

Institutional Strategic Planning Council

May 1, 2019

ST 107 (1:00-3:00pm)

Minutes

Members Present: Melissa Bader (Faculty Co-Chair), Celia Brockenbrough, Peggy Campo, Michael Collins, Leona Crawford, Monica Esparza, Daniel Landin, Ruth Leal (Staff Co-Chair), Mark Lewis, Barbara Moore, Chris Poole, Bryan Reece (Administrative Co-Chair), Mitzi Sloniger, Kaneesha Tarrant

Members Absent: Kris Anderson (Faculty Accreditation Co-chair), Greg Aycock, Sam Lee, Autumn Parra (ASNC Rep.), Jim Thomas

Guests Present: Justin Czerniak, Mark DeAsis, Kevin Fleming, Marshall Fulbright, Charles Henkels, Tenisha James, Brandon Owashi, Caitlin Welch, Gail Zwart

Call to Order: 1:06 pm

Approval of Minutes:

Approval of Minutes for April 17th, 2019

MSC (Poole/Brockenbrough)

Corrections: remove Daniel Landin as present

Approved. 1 Abstentions

I. Action Item:

A. Non-Credit Certificates

(Gail Zwart)

MSC (Campo/Lewis)

Approved

Gail presents the following non-credit certificates and apprenticeships programs for approval: Workplace Essentials, Certificate of Completion (non-credit); Apprenticeship: Manufacturing Technician 1 Certificate; Social Media for Business, Certificate of Completion (Noncredit); Sales Techniques, Certificate of Completion (Noncredit); Industrial Automation, Certificate of Completion (Noncredit); Enterprise Communication, Certificate of Completion (Noncredit); Emerging Leaders, Certificate of Completion (Noncredit); Social Media for Business, Certificate of Completion (Noncredit); Accounting Basics for Small Business, Certificate of Completion (Noncredit) and Computerized Numerical Control Operator, Certificate of Completion (Noncredit). (Handouts attached)

Gail gave an overview of the non-credit certificates. Noncredit certificates are now being paid at the same rate as a credit class. Non-Credit are pass no pass, a few of the certificates are mirrored certificates that provide a grade option. Non-credit are not completed by units they are completed by hours. Non-credit are open to anyone, cannot ask residency. They are free. They provide for a different population than we currently serve. They are for marginalized students and potential dream act students. Dream act students are required to take 1260 hours

of some kind of college or class credit before they are eligible for financial aid. Some of these classes will help these students meet the required credits at no cost. Classes will mostly be offered on the weekends and out in the community (senior centers, community centers, chambers of commerce, local schools etc.).

Questions/Comments

- Who will teach these courses? Adjunct faculty, some of these courses do not require to be taught by faculty with master or bachelor degrees, they can have an AA plus experience.
- Are we planning on launching in winter? Yes, winter and spring.
- Are these students going to have a separate record? We are going to integrate the transcripts so a student can have a comprehensive transcript. Will have a separate application process.
- Suggestion to have more support staff on nights and weekends to assist these students.
- Does adult Ed grant have any funding for staff? No, not at this point. We do have two staff onsite and one off site currently.
- Will our application be in multiple languages or just English? The state is developing a new on-line application for both credit and non-credit. CCCApply is developing a short form in which a language can be selected.

B. Apprenticeships Programs

(Gail Zwart)

MSC (Campo/ Lewis)

Approved

Gail presented the following Apprenticeships programs for approval:

Apprenticeship: Manufacturing Technician 1 Certificate; Apprenticeship: Manufacturing Technician 2 Certificate and Associates Degree (handouts attached)

This is the first trial apprenticeship program. These are stackable, if you take classes for the first certificate they apply to the second one. One class is required and a bunch of electives. The industry wants their employees to be able to pick and choose the courses they take based on the skills that they need. Most of these people who will take this course are already in the industry working and want to pick the courses that will provide the most value for them.

Questions/Comments

- Have you mapped the PLOs across the course SLOs? The PLOs are pretty general, yes.
- Apprenticeship work experience? Paid on the job learning which 1 unit of work experience is equal to 75 hours. Most people are working full time.

C. Prioritization Lists

(Tri-Chairs)

The committee is voting on accepting the following prioritizations list and forwarding them to the executive cabinet and the president.

- AAPC Faculty Prioritization List
MSC (Lewis/Collins)
1 Abstention
Approved
- SSPC and BFPC Technology Prioritization Lists
MSC (Sloniger /DeAsis)
Approved

Questions/Comments

- Technology SSPC and BFPC Prioritization Lists- these are the lists that Technology committee have prioritized.
- Do the councils rank the technology at all? No, it all goes to the technology committee. If there is an item on the lists that says “needs more information” what is the process? The departments were given the opportunity to provide more information. The prioritization lists are the recommendations of the Technology committee. Departments and the president make the final decision on what to fund.
- AAPC Equipment Prioritization List (without staff, faculty and technology)
MSC (Landin/Crawford)
1 abstention
Approved
- AAPC Staff Prioritization List
(Campo/Sloniger)
Approved

