Total Sum of Success | | 51.9% | 51.4% | 51.1% | 61.6% | 70.2% | 68.8% | 67.8% |

For Norco College students enrolled in basic skills courses, White and Filipino students are demonstrating higher success rates than other groups. African American, Hispanic, and Native American students are performing at significantly lower rates.

| | |
|--------------|-----|
| basic_skills | 1 |
| Campus | NOR |

| | | AY | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Ethnicity | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Asian | Sum of enrollments | 155 | 173 | 184 | 217 | 246 | 215 | 234 |
| | Sum of Valid_sum | 153 | 166 | 180 | 213 | 240 | 215 | 234 |
| | Sum of Success_sum | 111 | 127 | 148 | 156 | 191 | 152 | 154 |
| | Sum of Success | 72.5% | 76.5% | 82.2% | 73.2% | 79.6% | 70.7% | 65.8% |
| Afr Am | Sum of enrollments | 258 | 335 | 360 | 396 | 337 | 411 | 417 |
| | Sum of Valid_sum | 241 | 323 | 349 | 388 | 323 | 411 | 417 |
| | Sum of Success_sum | 147 | 191 | 194 | 222 | 190 | 225 | 249 |
| | Sum of Success | 61.0% | 59.1% | 55.6% | 57.2% | 58.8% | 54.7% | 59.7% |
| Filipino | Sum of enrollments | 85 | 84 | 73 | 71 | 106 | 111 | 95 |
| | Sum of Valid_sum | 84 | 78 | 71 | 69 | 104 | 111 | 95 |
| | Sum of Success_sum | 58 | 57 | 50 | 52 | 71 | 73 | 66 |
| | Sum of Success | 69.0% | 73.1% | 70.4% | 75.4% | 68.3% | 65.8% | 69.5% |
| Hispanic | Sum of enrollments | 1,497 | 1,536 | 1,655 | 1,763 | 1,738 | 1,827 | 2,001 |
| | Sum of Valid_sum | 1,413 | 1,495 | 1,622 | 1,734 | 1,695 | 1,827 | 2,001 |
| | Sum of Success_sum | 929 | 981 | 1,107 | 1,153 | 1,084 | 1,134 | 1,273 |
| | Sum of Success | 65.7% | 65.6% | 68.2% | 66.5% | 64.0% | 62.1% | 63.6% |
| Native Am | Sum of enrollments | 19 | 27 | 26 | 40 | 21 | 29 | 21 |
| | Sum of Valid_sum | 18 | 26 | 25 | 40 | 20 | 29 | 21 |
| | Sum of Success_sum | 14 | 19 | 17 | 30 | 12 | 17 | 10 |
| | Sum of Success | 77.8% | 73.1% | 68.0% | 75.0% | 60.0% | 58.6% | 47.6% |
| Other | Sum of enrollments | 100 | 89 | 83 | 109 | 90 | 70 | 60 |
| | Sum of Valid_sum | 95 | 86 | 81 | 109 | 85 | 70 | 60 |
| | Sum of Success_sum | 58 | 61 | 59 | 71 | 65 | 48 | 46 |
| | Sum of Success | 61.1% | 70.9% | 72.8% | 65.1% | 76.5% | 68.6% | 76.7% |
| Unknown | Sum of enrollments | 50 | 84 | 124 | 170 | 193 | 241 | 317 |
| | Sum of Valid_sum | 48 | 80 | 120 | 169 | 189 | 241 | 317 |
| | Sum of Success_sum | 38 | 52 | 85 | 115 | 129 | 132 | 205 |
| | Sum of Success | 79.2% | 65.0% | 70.8% | 68.0% | 68.3% | 54.8% | 64.7% |
| White | Sum of enrollments | 1,155 | 1,156 | 1,220 | 1,077 | 945 | 1,055 | 1,049 |
| | Sum of Valid_sum | 1,104 | 1,121 | 1,198 | 1,059 | 906 | 1,055 | 1,049 |
| | Sum of Success_sum | 787 | 821 | 845 | 732 | 648 | 745 | 727 |
| | Sum of Success | 71.3% | 73.2% | 70.5% | 69.1% | 71.5% | 70.6% | 69.3% |
| Total Sum of enrollments | | 3,319 | 3,484 | 3,725 | 3,843 | 3,676 | 3,959 | 4,194 |
| Total Sum of Valid_sum | | 3,156 | 3,375 | 3,646 | 3,781 | 3,562 | 3,959 | 4,194 |
| Total Sum of Success_sum | | 2,142 | 2,309 | 2,505 | 2,531 | 2,390 | 2,526 | 2,730 |
| Total Sum of Success | | 67.9% | 68.4% | 68.7% | 66.9% | 67.1% | 63.8% | 65.1% |

When examining the success rates of females enrolled in basic skills courses, they have consistently outperformed males during the past seven academic years.

