# Integrated Plan
## 2017-2019
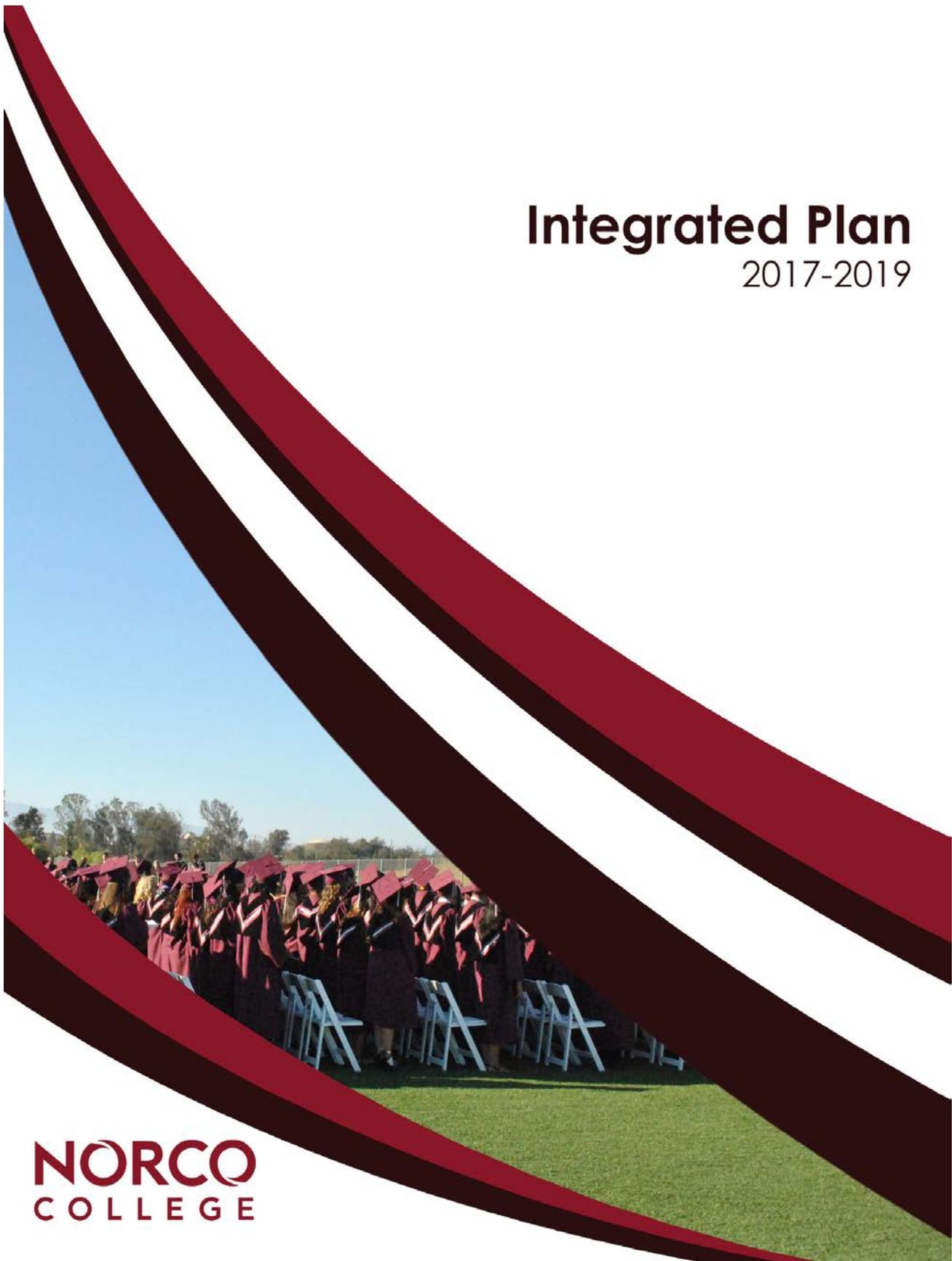
# NORCO
## COLLEGE

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

## Part I – Deadlines and Important Information

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

- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.