Questions/Comments

- Is the first item-IR Specialist referring to changing funding or adding a new staff member? Changing funding. This position is currently BSI funded and is in need of becoming general funded, by 20/21 BSI will not be able to afford the IE departments staff positions on the list.
- SSPC Staff Prioritization List
(Campo/DeAsis)
1 abstention
Approved
- SSPC Equipment Prioritization List
(Tarrant/Campo)
Approved
- BFPC Equipment Prioritization List
(Campo/Sloniger)
BFPC stuff on page three and four, minus technology stuff (handout titled Resource Request All)

1 abstention
Approved

- BFPC Staff Prioritization List
Page 6 BFPC staff (handout titled Resource Request All)
(Landin/Campo)
Approved

Questions/Comments

- On the list it says classified staff full time, what position? Grounds position.
- Explain what is meant by 'Independent assessment'? We are in need of an assessment of staffing needs for the custodial department.

Questions/Comments

- Do these lists include 2018 Program Review resource requests? Yes, these are the unfunded lists from the 2018 program review that we were all put on the same cycle. Some department's items are missing.
- After departments prioritize their own resource request list, how are these lists decided? Each departments list go to their Deans; who then blend all of their department's lists and forward to the Vice President. Finally, a prioritization committee prioritizes the final lists into one list.
- Why do these have to be separate lists? They have to be separate per council, so they are clear.
- This process needs to be fixed.
- The committee will not be forwarding or accepting any blended list. We are in the process of redefining this process.
- This demonstrates that we need our decision making manual to be finished.

II. Committee Reports:

A. Safety Committee

Justin presented the Safety Committee Report. This included activities to meet goal 7. The committee has provided campus wide safety e-mails, First Aid and Active shooter classes, CERT trainings and safety assessments annually as a few examples. Now that we are a CERT team we are trying to host trainings here on campus with Justin teaching along with other resources. Tack boxes around campus have been added this year. These boxes include multiple emergency and safety tools including crowbars, axes, tools and other items. They are painted an approved color on the color wheel. They do not draw attention. We have 7 on campus. Justin requested the committee help promote training and events. Also, help with providing release time for staff to attend. Disaster Preparedness Fair coming up in September.

Questions/Comments

- Is the issue of lack of breastfeeding sites a safety issue? We are not compliant to the new law. Not sure if this falls under safety committee or Facilities Master planning. Issue does need to be addressed.
- Can we do a meet your floor captain every other week? An email announcement? Floor captains do not want to be pictured because they can be a target. An idea for a meet and greet quarterly. With more practice we will see them more.

B. Grants Committee

Tabled for the next meeting

III. Information Items:

A. Student Equity Plan First Read

(Tenisha James)

First read of the Equity plan. Tenisha James presented. Highlights include a revised approval timeline. Originally, plan was to be approved by June, now we have applied for an extension to go to September for board approval. Request for input and feedback before the ISPC vote on May 15th. One important change is that the homeless population is no longer required. There are issues with gathering data. Doesn't mean we are not trying to address the homeless population. Second change is we are no longer required to have goals and activities for each of our disproportionate impact groups. Suggestion to spend time looking at the first 10 pages. Hyperlinks throughout the document. Intentionally focused on being race conscious. At Norco College about 65% of our students are Africa American and LatinX. This is where we are focusing our intense interventions and resources so we can make a positive impact and change. The frameworks we are using are the Five Principles for Equity by Design and the Six Factors for Student Success. There have been changes to the methodology by the Chancellors office. New terminology for 'disproportionate impact' is 'racially minoritized'.

Brandon presented the new data set (percentage point gap) introduced by the Chancellors office. This differs from the 80% rule which we have done historically. Many of the groups that use to be considered disproportionate impacted are now considered ok with the new methodology. Because of this discrepancy we decided to still use the 80 % rule along with the new percentage point gap. The state allows other methodology's to support why and where resources are used. The Institutional Effectiveness department is developing power BI (interactive dashboards) on the IE website. The equity gap has not been closed but the Chancellors new methodology doesn't show some of our historic gaps. Priority groups moving forward will be LatinX, African American, Men of Color, Foster Youth, and LGBTQ students. Plan is a living document. Plan will change as our student population changes. Questions and feedback can be sent to Dr. James or Dr. Ocegüera.

Questions/ Comments

- Did all three colleges ask for the extension? Yes.
- The data methodology explanation that Brandon presented was very much appreciated.

- Thank you to the group that has been working on the plan. So much hard work has gone into this plan.

B. Education Master Plan First Read

(Bryan Reece)

Dr. Reece asked the committee to turn to page 57. The heart and soul of the document is on pages 57-60, this is the best summary of the entire document. The 13 goals have not changed in a month. The objectives have changed slightly in the last few days. This is because MV presented their 5 year strategic plan as DSPC and we took notes. Changes were also due to, Dr. Reece meet with the chancellor to go over the objectives to make sure they were all acceptable. Objectives must be achievable and measurable especially with regards to access, success and equity. So far questions have come up about the detailed tasks for the first year. We decided in ISPC to remove that section because they are too specific for this Plan. All the notes from the workshops will be available for when we make task planning goals for next year. On page 61 is a crosswalk that shows how these goals are integrated with our other plans.