| | |
|--------------|-----|
| basic_skills | 1 |
| Campus | NOR |

| | | AY | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Gender | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Female | Sum of enrollments | 2,121 | 2,210 | 2,342 | 2,463 | 2,272 | 2,555 | 2,524 |
| | Sum of Valid_sum | 2,025 | 2,140 | 2,299 | 2,427 | 2,205 | 2,555 | 2,524 |
| | Sum of Success_sum | 1,429 | 1,505 | 1,637 | 1,701 | 1,564 | 1,717 | 1,740 |
| | Sum of Success | 70.6% | 70.3% | 71.2% | 70.1% | 70.9% | 67.2% | 68.9% |
| Male | Sum of enrollments | 1,195 | 1,264 | 1,365 | 1,364 | 1,383 | 1,352 | 1,621 |
| | Sum of Valid_sum | 1,128 | 1,225 | 1,329 | 1,338 | 1,337 | 1,352 | 1,621 |
| | Sum of Success_sum | 711 | 796 | 854 | 817 | 813 | 780 | 960 |
| | Sum of Success | 63.0% | 65.0% | 64.3% | 61.1% | 60.8% | 57.7% | 59.2% |
| Unstated | Sum of enrollments | 3 | 10 | 18 | 16 | 21 | 52 | 49 |
| | Sum of Valid_sum | 3 | 10 | 18 | 16 | 20 | 52 | 49 |
| | Sum of Success_sum | 2 | 8 | 14 | 13 | 13 | 29 | 30 |
| | Sum of Success | 66.7% | 80.0% | 77.8% | 81.3% | 65.0% | 55.8% | 61.2% |
| Total Sum of enrollments | | 3,319 | 3,484 | 3,725 | 3,843 | 3,676 | 3,959 | 4,194 |
| Total Sum of Valid_sum | | 3,156 | 3,375 | 3,646 | 3,781 | 3,562 | 3,959 | 4,194 |
| Total Sum of Success_sum | | 2,142 | 2,309 | 2,505 | 2,531 | 2,390 | 2,526 | 2,730 |
| Total Sum of Success | | 67.9% | 68.4% | 68.7% | 66.9% | 67.1% | 63.8% | 65.1% |

Students with disabilities taking basic skills courses at the college have had lower success rates than their non-disabled counterparts. In recent years, the gap has widened to over 15%.

| | |
|--------------|-----|
| basic_skills | 1 |
| Campus | NOR |

| | | AY | | | | | | |
|--------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| dsps | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Yes | Sum of enrollments | 188 | 200 | 228 | 196 | 158 | 193 | 116 |
| | Sum of Valid_sum | 171 | 197 | 222 | 192 | 150 | 193 | 116 |
| | Sum of Success_sum | 102 | 107 | 146 | 108 | 83 | 87 | 57 |
| | Sum of Success | 59.6% | 54.3% | 65.8% | 56.3% | 55.3% | 45.1% | 49.1% |
| No | Sum of enrollments | 3,131 | 3,284 | 3,497 | 3,647 | 3,518 | 3,766 | 4,078 |
| | Sum of Valid_sum | 2,985 | 3,178 | 3,424 | 3,589 | 3,412 | 3,766 | 4,078 |
| | Sum of Success_sum | 2,040 | 2,202 | 2,359 | 2,423 | 2,307 | 2,439 | 2,673 |
| | Sum of Success | 68.3% | 69.3% | 68.9% | 67.5% | 67.6% | 64.8% | 65.5% |
| Total Sum of enrollments | | 3,319 | 3,484 | 3,725 | 3,843 | 3,676 | 3,959 | 4,194 |
| Total Sum of Valid_sum | | 3,156 | 3,375 | 3,646 | 3,781 | 3,562 | 3,959 | 4,194 |
| Total Sum of Success_sum | | 2,142 | 2,309 | 2,505 | 2,531 | 2,390 | 2,526 | 2,730 |
| Total Sum of Success | | 67.9% | 68.4% | 68.7% | 66.9% | 67.1% | 63.8% | 65.1% |

COURSE COMPLETION: Goals and Activities

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

Goal 2.1: To increase the course completion rates of underrepresented students using campus-based research to improve programs and services that enhance student learning and success.

- **Activity 2.1.1:** Special funded programs, including T3p, Puente, SSS, EOPS, and DSPS, will regularly assess and report on the impact of their programs on the students served.
 - **Expected Outcome 2.1.1:** An outcomes-based report that examines historical and current trends of course completion and semester-semester persistence for students in these programs.
 - **Timeline:** Summer 2010 and annually thereafter
 - **Responsible Offices:** Student Services departments; Special Funded Programs; Student Success Office
- **Activity 2.1.2:** Develop a research agenda that examines possible barriers that impede the retention of underrepresented students, particularly of African American and Hispanic students.
 - **Expected Outcome 2.1.2:** A report of possible barriers that impede student success.
 - **Timeline:** Fall 2010 and annually thereafter
 - **Responsible Offices:** Student Success Office; Student Success Committee
- **Activity 2.1.3:** Integrate course completion data into the campus strategic planning process.
 - **Expected Outcome 2.1.3:** A Norco Strategic Planning Committee (NSPC) agenda that reflects outcome report of course completion data.
 - **Timeline:** Spring 2011
 - **Responsible Offices:** Student Success Committee; NSPC and appropriate sub-groups

Goal 2.2: To cultivate an educational environment that promotes awareness of and validates the experiences of Norco College's diverse student population.