- Integrated fiscal reports will be required on an annual basis.

- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.

- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

- Identify one individual and an alternate to serve as the point of contact for your college.

### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

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

### DATA-DRIVEN PLANNING

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

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

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

In addition, the following data should inform your planning:

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

## Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

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

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

| | participants' persistence rates and academic performance. |
|---|---|
| Improve accuracy of English and math placement for all students. | (Achieved) SSSP personnel helped pilot the Multiple Measures Assessment Project (MMAP). The pilot project improved overall placement for all students including placement for disproportionately impacted student groups. MMAP is now being used for all students and has resulted in improved accuracy of English and math for all students. |
| Increase students' completion of educational goals. | (In progress) Hired additional counselors to increase access to counseling services to develop comprehensive Student Education Plans. Deployed counselors to other areas of the campus, added evening counseling, and pilot of drop-in counseling to reduce inefficiencies with appointments. |
| Address the needs of at-risk student groups. | (In progress) Hired an Educational Advisor to provide follow-up services for at-risk students. The advisor provides one-on-one and group intervention workshops and makes counseling referrals as needed. |
| **STUDENT EQUITY** | |
| **Goal** | **Progress** |
| Improve access for veterans, students with disabilities, and foster youth. | (In progress) An outreach specialist and student ambassadors were hired to provide dedicated outreach services to attract more foster youth, veterans, and students with disabilities. These staff members also improved the onboarding experience for these student groups by providing dedicated, one-on-one assistance to complete the enrollment process. Outreach staff was also involved in planning and implementing foster youth college days to expose foster youth in high school to educational opportunities and services available at Norco College.<br><br>(Ongoing) Provided funding for veterans center personnel to attend conferences and trainings focused on how to better serve college veterans. |

| Improve course completion rates of African American and Hispanic males, and foster youth. | (In progress) Student Equity has played an integral role in converting Norco's T3P Program into an Umoja Program. The program's components include highly structured learning communities in English, math, and guidance courses during the first two years in college. Student Equity has provided the necessary funding for a full time counselor, student success coach, embedded tutors, supplemental instruction, peer mentors, and books to support the learning communities. The program is now serving over 100 African American students, primarily first-time college students.<br><br>(Ongoing) Student Equity has also provided embedded tutoring and supplemental instruction in courses with a high concentration of Hispanic males and foster youth with the goal of improving completion rates.<br><br>(In progress) To further improve course completion rates of men of color, Student Equity provided funding for faculty to complete certificates on teaching community college men of color and in microaggresions. The certificates are delivered via on-line instruction through the Center for Organizational Responsibility and Advancement (CORA). |
|---|---|
| Improve basic skills completion rates of men of color, Hispanic and African American females, and foster youth. | (In progress) Provided tutoring, supplemental instruction, instructional supplies, and books for select accelerated basic skills courses, and learning communities that serve high concentrations of Hispanic and African American students. Student Equity personnel and outreach personnel helped to recruit students from DI groups for the Summer Advantage Program. Co-sponsored the implementation of Multiple Measures Assessment Project (MMAP) to help improve placement in English and math and shorten the time it takes students to complete basic skills. Under MMAP, placement of disproportionately impacted (DI) student groups has improved. Basic skills completion rates of men of color, Hispanic and African American females have risen. |