Key performance indicators are going to be measured at the goal level, so we have 13 things we are measuring not 99. So far two groups have voted on the Ed Master Plan, Distance Education committee and SSPC, both have passed it. Going forward no more changes, only feedback. ISPC vote will take place on May 15th.

Questions/ Comments

- Are the Equity gaps under goal number 3 page 5, going to be filled in once the Equity plan is done? Yes, they should be filled in by tomorrow.
- Where can I find the definition of Comprehensive College in the document? On page 34.
- Can you highlight what has been added?

C. Facilities Master Plan

(DLR Group)

DLR presented an update on the facilities master planning process. This is a draft that is being presented for feedback. This draft is a collaboration of the former three concepts. In the planning process we are on workshop #4. Facilities key drivers include Student, College and Regional transformation. Goal is to promote student success through academic growth and guided pathways and create a comprehensive campus. We are over 100,000 SF short right now for what we are in need of. DLR presented the proposed site plan. This plan includes main existing buildings, open spaces, welcome center, performing arts center, clustering of the schools, a multi-purpose trail that loops around the campus, etc. The campus is designed with a five minute walking radius. In theory you can walk to any perimeter of campus from the center of campus. The parking structures will be wrapped with retail to provide mixed use space. This plan aligns with the Education Master Plan. The plan is contingent upon obtaining multiple roads onto campus. (PowerPoint attached to minutes)

Questions/ Comments

- What is the circle over Third Street? This is a traffic calming area/main welcome area. Possible pedestrian crossing, exact design to come.

- Early childhood location away from the main campus, why? Thinking of community members who would utilize the center, providing closer access to future housing locations.
- With the Early childhood center so far from the main college how do you imagined the logistics for a student dropping off kids? The vehicular articulation will answer this, with multiple ways on to campus.
- How many floors are the three parking structures? 4-5 stories high.
- What is the current status of additional access roads to the college? Once we have a finalized plan, then this conversation can continue. Lampton has high potential but there is a hill that we will need to knock down. Market has a strong potential for a yes, with a cut through the CNUSSD property. Possible yes all the way to 4th street, this is military property but the Navy command has changed in our favor.
- Our front door looks like trailer storage. We will need to work with the owners of the property (corner of Third and Hamner) to collaborate the look of the property or work on purchasing the property.
- Do we have land use restrictions? Yes, because this was military land. There will be obstacles but we have the advantage that these details have been encountered in the past. We have the foresight going forward.
- Discussion on the future of the library. The library need to triple in size by 2030. The Plan is to have 60% of the library in the center of campus and 30% will be LRCs that are housed in the schools, the final 10 % will be support services around campus to support different populations. Suggestion to tear down and start new. Suggestion to add onto the existing library. Suggestion to look at how other schools are doing this which include integrated resource centers where they house tutoring and workshops that are put on by librarians.
- Suggestion for a sub-committee to focus on the future of integration of library services on campus and logistics.
- Does this plan include an Aquatics center? Possibility in phase two, not in phase one.
- Facilities Master Plan in the past had more space details, does this plan? Space analysis is being prepared, currently. And will this replace the existing Facilities Master Plan? Yes
- What if we want to move a building, later? Then you change the plan and take it to the Board.
- This masterplan will be an evolving document, it will change as needs change. It is being designed to be changed and updated.
- If the photonics is approved it will be underground? DLR is already thinking about this.
- If this plan is realized are we maxed out? We will still have some space to build, mostly up.

D. DSPC Update

(Tri-Chairs)

Looking at Local Goal Alignment with Vision for Success district wide, this is already in our plan. Chancellor gave a report out that the new budget formula is not voting well. MV had a tough time with their strategic plan.

Questions/ Comments

- What is meant by the new budget formula not voting well? As it is currently written we will lose 6 million dollars as a district.

IV. Good of the Order:

Meeting adjourned: 3:14pm

Next meeting: May 15th, 2019

Minutes submitted by Charise Allingham



2019-2022 Equity Plan

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2019-2022 EQUITY PLAN EXECUTIVE SUMMARY

Introduction

California's community colleges play a critical role in helping to shape our state towards economic and social prosperity. For some, community colleges are an important first step towards their journey towards earning baccalaureate and post-baccalaureate degrees. For others, earning an associate's degree or certificate in a career and technical field can provide them access to high-skilled jobs in an ever-changing economic industry. Regardless of one's educational goal however, the core mission of community colleges is to ensure access and success for the millions of Californians who seek postsecondary education as a means to economic mobility and social justice.