- **Activity 2.2.1:** Develop and implement an assessment process to evaluate the campus climate at Norco College.
 - **Expected Outcome 2.2.1:** A campus climate survey will be administered and the recommendations from the research will be submitted for implementation as a part of the campus strategic plan.
 - **Timeline:** Fall 2010 and every three years thereafter
 - **Responsible Offices:** Student Success Committee; NSPC and appropriate sub-groups
- **Activity 2.2.2:** Facilitate campus-based programs for faculty, staff, and students that promote awareness and understanding of campus diversity and equity issues.
 - **Expected Outcome 2.2.2:** A minimum of two diversity and equity-based activities per year at Norco College for faculty, staff, students, and community members.
 - **Timeline:** Spring 2010 and every semester thereafter
 - **Responsible Offices:** Student Success Office; Faculty Development; Student Services departments
- **Activity 2.2.3:** Support faculty development activities that encourage the development and implementation of diversity and equity-based curriculum.
 - **Expected Outcome 2.2.3:** Faculty participation in a diversity/equity-based conference or training.
 - **Timeline:** Spring 2010 and annually thereafter
 - **Responsible Offices:** Academic Senate; Faculty Development; Student Success Office

Campus-Based Research

Section 3

ESL and BASIC SKILLS COMPLETION

ESL and BASIC SKILLS COMPLETION: Definitions and Data

3. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or Basic Skills course to the number of those students who complete such a final course.

Using Chancellor’s Office data files, the 2005 student equity team calculated completion rates for ESL and Basic Skills courses using specific courses taken during the specific time frame of four years. The first two tables for each indicator are district-wide and the third table is campus-specific.

ESL - For this measure, rates were calculated locally to determine the rates for ESL students attempting and passing ESL-55 and then subsequently passing English-50.

The table below shows that for RCCD students taking ESL-55 beginning in fall 2001 for the subsequent three years, Asian students passed both classes (ESL-55 and Eng-50) at over twice the rate of their Hispanic counterparts.

| ESL | Basic | | College | | Passed through Entire Sequence |
|--------------|------------|------------|------------|------------|--------------------------------|
| | Attempted | Passed | Attempted | Passed | |
| White | 43 | 86% | 28 | 93% | 60% |
| Afr AM | 14 | 57% | 4 | 75% | 21% |
| Hispan | 330 | 62% | 112 | 63% | 21% |
| Asian | 211 | 89% | 124 | 83% | 49% |
| Nat AM | 0 | 0% | 0 | 0% | |
| Other | 40 | 80% | 17 | 76% | 33% |
| Total | 638 | 74% | 285 | 76% | 34% |

The same analysis performed on RCCD students starting in fall 2003 yielded very similar results.

| ESL RCCD | Basic | | College | | Passed through Both Courses |
|--------------|-------------|------------|------------|------------|-----------------------------|
| | Attempted | Passed | Attempted | Passed | |
| White | 50 | 82% | 26 | 88% | 46% |
| AfrAM | 18 | 67% | 4 | 100% | 22% |
| Hispan | 784 | 67% | 275 | 75% | 26% |
| Asian | 354 | 86% | 204 | 87% | 50% |
| Nat AM | 1 | 0% | 0 | 0% | 0% |
| Other | 73 | 78% | 32 | 88% | 38% |
| Total | 1280 | 73% | 541 | 80% | 34% |

For Norco College enrollment only, there were so few students placing into ESL that any findings on this indicator need to be interpreted cautiously.

| ESL | NOR | | | College | | | Successful through Both Courses |
|--------------|-----------------|------------|------------|-----------|------------|------------|---------------------------------|
| | Basic Attempted | Successful | | Attempted | Successful | | |
| White | 4 | 3 | 75% | 0 | 0 | #DIV/0! | 0% |
| AfrAM | 1 | 1 | 100% | 0 | 0 | #DIV/0! | 0% |
| Hispan | 47 | 28 | 60% | 9 | 6 | 67% | 13% |
| Asian | 9 | 7 | 78% | 0 | 0 | #DIV/0! | 0% |
| Nat AM | 0 | 0 | 0% | 0 | 0 | 0% | 0% |
| Other | 6 | 2 | 33% | 1 | 1 | 100% | 17% |
| Total | 67 | 41 | 61% | 10 | 7 | 70% | 10% |

ENGLISH - For this measure, rates were calculated locally to determine the rates for English students attempting and passing ENG-50 and then subsequently passing ENG-1A.

The table below shows that for RCCD students taking ENG-50 beginning in fall 2001 for the subsequent three years, Asian students passed both classes (ESL-55 and Eng-50) at substantially higher rates than their counterparts.

| English | Basic | | College | | Passed through Entire Sequence |
|--------------|-------------|------------|-------------|------------|--------------------------------|
| | Attempted | Passed | Attempted | Passed | |
| White | 3334 | 73% | 1425 | 77% | 33% |
| AfrAM | 1027 | 66% | 407 | 71% | 28% |
| Hispan | 3390 | 68% | 1342 | 76% | 30% |
| Asian | 982 | 76% | 488 | 82% | 41% |
| Nat AM | 78 | 67% | 26 | 85% | 28% |
| Other | 480 | 71% | 205 | 81% | 35% |
| Total | 9291 | 71% | 3893 | 77% | 32% |

The same analysis performed on RCCD students starting in fall 2003 again showed Asians with the highest rate of completion, followed by White, Hispanic and African American students, respectively.

| English | RCCD | | | College | | | Successful through Both Courses |
|--------------|-----------------|-------------|------------|-------------|-------------|------------|---------------------------------|
| | Basic Attempted | Successful | | Attempted | Successful | | |
| White | 3293 | 2609 | 79% | 1503 | 1291 | 86% | 39% |
| AfrAM | 996 | 712 | 71% | 411 | 332 | 81% | 33% |
| Hispan | 4083 | 3124 | 77% | 1737 | 1462 | 84% | 36% |
| Asian | 1076 | 916 | 85% | 569 | 502 | 88% | 47% |
| Nat AM | 73 | 54 | 74% | 32 | 25 | 78% | 34% |
| Other | 593 | 465 | 78% | 245 | 210 | 86% | 35% |
| Total | 10114 | 7880 | 78% | 4497 | 3822 | 85% | 38% |