| | |
|---|---|
| Increase ESL completion, particularly of Hispanic and low income students | (Achieved) The ELS pipeline 5-year completion rate increased from 28.6% to 44.9%. |
| Improve degree and certificate completion, and transfer rates of disproportionately impacted students | (In progress) Student Equity provided funding for a Norco College team to participate in RP Group's Leading From the Middle Academy. The team's assignment was to explore how guided pathways has been implemented at other institutions and develop a plan of action to pilot guided pathways at Norco College with disproportionately impacted students. The team was successful in laying the groundwork for what later became one of the components of the Completion Initiative. In the process, Norco College was selected to participate in California's Guided Pathways Project and also received a grant from the College Future's Foundation to help with the costs to implement guided pathways. This project is on target to be fully launched in 2018-19.<br><br>(Ongoing) Student Equity supplemented counseling services for student equity-related categorical programs and campus-based programs that promote degree and certificate completion, and transfer (Umoja, Puente, SSS/TRIO, and EOPS). Participants of these programs also received supplemental financial aid to purchase books and instructional supplies. Furthermore, Student Equity funded tours to four-year colleges and universities and co-sponsored on-campus transfer fairs and activities. |
| Conduct qualitative study of men of color | (Completed) A qualitative study was conducted to in 2015-16 to identify what type of challenges men of color students are faced with and how we can better support them to close equity gaps. The findings in this study led to the development and launch of a peer-mentoring program in fall 2016. The program is now on its second year and is serving over 50 men of color. The findings also helped identify the need to increase professional development opportunities for faculty on the topic of teach community college men of color. This type of training is now being offered in the form of a certificate through the Center for Organizational Responsibility and Advancement (CORA). |

| Provide opportunities for students to attend conferences and events that promote transfer | (Ongoing) Provided financial support for Umoja students to attend annual and regional conferences. Also provided financial support to send students and staff to the A2mend annual conference and the Latina Leadership Network conference. In addition, Student Equity sponsored a tour for 30 students to visit Historically Black College and Universities (HBCUs). |
|---|---|
| Offer trainings and professional development opportunities that promote awareness and understanding of college diversity and equity. | (Achieved) Sponsored a 3-day training on RP Group's Student Support Redefined. Co-sponsored retreats for new faculty to gain a better understanding of equity gaps and equity-mindedness. Provided financial support to send teams of faculty, staff, and administrators to equity institutes offered by the Center for Urban Education (CUE). Provided financial support for faculty and staff to attend RP Group's annual student success conferences.<br>(Ongoing) Collaborated with Norco's Legacy Committee and Read-to-Succeed Program to co-sponsor cultural and educational events focused on promoting awareness and understanding of college diversity. Events have included presentations by authors, community speakers, and cultural performers. |
| Develop Peer-to-Peer mentoring programs for African American and Hispanic males. | (Completed) Multiple peer-mentoring programs were established to support disproportionately impacted students, especially men of color. As of fall 2017, seven peer mentoring programs are operational and have been modeled after the men of color peer mentoring program. |
| **BASIC SKILLS** | |
| **Goal** | **Progress** |
| BSI: Pilot Multiple Measures Assessment Program | (Completed) After multiple MMAP pilots were launched and assessed, the project is now fully operational and was used to assess all incoming fall 2017 students for the first time. |
| BSI: Acceleration in basic skills English | (Completed) Acceleration was achieved by consolidating two basic skills courses (English 60A & 60B) into one basic skills course (English 70). |
| BSI: Acceleration in basic skills mathematics | (In progress) Faculty is in the process of designing new curriculum to shorten the math sequence to one year. |

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

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

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

| Goal | Activities in each program that serve the goal listed | | |
|---|---|---|---|
| | SSSP | SE | BSI |
| Improve completion rates in basic skills English and math | Provided Accuplacer test preparation material and workshops<br><br>Provided funding support and personnel to plan and participate in the Summer Advantage Program | Recruited DI students for the Summer Advantage Program.<br><br>Offered extended orientations for DI students who participated in Summer Advantage<br><br>Recruited DI students for existing basic skills learning communities (Puente, Umoja) | Provided funding for faculty and staff to support Summer Advantage efforts<br><br>Tracked students' course taking patterns and persistence after participating in the program and provided data to all stakeholders |

**2. Discuss one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.**

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

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

Summer Advantage has served a significant cross section of disproportionately impacted students. The 2016 program served a total of 418 participants, 199 females (49.5%) and 207 males (47.6%) and 12 (2.9%) unreported. More than half of the male participants (139) were Hispanic, African American, or foster youth.