However, as a result of increased financial and political pressures to improve student success rates, community colleges face the philosophical and pragmatic dilemma of whether success will come at the expense of access. The prospect of success over access would undercut the community college's equity mission and negatively impact California's minoritized student populations. For nearly half of all undergraduate students of color and about forty percent of students living in poverty, the path to a college degree begins at a community college.¹ Community colleges embody the most democratic ideals of this nation: the open door policy provides an affordable education to students irrespective of background and privilege. Community colleges continue to provide the primary avenue to good paying jobs and entry into the middle class for many students who otherwise would not get a second chance. Community colleges enroll those students who have the most daunting educational, economic, and social barriers to their education, yet funding for California's community colleges is among the lowest nationwide.² Providing vocational training for workforce development, and a transfer curriculum for degree seeking students, community colleges help to reduce the gap between the privileged and historically oppressed groups in American society. The core mission of community colleges is to provide access and a quality education to all students capable of benefitting from higher education. The equity goal at community colleges embodies long cherished American democratic ideals, and the community college remains for this reason the most democratic of all American institutions of higher learning.

Quality, affordability, accessibility, diversity and student success. These things are at the very core of community colleges, and it makes us all stronger...When I think of community colleges and their mission, I am reminded that community colleges are the

¹ Mullin, C.M. (2012). Why Access Matters: The Community College Student Body. *American Association of Community Colleges Policy Brief*, 2012-01.

² Access & Equity Issue Brief (2005). *Insufficient Funding Constrains Opportunity*. California Tomorrow, Oakland, CA.

robust and democratic institutions of higher education that provide (a) socially legitimate pathways to empowerment and (b) means for prosperity and engagement for a segment of society often neglected by others.³

Equity Imperative

While the challenges we confront to effectively serve the educational needs of our surrounding communities are many, Norco College is poised to face them head-on and with a renewed commitment to closing equity gaps. To achieve this goal, we must act with a sense of urgency, and avoid being ambiguous about our equity imperative. Norco College is primarily focused on closing equity gaps for historically minoritized students, specifically Latinx and Black students. While our Latinx and Black students account for 64.5% of the student population, our full-time faculty and senior leadership team are predominantly white at 75.3% and 80% respectively. Targeted interventions and support for Latinx and Black students have been confined to historically unfunded/under-funded special programs, such as Puente and Umoja. Like many institutions, Norco College has provided one-size fits all approach to student success. This race-blind approach fails to recognize the embedded structural racism that American institutions of higher education were founded on when Black Americans were denied the right to an education. We maintain the legacy of historical oppression on minoritized students by making invisible our collective institutional responsibility for equitable outcomes for all students, especially for Latinx and Black students. Our focus on racialized students is based in critical race theory, which asserts that race is the most significant factor in determining educational outcomes. While class and gender intersect to help explain variances in education, race continues to be most powerful in predicting school experience and performance.⁴ Our equity priority aims to address our lack of institutional knowledge and practice as agents of racial equity.

Our vision for our equity work is defined by the following concepts:

- Race Consciousness
- Intentional in its Focus
- Student Centered
- Institutional Expectations
- Data Driven
- Continuous Evaluation

Our work will be inwardly focused in order to systematically address institutional attitudes and structure. Sylvia Hurtado argues that the campus racial climate must be addressed through the 1. Inclusion of students, faculty, staff, and managers from minoritized backgrounds, 2.

³ Rassoul Dastmozd, Ph.D. President, Saint Paul College -- A Community & Technical College

⁴ Ladson-Billings, Gloria, and William F. Tate. "Toward a critical race theory of education." *Teachers college record* 97.1 (1995): 47.

Curriculum that reflects the experiences of minoritized students, 3. Targeted programs and support for minoritized students, and 4. A mission statement that reflects a commitment to equity.⁵ Specifically, our work seeks to engage in deep inquiry, action, and evaluation in transforming the attitudes, processes, systems, and climate that pose barriers to minoritized students.

Approach

The faculty, staff, administrators are committed to working collectively to ensure access and success for minoritized students by approaching our pedagogical and organizational practices through an “equity-minded” lens. According to contributing members of the University of Southern California’s Center for Urban Education, equity-mindedness refers to,

The outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity.⁶

By adopting an “equity-minded mode of thinking” as our method of examining student outcomes, we acknowledge that our practices and policies are the main contributors to inequities as oppose to blaming our students for these outcomes. Norco College is committed to conducting inquiry of our policies and practices in order to pinpoint the root causes that are contributing to persistent inequitable outcomes, particularly for African American and Latinx students, as well as men of color and foster youth. We must also commit to addressing equity gaps as described by Bensimon, Dowd, and Witham, “a normative standard for all aspects of the institution, from resource allocation to assessment to strategic planning” (2016).⁷ Additionally, we must recognize that we can no longer expect an office, department, committee, or those who were involved in developing this plan to close equity gaps. Equity work is a campus wide effort and everyone has a role and responsibility in helping to close equity gaps.

Framework

Our work will be guided by the “[Five Principles for Enacting Equity by Design](#)”. According to Bensimon, Dowd, and Witham (2019), these principles provide the blueprints that leaders and practitioners need to build equity by design. Table 1 provides a summary of the five principles.

⁵ Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *The Journal of Higher Education*, 63.5, 539-569.