For Norco College enrollments only (fall 2003), students of all ethnic groups performed at slightly higher rates than in the district overall.

| English | NOR Basic | | | College | | | Successful through Both Courses |
|--------------|--------------|-------------|------------|-------------|-------------|------------|------------------------------------|
| | Attempted | Successful | | Attempted | Successful | | |
| White | 1025 | 805 | 79% | 479 | 426 | 89% | 42% |
| AfrAM | 140 | 107 | 76% | 59 | 51 | 86% | 36% |
| Hispan | 987 | 774 | 78% | 459 | 388 | 85% | 39% |
| Asian | 239 | 207 | 87% | 140 | 116 | 83% | 49% |
| Nat AM | 27 | 22 | 81% | 13 | 11 | 85% | 41% |
| Other | 167 | 137 | 82% | 75 | 62 | 83% | 37% |
| Total | 2585 | 2052 | 79% | 1225 | 1054 | 86% | 41% |

MATH - For this measure, rates were calculated locally to determine the rates for Math students attempting and passing Math 35, 53, or 52 and then subsequently passing any of the following: Math 10, 12, 1A, 1B, 1C, 2, 25, 3, 36, 4, 5, or 7.

The table below shows that for District students taking the basic level Math courses beginning in fall 2001 for the subsequent three years, Asian students passed both Math levels at substantially higher rates than their counterparts.

| Math | Basic | | | College | | | Passed through Entire Sequence |
|--------------|--------------|------------|--|-------------|------------|--|-----------------------------------|
| | Attempted | Passed | | Attempted | Passed | | |
| White | 7836 | 61% | | 1017 | 72% | | 9% |
| AfrAM | 2128 | 45% | | 212 | 63% | | 6% |
| Hispan | 6390 | 54% | | 733 | 67% | | 8% |
| Asian | 1518 | 65% | | 275 | 71% | | 13% |
| Nat AM | 166 | 54% | | 17 | 59% | | 6% |
| Other | 986 | 56% | | 130 | 70% | | 9% |
| Total | 19024 | 57% | | 2384 | 69% | | 9% |

The same analysis performed on RCCD students starting in fall 2003 again showed an overall increase in students completing the sequence. Asian and white students had the highest rate of completion, followed by Hispanic and African-American students, respectively.

| Math | RCCD Basic | | | College | | | Successful through Both Courses |
|--------------|---------------|--------------|------------|-------------|-------------|------------|------------------------------------|
| | Attempted | Successful | | Attempted | Successful | | |
| White | 8759 | 6152 | 70% | 2360 | 1908 | 81% | 22% |
| AfrAM | 3322 | 1703 | 51% | 476 | 344 | 72% | 10% |
| Hispan | 9446 | 6008 | 64% | 2051 | 1581 | 77% | 17% |
| Asian | 1887 | 1379 | 73% | 640 | 529 | 83% | 28% |
| Nat AM | 202 | 140 | 69% | 46 | 35 | 76% | 17% |
| Other | 1460 | 949 | 65% | 369 | 296 | 80% | 20% |
| Total | 25076 | 16331 | 65% | 5942 | 4693 | 79% | 19% |

For Norco College enrollments only (starting in fall 2003), success rates of the different ethnic groups closely reflected the district’s numbers. Again, Asian and White students had higher rates of success than did African American and Hispanic students.

| Math | NOR | | | College | | | Successful through Both Courses |
|--------------|-------------|-------------|------------|-------------|-------------|------------|---------------------------------|
| | Attempted | Successful | | Attempted | Successful | | |
| White | 3548 | 2608 | 74% | 935 | 781 | 84% | 22% |
| AfrAM | 829 | 502 | 61% | 110 | 88 | 80% | 11% |
| Hispan | 3107 | 2171 | 70% | 722 | 599 | 83% | 19% |
| Asian | 537 | 406 | 76% | 176 | 148 | 84% | 28% |
| Nat AM | 78 | 59 | 76% | 19 | 14 | 74% | 18% |
| Other | 518 | 363 | 70% | 128 | 114 | 89% | 22% |
| Total | 8617 | 6109 | 71% | 2090 | 1744 | 83% | 20% |

READING - For this measure, rates were calculated locally to determine the rates for Reading students attempting and passing Reading 83 and then subsequently passing English 50.