FUTURE PLANS
*Questions 3-8 address the 2017-19 planning cycle.*

**3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:**

- Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
- Closing achievement gaps for disproportionately impacted groups.
- Improving success rates in degree attainment, certificate attainment, and transfer.
- Improved identification of and support for students at-risk for academic or progress probation.
- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

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

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

| Goal | Activities in each program that serve the goal listed | | | Goal Area |
|---|---|---|---|---|
| | **SSSP** | **SE** | **BSI** | |
| **1.) Increase the percentage of students who complete the onboarding process (application to census)** | *Organize conferences for high school counselors to keep them informed about the onboarding process and initiatives* _____ *Provide application and assessment services in local high schools* _____ *Offer "one-stop shop" application to registration onboarding events* _____ *Promote dual enrollment opportunities* _____ *Offer financial aid/ FAFSA workshops for DI students and their parents* _____ *Increase in-person orientations for first-time college students and DI populations* | *Schedule onboarding workshops in local high schools and on campus for DI student groups* _____ *Provide individualized assistance with the onboarding process for DI students* _____ *Conduct targeted outreach activities to attract more veterans and foster youth* _____ *Provide support for Next Phase education program (incarcerated inmates)* _____ *Promote dual-enrollment opportunities for DI students* | *Coordinate implementation of Multiple Measures Assessment Project (MMAP)* _____ *Provide Accuplacer test-preparation workshops* | ☑ *Access* <br><br> *Retention* <br><br> *Transfer* <br><br> *ESL/Basic Skills* <br><br> *Course Completion* <br><br> *Degree & Certificate Completion* <br><br> *Other:_____* |
| **2.) Increase the** | *Plan and* | *Plan and* | | *Access* |

| | | | | |
|---|---|---|---|---|
| **percentage of DI students who successfully complete their first year of college and persist to second year** | *implement Summer Advantage Program*<br><br>_____<br><br>*Conduct targeted outreach activities increase the percentage of DI students who participate in Summer Advantage*<br><br>_____<br><br>*Provide follow up services for DI students experiencing academic difficulties* | *implement summer bridge programs for 1st and 2nd year DI students*<br><br>_____<br><br>*Provide financial support for learning communities for DI students (Umoja, Puente)*<br><br>_____<br><br>*Identify training opportunities and strategies to help students build non-cognitive skills*<br><br>_____<br><br>*Develop first year experience program for SA participants and DI students* | | ☑ *Retention*<br><br>*Transfer*<br><br>*ESL/Basic Skills*<br><br>☑ *Course Completion*<br><br>☑ *Degree & Certificate Completion*<br><br>*Other:_____* |
| **3.) Increase the percentage of students who successfully complete basic skills math and transfer level math** | *Provide follow up services for DI students experiencing academic difficulty in math* | *Coordinate enrollments of DI students in designated math sections*<br><br>_____<br><br>*Coordinate embedded tutoring and/or SI for designated math sections* | *Shorten the basic skills math course taking pattern*<br><br>_____<br><br>*Organize learning communities by Schools and math placement with linked guidance courses*<br><br>_____<br><br>*Implement instructional strategies for helping students overcome math anxiety*<br><br>_____<br><br>*Designate math sections for DI students instruction* | *Access*<br><br>☑ *Retention*<br><br>☑ *Transfer*<br><br>☑ *ESL/Basic Skills*<br><br>*Course Completion*<br><br>*Degree & Certificate Completion*<br><br>*Other:_____* |
| **4.) Increase the** | *Provide follow up* | *Develop Student* | *Increase offerings* | *Access* |