⁶ Pena, E.V., Bensimon, E.M., Colyar, J. (2006). Contextual Problem Defining: Learning to Think and Act from the Standpoint of Equity. *Liberal Education*, 92, 48-55.

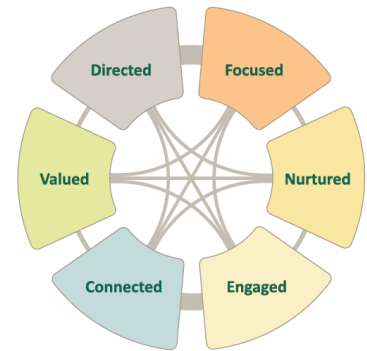
⁷ Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design. *Association of American Colleges & Universities*, 19, 1-8.

Table 1. Five Principles for Enacting Equity by Design	
Principle 1	Clarity in language, goals, and measures is vital to effective equitable practices. Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race-blind. Terms such as “at-risk” and “underrepresented minorities” defuse the differences in circumstances experienced by black, Latinx, Asian American, and American Indian populations.
Principle 2	‘Equity-mindedness’ should be the guiding paradigm for language and action. Equity minded practitioners recognize and assume responsibility for inequities. They recognize that inequities may have been created by existing institutional practices and policies. They also acknowledge that they have the power to make changes.
Principle 3	Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning-not to treat all students the same. Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students in order to level the playing field.
Principle 4	Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness. Equity-minded practitioners must be willing to continually disaggregate data and conduct inquiry to learn if interventions are working or not working, and why.
Principle 5	Equity must be enacted as a pervasive institution-and system-wide principle. To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness not only through language and reasoning, but also in resource allocation, assessment, and strategic planning at the local and district level.
Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design . <i>Association of College and Universities, 19, 1.</i>	

Because the principles for enacting equity by design mirror our equity vision concepts, they will be used to guide our work. We are also committed to using CUE’s methodology of participatory critical action research to uncover root causes of inequities. “Participatory critical action research requires all professionals, not just faculty, to conduct inquiry into their own practices to learn how those practices work, and why they may not be working as intended” (Bensimon, E.M., Dowd A.C., and Witham, K., 2016, pg. 5).

A student success factors framework we also intend to use to close equity gaps is [Student Support \(Re\)defined](#) by the Research and Planning (RP) Group. Student Support (Re)defined is a project that gathered feedback from nearly 900 students from 13 California Community Colleges on what supports their educational success. Their research identified six success factors that contribute to student achievement, particularly for African American and Latinx students. A visual diagram of the six factors and a brief explanation of each are below:

DIRECTED: Students have a goal and know how to achieve it
FOCUSED: Students stay on track-keeping their eyes on the prize
NURTURED: Students feel somebody wants and helps them to succeed
ENGAGED: Students actively participate in class and extracurricular activities
CONNECTED: Students feel like they are part of the college community
VALUED: Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated



The RP Group also presented five integrated themes derived from the six success factors that we will take into account to help students succeed. The five themes are: (1) foster students' motivation; (2) teach students how to succeed in the postsecondary environment; (3) structure support to ensure all six success factors are addressed; (4) provide comprehensive support to minoritized students to prevent the equity gap from growing; and (5) ensure everyone has a role to play in supporting student achievement, but faculty must take the lead.

We are committed to applying the five principles for enacting equity by design and Student Support (Re)defined integrated themes to close equity gaps. These frameworks will help guide how we approach our work and ensure that activities and interventions provide comprehensive support for all students, particularly minoritized students.

Plan Requirements

Student Categories

The completion of a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEA). In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges must maintain a student equity plan that includes a disproportionate impact (DI) study. Colleges are required to use campus-based research to conduct a DI analysis using various methodologies. Colleges must assess the extent of student equity by gender and for each of the following categories of students:

- A. Current or former foster youth
- B. Students with disabilities
- C. Low income students
- D. Veterans
- E. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census:
 - i. American Indian or Alaska Native

- ii. *Asian*
- iii. *Black or African American*
- iv. *Hispanic or Latino*
- v. *Native Hawaiian or other Pacific Islander*
- vi. *White*
- vii. *Some other race*
- viii. *More than one race*

F. Lesbian, gay, bisexual, or transgender students (LGBTQ)

G. Additional categories of students as determined by the governing board of the community college district

Student Success Metrics

The California Community College Chancellor's Office set the new student success metrics. The metrics are aligned, to some extent, with the Chancellor's Vision for Success metrics. Colleges were instructed to use Data on Demand for their equity planning rather than the information appearing in the Student Success Metrics (SSM) dashboard. Colleges are required to set three-year goals for the overall student population and for each student equity population shown to have DI in the following success metrics:

1. Access-Successful Enrollment (enroll within one year after applying)
2. Retention-Fall to Spring (all students)
3. Completion of transfer-level math and English (within the first year)
4. Vision Goal Completion (earned credit certificates over 18 units or associate degree within three years)
5. Transfer to a four-year institution (in state or out of state, within three years)

Disproportionate Impact Methodologies

For the 2019-2022 Equity Plan, the Chancellor's Office requires the use of two methodologies to assess DI: Percentage Point Gap (PPG) and Proportionality Index (PI). PPG must be used for access, retention, and completion of transfer level math and English; PI for transfer and vision goal completion. However, colleges may use other methods as additional methodology for planning purposes. The PPG and PI methodologies differ from the 80% Rule methodology that we used in the [Norco College 2015-2018 Equity Plan](#). Each methodology reveals significantly different DI results for student populations. Table 2 illustrates the effect that each methodology has on DI. Table 2 indicates the DI groups identified using the PI, PPG and 80% Rule for transfer when data are disaggregated by gender and ethnicity. The groups that are green are not DI groups, red are DI groups, and grey have sample sizes that are ten or fewer students so they are suppressed.