The table below shows that for Norco College students taking Reading 83 beginning in fall 2001 for the subsequent three years, White, Asian and Hispanic students passed both reading levels at higher rates than African American students.

| Reading | Basic | | College | | Passed through Entire Sequence |
|--------------|-------------|------------|-------------|------------|--------------------------------|
| | Attempted | Passed | Attempted | Passed | |
| White | 866 | 64% | 474 | 79% | 43% |
| AfrAM | 284 | 60% | 147 | 70% | 36% |
| Hispan | 950 | 65% | 523 | 77% | 42% |
| Asian | 180 | 68% | 96 | 79% | 42% |
| Nat AM | 26 | 58% | 11 | 91% | 38% |
| Other | 115 | 63% | 54 | 85% | 40% |
| Total | 2421 | 64% | 1305 | 77% | 42% |

The same analysis performed on RCCD students starting in fall 2003 again showed an overall decrease in students completing the sequence. Asian and White students had the highest rate of completion, followed by Hispanic and African American students, respectively.

| Reading | RCCD | | | College | | | Successful through Both Courses |
|--------------|-------------|-------------|------------|-------------|------------|------------|---------------------------------|
| | Attempted | Successful | | Attempted | Successful | | |
| White | 772 | 488 | 63% | 381 | 312 | 82% | 40% |
| AfrAM | 238 | 134 | 56% | 100 | 78 | 78% | 33% |
| Hispan | 854 | 537 | 63% | 432 | 315 | 73% | 37% |
| Asian | 151 | 107 | 71% | 90 | 71 | 79% | 47% |
| Nat AM | 22 | 13 | 59% | 9 | 9 | 100% | 41% |
| Other | 138 | 87 | 63% | 69 | 60 | 87% | 43% |
| Total | 2175 | 1366 | 63% | 1081 | 845 | 78% | 39% |

For Norco College reading enrollments only (starting in fall 2003), the overall success rate was higher than the district's. Of the larger student ethnic groups, Asian and White students had highest rates, followed by Hispanic and African American students.

| Reading | NOR | | | College | | | Successful through Both Courses |
|--------------|-----------------|------------|------------|------------|------------|------------|---------------------------------|
| | Basic Attempted | Successful | | Attempted | Successful | | |
| White | 170 | 141 | 83% | 112 | 91 | 81% | 54% |
| AfrAM | 27 | 20 | 74% | 18 | 12 | 67% | 44% |
| Hispan | 146 | 109 | 75% | 90 | 67 | 74% | 46% |
| Asian | 22 | 17 | 77% | 15 | 13 | 87% | 59% |
| Nat AM | 3 | 3 | 100% | 2 | 2 | 100% | 67% |
| Other | 29 | 22 | 76% | 20 | 17 | 85% | 59% |
| Total | 397 | 312 | 79% | 257 | 202 | 79% | 51% |

ESL and BASIC SKILLS COMPLETION: Goals and Activities

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

Goal 3.1: To increase the course completion rate of students who enroll in basic ESL courses to support their progress to degree applicable courses.

- **Activity 3.1.1:** Identify the success and completion rates for students enrolled in ESL courses and regularly report on these outcomes.
 - **Expected Outcome 3.1.1:** Initial baseline of success and completion rates of ESL students is established and information is disseminated to the ESL faculty.
 - **Timeline:** Winter 2011 and annually thereafter
 - **Responsible Offices:** ESL faculty; Student Success Office
- **Activity 3.1.2:** Develop and implement appropriate interventions by ESL faculty and counselors based on the research from activity 3.1.1.
 - **Expected Outcome 3.1.2:** Faculty/staff development workshops that target strategies for supporting ESL students throughout their educational experience.
 - **Timeline:** Develop in Spring 2011 and implement in Fall 2011 and annually thereafter
 - **Responsible Offices:** ESL faculty; Faculty Development Coordinator; Administration; Counselors
- **Activity 3.1.3:** Utilize the campus’s Early Alert system to inform students of their academic progress in their courses and recommend appropriate services.
 - **Expected Outcome 3.1.3:** Faculty participation in Early Alert process will increase by 5 percentage points.
 - **Timeline:** Fall 2010
 - **Responsible Offices:** ESL faculty; Dean of Student Services; Matriculation Office; Dean of Instruction; Student Success Committee

Goal 3.2: To develop and implement educational strategies that increase student success for all participants in Basic Skills Math and English courses.

- **Activity 3.2.1:** Develop English intervention workshop to reduce the time Basic Skills English students need to complete the sequence through English 1A.
 - **Expected Outcome 3.2.1:** A pilot workshop will be available for students who place into English 60A/B.
 - **Timeline:** Summer 2010
 - **Responsible Offices:** English faculty
- **Activity 3.2.2:** Continue Basic Skills Math intervention workshop and develop pacing guide for each math course to increase pass rate in those courses.
 - **Expected Outcome 3.2.2:** Pacing guide for Math 63 is developed and implemented in at least one of the course sections.
 - **Timeline:** Fall 2010
 - **Responsible Offices:** Math faculty
- **Activity 3.2.3:** Utilize the campus's early alert system to inform students of their academic progress in their courses and recommend appropriate services.
 - **Expected Outcome 3.2.3:** Faculty participation in Early Alert process will increase by 5 percentage points.
 - **Timeline:** Fall 2010
 - **Responsible Offices:** Math and English faculty; Dean of Student Services; Matriculation Office; Dean of Instruction; Student Success Committee

Goal 3.3: To promote awareness and increased knowledge of reading skill instruction amongst faculty in the general education areas.

- **Activity 3.3.1:** Conduct reading integration workshops for faculty in the general education areas.
 - **Expected Outcomes 3.3.1:** Integrate reading skill instruction in the general education areas.
 - **Timeline:** Fall 2010 and every year thereafter
 - **Responsible Offices:** Reading faculty; Faculty Development Coordinator; General Education faculty; Student Success Committee

Goal 3.4: To increase the success rates of reading students who are enrolled in transfer and/or degree applicable courses.