| | | | | |
|---|---|---|---|---|
| **percentage of students who successfully complete basic skills English and transfer level English** | *services for at-risk students experiencing academic difficulties* | *Success Teams for English learning communities (faculty, counselors, student success coaches, and peer mentors)*<br><br>_____<br><br>*Support FYE participants with books and instructional materials* | *of ENG 70 accelerated course*<br>_____<br>*Provide SI and/or embedded tutoring for accelerated courses.*<br>_____<br>*Organize learning communities by Schools and math placement, with linked guidance courses*<br>_____<br>*Provide intrusive counseling services in basic skills English sections* | ☑ *Retention*<br><br>☑ *Transfer*<br><br>☑ *ESL/Basic Skills*<br><br>*Course Completion*<br><br>*Degree & Certificate Completion*<br><br>*Other:_____* |
| **5.) Improve success rates in certificate attainment, degree attainment, and transfer, particularly of DI students** | *Form Student Success Teams for Schools (Faculty advisors, counselors, educational advisors, and peer mentors)*<br>_____<br>*Implement proactive academic and career advisement activities*<br>_____<br>*Launch "30 Units Per Year" campaign*<br>_____<br>*Implement Guided Pathways* | *Provide Student Success Coaches for Student Success Teams*<br>_____<br>*Promote "30 Units Per Year" campaign within learning communities for DI students (Umoja, Puente, First Year Experience)*<br>_____<br>*Provide training on equity-minded instructional and non-instructional practices for faculty, staff, and administrators* | | *Access*<br><br>*Retention*<br><br>☑ *Transfer*<br><br>*ESL/Basic Skills*<br><br>*Course Completion*<br><br>☑ *Degree & Certificate Completion*<br><br>*Other:_____* |

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

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

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

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

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

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

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

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

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

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

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

**9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**

| Object Code | Category | BSI | SE | Credit SSSP | Credit SSSP-Match | Non-Credit SSSP | Non-Credit SSSP-Match |
|---|---|---|---|---|---|---|---|
| 1000 | Academic Salaries | $6,143 | $152,330 | $478,326 | $986,965 | n/a | n/a |
| 2000 | Non-Academic Salaries | $145,949 | $325,748 | $556,937 | $724,257 | | |
| 3000 | Benefits | $50,000 | $228,510 | $404,493 | $854,281 | | |
| 4000 | Supplies/ Materials | $15,000 | $34,711 | $40,632 | $0 | | |
| 5000 | Other Operating Expenses and Services | $35,000 | $13,000 | $35,099 | $0 | | |
| 6000 | Capital Outlay | $25,000 | $0 | $0 | $0 | | |
| 7000 | Other Outgo | $0 | $0 | $0 | $0 | | |
| | Program Totals | $277,092 | $754,299 | $1,515,487 | $2,565,494 | | |
| | | | | BSI, SE & SSSP Budget Total | | $2,546,878 | |

**10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**

[Norco College 2017-2019 Integrated-Plan Executive-Summary](Norco College 2017-2019 Integrated-Plan Executive-Summary)

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

- Webinars on effective, integrated planning implementation and assessment
- Facilitate/coordinate conference calls between practitioners to share their successes and to discuss the challenges they have faced during the implementation of the IP activities. Conference calls should be focused on specific types of activities and marketed to specific audiences (i.e., coordinators, faculty, staff, or administrators).
- Workshops on data visualization would help stakeholders to more easily understand student success and completion data. The RP Group is a leader in data visualization. Their publications speak a thousand words and allow audiences to easily interpret

student success outcomes.

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

| Point of Contact | |
|---|---|
| Name | Dr. Gustavo Oceguera |
| Title | Dean, Grants and Student Equity Initiatives |
| Email Address | Gustavo.Oceguera@NorcoCollege.Edu |
| Phone | 951-739-7885 |

| Alternate Point of Contact | |
|---|---|
| Name | Dr. Tenisha James |
| Title | Interim Dean, Student Services |
| Email Address | Tenisha.James@NorcoCollege.Edu |
| Phone | 951-370-7130 |

Part III – Approval and Signature Page

College: <u>Norco College</u>                    District: <u>Riverside Community College District</u>

Board of Trustees Approval Date: <u>January 16, 2018</u>

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


_____          _____          Bryan.Reece@norcocollege.edu
President                                          Date                 Email Address


_____          _____          James.Reeves@norcocollege.edu
Chief Business Officer (Interim)       Date              Email Address


_____          _____          Samuel.Lee@norcocollege.edu
Chief Instructional Officer (Interim)    Date            Email Address


_____          _____          Monica.Green@norcocollege.edu
Chief Student Services Officer            Date             Email Address


_____          _____          Peggy.Campo@norcocollege.edu
President, Academic Senate               Date             Email Address