Table 2. Proportionality Index, Percentage Point Gap and 80% Rule Disproportionate Groups by Ethnicity-Transfer				
Gender	Ethnicity	PI	PPG	80% Rule
Female	Asian	Green	Green	Green
	African American	Green	Green	Red
	Hispanic	Green	Green	Red
	Native American	Green	Grey	Grey
	Pacific Islander	Green	Grey	Grey
	White	Green	Green	Red
	Multi-ethnic	Green	Red	Red
	Unknown	Green	Grey	Grey
Male	Asian	Green	Green	Red
	African American	Green	Green	Red
	Hispanic	Green	Red	Red
	Native American	Green	Grey	Grey
	Pacific Islander	Green	Grey	Grey
	White	Green	Green	Red
	Multi-ethnic	Green	Green	Red
	Unknown	Red	Grey	Grey

Although the PPG and 80% Rule methodologies both use four-year transfer rates, the PPG does not show as many DI groups. The PPG compares the transfer rate of each group to the overall Norco College transfer rate, whereas the 80% Rule compares the rate of each group to the rate of the group with the highest rate. Since Hispanics make up the majority of students at Norco College and have had low transfer rates, this group affects the overall transfer rate, allowing several groups to be labelled “no DI.” The 80% Rule highlights that one group (Asian female students) outperform all other groups; therefore, although African American males (a historically DI group) have a transfer rate of 11.8%, which is greater than the overall rate of 10.3%, the 80% Rule shows a potential equity gap to be aware of. RP’s document [Using Disproportionate Impact Methodologies to Identify Equity Gaps](#) provides a detailed explanation of each methodology.

Disproportionate Impact Analysis and Goals

Disproportionately Impacted Student Populations (PPG and PI)

As was stated previously, colleges are required to use PPG and PI to assess DI across the approved student populations. Table 4 indicates the DI populations that emerge when applying the required methodologies.

Metric	FEMALES			MALES		
	Population	PPG	Goal	Population	PPG	Goal
Access: Successful Enrollment (within one year after applying)	Pacific Islander (32.1%)	-15.5%	34.6%			
	Filipino (39.7%)	-7.9%	42.0%			
	African American (41.5%)	-6.3%	44.0%			
	White (44.9%)	-2.9%	46.9%			
Retention: Fall to Spring (all students)	Unknown (27.3%)	-35.2%	30.6%	Native Hawaiian or Other Pacific Islander (25.0%)	-37.5%	29.3%
	Multi-ethnic (44.2%)	-18.4%	47.7%	African American (53.3%)	-9.4%	55.2%
	LGBTQ+ (46.8%)	-15.9%	50.0%			
	African American (50.2%)	-12.7%	53.0%			
	First Generation (58.9%)	-4.6%	60.5%			
Completion of transfer level Math and English (in first year)	Low Income (60.1%)	-4.0%	61.4%			
	LGBTQ+ (0%)	-12.0%	3.4%	Foster Youth (0%)	-11.9%	3.3%
	Foster Youth (2.4%)	-9.5%	4.8%	Veteran (4.9%)	-7.0%	6.5%
	Population	PI Gap	Goal	Population	PI Gap	Goal
Vision Goal Completion (comparison of enrollments to awards)	Native Hawaiian or Other Pacific Islander (0)	-0.80	1	American Indian or Alaska Native (0)	-0.80	1
	Unknown (0)	-0.80	1	Foster Youth (3)	-0.34	5
	LGBTQ+ (6)	-0.37	9	LGBTQ+ (5)	-0.27	7
	Filipino (4)	-0.28	6	African American (14)	-0.17	18
	Foster Youth (6)	-0.22	8	Asian (20)	-0.04	23
	African American (23)	-0.04	27	Unknown (1)	-0.01	2
Transfer to a four-year institution (comparison of enrollments to transfers)				Unknown (0)	-0.80	1
				Foster Youth (2)	-0.48	4
				First Generation (123)	-0.14	154
				Filipino (11)	-0.03	13