- **Activity 3.4.1:** Examine data to determine whether students who complete the reading sequence do better in their transfer-level courses than comparable students who placed into reading classes but did not complete their reading courses.
 - **Expected Outcome 3.4.1:** Students who have taken reading courses will demonstrate success in their transfer and/or degree applicable courses.
 - **Timeline:** Spring 2011 and every year thereafter
 - **Responsible Offices:** Reading faculty; Student Success Committee; Student Success Office

Campus-Based Research

Section 4

DEGREE and CERTIFICATE COMPLETION

DEGREE and CERTIFICATE COMPLETION: Definitions and Data

4. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

The data for this section was calculated locally using California Community College Chancellor’s Office Management Information System data for the years under review. (This indicator is only provided at the district level.) This table shows the distribution of awards and certificates by ethnic group. For comparative purposes, student ethnic distribution information for the fall term of each academic year is provided. As a measure of equity, the proportions of awards and certificates for each group should be as close as possible to that group’s proportion in the student population. For example, African American students received 7.8% of the awards and certificates in the 2008-09 academic year but made up 11.1% of the 2008-09 RCCD population. Therefore, African Americans are underrepresented in awards and certificates by 3.3% (7.8% - 11.1%=-3.3%).

| All Awards | | AY | | | | | | | | RCCD | Percent diff. |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|---------------|
| Ethnicity | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2008-09 | | |
| White | Awards | 1484 | 1569 | 1742 | 1965 | 1740 | 1645 | 1940 | 18974 | 5.1% | |
| | Percent | 47.3% | 46.2% | 44.9% | 42.2% | 42.4% | 41.2% | 37.4% | 32.3% | | |
| African Am | Awards | 284 | 327 | 378 | 492 | 394 | 343 | 405 | 6511 | -3.3% | |
| | Percent | 9.1% | 9.6% | 9.7% | 10.6% | 9.6% | 8.6% | 7.8% | 11.1% | | |
| Hispanic | Awards | 897 | 948 | 1138 | 1519 | 1356 | 1299 | 1785 | 21594 | -2.3% | |
| | Percent | 28.6% | 27.9% | 29.3% | 32.6% | 33.0% | 32.5% | 34.4% | 36.7% | | |
| Asian / Pac Isl | Awards | 250 | 294 | 359 | 366 | 361 | 368 | 548 | 5156 | 1.8% | |
| | Percent | 8.0% | 8.7% | 9.3% | 7.9% | 8.8% | 9.2% | 10.6% | 8.8% | | |
| Nat Am | Awards | 20 | 36 | 40 | 30 | 33 | 26 | 42 | 473 | 0.0% | |
| | Percent | 0.6% | 1.1% | 1.0% | 0.6% | 0.8% | 0.7% | 0.8% | 0.8% | | |
| Other | Awards | 202 | 222 | 222 | 285 | 224 | 310 | 473 | 6126 | -1.3% | |
| | Percent | 6.4% | 6.5% | 5.7% | 6.1% | 5.5% | 7.8% | 9.1% | 10.4% | | |
| Total Awards | | 3137 | 3396 | 3879 | 4657 | 4108 | 3991 | 5193 | 58834 | | |
| Total Percent | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 0.0% | |

In the most recent year, White students received disproportionately more awards and certificates than Hispanic and African American students, who received disproportionately fewer awards when using this equity measure (-2.3% and -3.3% respectively). For all other groups there is less than three percentage points difference between the proportion of awards given and representation in student population. This historical view shows that the proportion of White students receiving awards is decreasing as the Hispanic and Asian student awards are slowly increasing. African American trends reflect a decreasing proportion of all awards.

When examining only the AA/AS awards conferred, overrepresentation of White students diminishes a little, while Asian overrepresentation rises to 3.1%. Again, White and African American student awards are decreasing as the proportion of Hispanics and Asians continues to increase.

| AA/AS only | | AY | | | | | | | RCCD 2008-09 | Percent diff. |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------|------------------|
| Ethnicity | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | | |
| White | Awards | 814 | 899 | 955 | 1022 | 944 | 800 | 920 | 18974 | 4.4% |
| | Percent | 45.1% | 45.7% | 44.8% | 44.3% | 41.3% | 40.0% | 36.6% | 32.3% | |
| African Am | Awards | 166 | 196 | 220 | 233 | 236 | 197 | 190 | 6511 | -3.5% |
| | Percent | 9.2% | 10.0% | 10.3% | 10.1% | 10.3% | 9.8% | 7.6% | 11.1% | |
| Hispanic | Awards | 517 | 538 | 593 | 716 | 746 | 634 | 850 | 21594 | -2.9% |
| | Percent | 28.7% | 27.4% | 27.8% | 31.0% | 32.6% | 31.7% | 33.8% | 36.7% | |
| Asian / Pac Isl | Awards | 159 | 177 | 212 | 187 | 232 | 191 | 299 | 5156 | 3.1% |
| | Percent | 8.8% | 9.0% | 9.9% | 8.1% | 10.1% | 9.5% | 11.9% | 8.8% | |
| Nat Am | Awards | 12 | 18 | 28 | 16 | 13 | 13 | 17 | 473 | -0.1% |
| | Percent | 0.7% | 0.9% | 1.3% | 0.7% | 0.6% | 0.6% | 0.7% | 0.8% | |
| Other | Awards | 136 | 138 | 125 | 133 | 117 | 166 | 237 | 6126 | -1.0% |
| | Percent | 7.5% | 7.0% | 5.9% | 5.8% | 5.1% | 8.3% | 9.4% | 10.4% | |
| Total Awards | | 1804 | 1966 | 2133 | 2307 | 2288 | 2001 | 2513 | 58834 | |
| Total Percent | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 0.0% |