In the 2015-2018 Equity Plan, Latinx, African American, men of color, Veterans, and foster youth were identified as having the highest DI. But when the PPG and PI methodologies are applied, the gaps for historically DI groups are not as obvious. Table 4 shows that African Americans emerged, once again, as DI across multiple metrics. However, Latinx do not appear to be DI. Foster youth, Veterans, Pacific Islanders and Filipinos continue to show DI but not as frequently as before. This year, the SSM contained data for 258 students who self-identified as LGBTQ+ and successfully enrolled in fall 2017. This population emerged as DI across most student metrics under the required methodologies. To view DI tables for all groups, methodologies and metrics, see [Institutional Research College Data](#) under “Equity Data.” webpage. To maintain consistency between this equity plan and the 2015-2018 plan, we have elected to also use the 80% Rule methodology to measure DI. Table 5 represents DI populations when the 80% Rule methodology is applied. As is evident, the same groups that indicated DI in 2015 emerged once again. Latinx and African American groups, two populations that accounted for over 64.5% of the student population in fall 2017, indicate DI across most metrics. Foster

youth, Veterans, and students with disabilities continue to indicate DI across multiple metrics. LGBTQ+ also emerged as DI in two of the five metrics. To view 80% Rule DI tables for all groups and metrics, also see [Institutional Research College Data](#) under “Equity Data.”

Table 5. 80% Rule Disproportionate Impact						
Metric	FEMALES			MALES		
	Population	80% Rule	Goal	Population	80% Rule	Goal
Access: Successful Enrollment (within one year after applying)	Pacific Islander (32.1%)	-7.9%	34.0%	Native American (37.3%)	-2.7%	37.9%
	Filipino (39.7%)	-0.3%	39.8%	Unknown (37.5%)	-2.5%	38.1%
Retention: Fall to Spring (all students)	Unknown (27.3%)	-29.7%	51.8%	Pacific Islander (25.0%)	-32.0%	32.7%
	Pacific Islander (42.9%)	-14.1%	46.2%	Unknown (50.0%)	-7.0%	51.7%
	Multi-ethnic (44.2%)	-12.7%	47.3%	African American (53.3%)	-3.7%	54.1%
	African American (50.2%)	-6.8%	51.8%			
	LGBTQ+ (46.8%)	-5.3%	48.1%			
Completion of transfer level Math and English (in first year)	LGBTQ+ (0%)	-10.2%	2.4%	African American (7.2%)	-13.3%	10.4%
	African American (12.1%)	-8.5%	14.1%	White (9.0%)	-11.5%	11.8%
	Asian (12.1%)	-8.4%	14.1%	Foster Youth (0%)	-10.1%	2.4%
	Hispanic (12.2%)	-8.3%	14.2%	Hispanic (11.0%)	-9.5%	13.3%
	White (12.9%)	-7.6%	14.7%	Filipino (14.3%)	-6.3%	15.8%
	Foster Youth (2.4%)	-7.6%	4.3%	Veteran	-4.9%	6.1%
	Filipino (14.3%)	-6.3%	15.8%	LGBTQ+ (10.0%)	-0.2%	10.0%
	Disability (6.3%)	-4.4%	7.3%			
	Veteran	-0.3%	9.6%			
Vision Goal Completion (degree or certificates completion within four years)	Disability (17.5%)	-30.5%	24.9%	African American (9.8%)	-28.5%	16.6%
	Multi-ethnic (8.0%)	-30.3%	15.3%	Hispanic (13.9%)	-24.3%	19.8%
	African American (18.6%)	-19.7%	23.3%	White (14.7%)	-23.6%	20.4%
	Hispanic (19.1%)	-19.2%	23.7%	Multi-ethnic (14.8%)	-23.4%	20.4%
	White (19.4%)	-18.9%	23.9%	Asian (21.5%)	-16.7%	25.6%
	Foster Youth (4.2%)	-12.7%	7.2%	Low Income (15.5%)	-1.0%	15.7%
Transfer to a four-year institution (within four years)	Multi-ethnic (0%)	-20.9%	5.0%	Hispanic (6.5%)	-14.3%	10.0%
	Hispanic (10.7%)	-10.1%	13.2%	White (8.2%)	-12.6%	11.3%
	African American (11.6%)	-9.2%	13.8%	African American (11.8%)	-9.1%	13.9%
	Foster Youth (2.4%)	-8.0%	4.3%	Asian (13.8%)	-7.0%	15.5%
	White (17.0%)	-3.9%	17.9%	Multi-ethnic (14.8%)	-6.1%	16.3%
	Disability (7.0%)	-3.5%	7.9%	Disability (5.4%)	-5.2%	6.6%
				Veteran (8.6%)	-1.5%	8.9%
				Low Income (9.2%)	-1.1%	9.4%

Planned Activities to Achieve Equity Goals

Activities for Overall Student Population

The 2019-2022 plan template requires colleges to provide baseline data for the overall student population for each student equity plan metric, three-year goals, and a listing of activities that

support goal attainment. Table 3 provides the baselines derived from SSM, the goals for overall student population, and planned Guided Pathways activities that support the goals.