When examining only certificates, White overrepresentation still persists, but the underrepresentation of Hispanic certificate graduates diminishes slightly. Other trends for ethnic group changes over time are also found in this table.

| Certificate Only | | AY | | | | | | | RCCD 2008-09 | Percent diff. |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------|------------------|
| Ethnicity | Data | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | | |
| White | Awards | 670 | 670 | 787 | 943 | 796 | 845 | 1020 | 18974 | 5.8% |
| | Percent | 50.3% | 46.9% | 45.1% | 40.1% | 43.7% | 42.5% | 38.1% | 32.3% | |
| African Am | Awards | 118 | 131 | 158 | 259 | 158 | 146 | 215 | 6511 | -3.0% |
| | Percent | 8.9% | 9.2% | 9.0% | 11.0% | 8.7% | 7.3% | 8.0% | 11.1% | |
| Hispanic | Awards | 380 | 410 | 545 | 803 | 610 | 665 | 935 | 21594 | -1.8% |
| | Percent | 28.5% | 28.7% | 31.2% | 34.2% | 33.5% | 33.4% | 34.9% | 36.7% | |
| Asian / Pac Isl | Awards | 91 | 117 | 147 | 179 | 129 | 177 | 249 | 5156 | 0.5% |
| | Percent | 6.8% | 8.2% | 8.4% | 7.6% | 7.1% | 8.9% | 9.3% | 8.8% | |
| Nat Am | Awards | 8 | 18 | 12 | 14 | 20 | 13 | 25 | 473 | 0.1% |
| | Percent | 0.6% | 1.3% | 0.7% | 0.6% | 1.1% | 0.7% | 0.9% | 0.8% | |
| Other | Awards | 66 | 84 | 97 | 152 | 107 | 144 | 236 | 6126 | -1.6% |
| | Percent | 5.0% | 5.9% | 5.6% | 6.5% | 5.9% | 7.2% | 8.8% | 10.4% | |
| Total Awards | | 1333 | 1430 | 1746 | 2350 | 1820 | 1990 | 2680 | 58834 | |
| Total Percent | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 0.0% |

DEGREE and CERTIFICATE COMPLETION: Goals and Activities

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

Goal 4.1: To achieve proportional degree and certificate attainment of Norco College students, particularly of underrepresented student groups.

- **Activity 4.1.1:** Utilize campus researchers to develop a research agenda that will collect annual data on students who indicate degree and certificate completion as their goal in their informed educational goal and Norco College application material.
 - **Expected Outcome 4.1.1:** A Norco College degree/certificate completion report that is broken down by underrepresented groups.
 - **Timeline:** Summer 2010 and annually thereafter
 - **Responsible Offices:** Student Success Office; Student Services departments
- **Activity 4.1.2:** Identify possible barriers and strategies to degree and certificate attainment of underrepresented students based on data from campus research findings.
 - **Expected Outcome 4.1.2:** A formalized report that recognizes barriers of underrepresented students and appropriate strategies to address those barriers.
 - **Timeline:** Fall 2010 and annually thereafter
 - **Responsible Offices:** Student Success Office; Student Success Committee; Student Services departments
- **Activity 4.1.3:** Work with academic senate, student services, and appropriate campus groups to implement interventions to increase degree and certificate completion of students from underrepresented groups.
 - **Expected Outcome 4.1.3:** Students who participate in interventions such as special funded programs will complete degrees/certificates at a higher rate than those who do not.
 - **Timeline:** Spring 2011 and annually thereafter
 - **Responsible Offices:** Student Success Committee; Academic Senate; Student Services departments; NSPC and appropriate sub-groups

Campus-Based Research

Section 5

TRANSFER

TRANSFER: Definitions and Data

5. **TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

In the previous Student Equity Plan, to compute this measure the Expanded Student Right to Know dataset for the 2000-01 cohort was used. (This indicator is only provided at the district level.) This cohort includes all students who attended RCCD for the first time during the academic year of 2000-01. After three years, information about the cohort’s educational performance, transfers, and awards are made available to all participating institutions via the Chancellor’s Office. Asian students transferred the most, at twice the rate of African-American students. These students were also the highest groups for transfer-prepared students.

| 2000-01 Expanded Student-Right-to-Know Data | | | |
|--|-----------------------|-------------------------|----------------------------|
| | Total Students | Transfer 4 yr. % | Transfer Prepared % |
| White | 5,717 | 10.0% | 5.5% |
| Afr Am | 1,537 | 9.6% | 3.1% |
| Hispanic | 4,163 | 6.1% | 4.2% |
| Asian / Paclsl | 1,317 | 18.2% | 7.7% |
| NatAm | 134 | 9.7% | 2.2% |
| Other | 628 | 15.1% | 7.0% |

As the Expanded Student Right to Know Dataset became unavailable, the Chancellor’s Office offered a new metric from its Accountability Reporting for the Community Colleges. Using a six-year window (twice the length of the older Student Right to Know indicator), transfer and transfer ready-rates were computed. The most recent three cohorts are shown below. The same trends seen elsewhere in this document are reconfirmed here. Asian students were most successful, followed by White, Hispanic and African American students. There are fewer gaps between groups for transfer and more for transfer-prepared students.

| 2000-01 Accountability Reporting for the Community Colleges | | | |
|--|-----------------------|-------------------------|----------------------------|
| | Total Students | Transfer 4 yr. % | Transfer Prepared % |
| White | 2,056 | 29.7% | 23.2% |
| Afr Am | 458 | 27.7% | 15.9% |
| Hispanic | 1,445 | 23.7% | 18.8% |
| Asian / Paclsl | 492 | 38.2% | 29.7% |
| NatAm | 37 | 27.0% | 21.6% |
| Other | 262 | 35.9% | 24.8% |

| 2001-02 Accountability Reporting for the Community Colleges | | | |
|--|-----------------------|-------------------------|----------------------------|
| | Total Students | Transfer 4 yr. % | Transfer Prepared % |
| White | 1,921 | 31.0% | 23.2% |
| Afr Am | 470 | 28.7% | 13.6% |
| Hispanic | 1,396 | 21.8% | 18.5% |
| Asian / Paclsl | 388 | 38.4% | 37.1% |
| NatAm | 37 | 35.1% | 27.0% |
| Other | 256 | 29.3% | 23.8% |

| 2002-03 Accountability Reporting for the Community Colleges | | | |
|--|-----------------------|-------------------------|----------------------------|
| | Total Students | Transfer 4 yr. % | Transfer Prepared % |
| White | 1,902 | 28.7% | 21.9% |
| Afr Am | 422 | 27.3% | 14.2% |
| Hispanic | 1,520 | 23.9% | 20.7% |
| Asian / Paclsl | 479 | 37.4% | 33.8% |
| NatAm | 18 | 27.8% | 11.1% |
| Other | 298 | 30.5% | 22.1% |

The three tables below also show these transfer and transfer-ready rates by gender. Generally, males are not transferring or becoming transfer ready at the same rates as females.

| 2000-01 Accountability Reporting for the Community Colleges | | | |
|--|-----------------------|-------------------------|----------------------------|
| | Total Students | Transfer 4 yr. % | Transfer Prepared % |
| Female | 2,771 | 29.6% | 23.7% |
| Male | 1,979 | 27.9% | 19.5% |
| Declined | | | |

| 2001-02 Accountability Reporting for the Community Colleges | | | |
|--|-----------------------|-------------------------|----------------------------|
| | Total Students | Transfer 4 yr. % | Transfer Prepared % |
| Female | 2,580 | 30.4% | 23.1% |
| Male | 1,885 | 25.9% | 20.5% |
| Declined | 3 | 0.0% | 0.0% |

| 2002-03 Accountability Reporting for the Community Colleges | | | |
|--|-----------------------|-------------------------|----------------------------|
| | Total Students | Transfer 4 yr. % | Transfer Prepared % |
| Female | 2,706 | 29.3% | 22.9% |
| Male | 1,921 | 26.0% | 20.7% |
| Declined | 12 | 58.3% | 33.3% |

The three tables below also show inconsistent findings for disabled students transferring or becoming transfer ready (most likely due to the small disabled student sample size). Overall, students with disabilities show lower rates of becoming transfer-ready or transferring.

| 2000-01 Accountability Reporting for the Community Colleges | | | |
|---|----------------|------------------|---------------------|
| | Total Students | Transfer 4 yr. % | Transfer Prepared % |
| Disabled | 74 | 14.9% | 14.9% |
| Not Disabled | 4,676 | 29.1% | 22.0% |

| 2001-02 Accountability Reporting for the Community Colleges | | | |
|---|----------------|------------------|---------------------|
| | Total Students | Transfer 4 yr. % | Transfer Prepared % |
| Disabled | 57 | 21.1% | 8.8% |
| Not Disabled | 4,411 | 28.6% | 22.2% |

| 2002-03 Accountability Reporting for the Community Colleges | | | |
|---|----------------|------------------|---------------------|
| | Total Students | Transfer 4 yr. % | Transfer Prepared % |
| Disabled | 50 | 12.0% | 12.0% |
| Not Disabled | 4,589 | 28.2% | 22.1% |

TRANSFER: Goals and Activities

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

Goal 5.1: To achieve proportional transfer attainment to 4-year institutions of Norco College students, particularly of underrepresented student groups.

- **Activity 5.1.1:** Utilize campus researchers to develop a research agenda that will collect annual data on students who indicate transfer as their goal in their informed educational goal and Norco College application material.
 - **Expected Outcome 5.1.1:** A Norco College transfer report that is broken down by underrepresented groups will be available for dissemination.
 - **Timeline:** Summer 2010 and annually thereafter
 - **Responsible Offices:** Student Success Office; Student Services departments
- **Activity 5.1.2:** Identify possible barriers and strategies to transfer attainment of underrepresented students based on data from campus research findings.
 - **Expected Outcome 5.1.2:** A formalized report that recognizes barriers of underrepresented students and appropriate strategies to address those barriers.
 - **Timeline:** Fall 2010 and annually thereafter
 - **Responsible Offices:** Student Success Office; Student Success Committee; Student Services departments
- **Activity 5.1.3:** Work with academic senate and student services to implement interventions to increase the transfer rate of students from underrepresented groups.
 - **Expected Outcome 5.1.3:** Students who participate in interventions such as special funded programs will transfer at a higher rate than those who do not.
 - **Timeline:** Spring 2011 and annually thereafter
 - **Responsible Offices:** Student Success Committee; Academic Senate; Student Services departments; NSPC and appropriate sub-group