Table 3. Goals and Activities for Overall Student Population			
Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that Support the Goal
PERCENTAGE POINT GAP (PPG) METHODOLOGY			
Access: Successful Enrollment (within 12 months after applying)	46.8%	55%	<ul style="list-style-type: none"> ▪ Revised Onboarding <ol style="list-style-type: none"> 1. Decreased timeline for Orientation, Assessment, Counseling (OAC) completion 2. Face to face advising 3. Assessment/placement built into application 4. Career assessment 5. 1st Semester Student Education Plan (SEP) 6. Registration assistance ▪ Trailheads & Schools ▪ Call center ▪ Guided Pathways Educational Advisors ▪ Summer Advantage ▪ EduNav Smart Rules ▪ Success teams ▪ Salesforce Enrollment RX ▪ Dual enrollment ▪ Student-centered scheduling
Retention: Fall to Spring (all students)	62.6%	65.6%	<ul style="list-style-type: none"> ▪ 1st Semester SEP + Semester-by-Semester SEP ▪ Pathways ▪ EduNav ▪ Two term registration/ registration workshops ▪ Success Teams ▪ Winter student success conference ▪ Salesforce Advisor Link ▪ Implement RP's 10 Ways Everyone Can Help Support Student Success
Completion of Transfer Level Math and English	11.8%	17%	<ul style="list-style-type: none"> ▪ Success teams ▪ Trailheads & Meta-majors ▪ Face to Face Advising/1st Semester SEP ▪ Transfer level placement in Math and English

(in first year)			<ul style="list-style-type: none"> ▪ Self-guided placement ▪ EduNav Smart Rules ▪ Math and English Community of Practice ▪ Math and English Support Courses for transfer level courses ▪ Math and English Success Centers in LRC ▪ Increased computer access for Writing Lab requirement ▪ English & counseling partnership (in class presentations) ▪ Summer Advantage ▪ Increase distance education course offerings (ENG) ▪ Professional development on instructional strategies to teach STEM courses ▪ Summer/Winter boot camps for MAT 1A and MAT 1B ▪ Offer faculty workshops on AB705, affective domain, and teaching statistics ▪ Dual enrollment
PROPORTIONALITY INDEX (PI) METHODOLOGY			
Vision Goal Completion (Earned credit certificate or associate degree within 3 years)	813	976	<ul style="list-style-type: none"> ▪ Pathways ▪ EduNav ▪ Success teams: faculty advising ▪ Transfer fairs ▪ Transfer center ▪ Increased personnel ▪ Student events (on and off campus) ▪ Success teams: transfer counseling (ADTs) ▪ Connection to Career ▪ Pilot auto-awarding of certificates ▪ Increased certificate courses offerings (evening and on-line) ▪ Dual Enrollment
Transfer to four-year institution (within 3 years)	1,095	1,478	<ul style="list-style-type: none"> ▪ Pathways ▪ EduNav ▪ Success teams: faculty advising ▪ Transfer fairs ▪ Transfer center ▪ Increased transfer center personnel ▪ College tours ▪ Success teams: transfer counseling ▪ Connection to Career ▪ English and counseling partnership (in-class presentations) ▪ Dual Enrollment

Planned Activities for Disproportionately Impacted Student Populations

To close equity gaps for DI student populations identified in Table 5, we will develop and/or continue the activities outlined in the Table 6.

Table 6. Activities for Disproportionately Impacted Student Populations	
Metric	Activities
Access: Successful Enrollment	<ul style="list-style-type: none"> ▪ In person orientations and summer bridge programs for African American, foster youth, Men of Color, Latinx, and LGBTQ ▪ Establish the LGBTQ Advocates ▪ Designate a financial aid advisor for DI populations ▪ Provide financial aid workshops for students and parents ▪ Utilize Promise Program funding for DI populations ▪ Targeted outreach to DI populations (in person and via Call Center) ▪ Collaborate with K-12 to establish pathways for African American, Latinx, men of color, LGBTQ, and foster youth ▪ Coordinated identification and placement of DI students into special funded programs and learning communities
Retention: Fall to Spring	<ul style="list-style-type: none"> ▪ Increased offerings of Umoja, Puente, ethnic studies, and social justice courses ▪ Expand Umoja and Puente learning communities and leverage EOPS/SSS to serve more African American and Latinx students ▪ Expand Peer Mentor Program across all learning communities ▪ Expand Men of Color and Women’s Lean in Circle support groups ▪ Establish Cultural Centers for Umoja and Puente ▪ Enhance support centers for Foster Youth and LGBTQ ▪ Assign Student Success Coaches to serve primarily first year African American and Latinx student populations
Completion of Transfer Level Math AND English	<ul style="list-style-type: none"> ▪ Increase culturally relevant pedagogical training for faculty ▪ Development of equity focused communities of practice ▪ Culturally relevant math and English courses, supported with embedded tutors and supplemental instruction ▪ Math boot camps in summer and winter for DI populations using MMAP placements
Vision Goal Completion	<ul style="list-style-type: none"> ▪ Expand Umoja/Puente programs and services through degree/certificate completion ▪ Disaggregated EduNav reporting ▪ Targeted, in-class, transfer preparedness workshops (ADTs)
Transfer to four-year institution	<ul style="list-style-type: none"> ▪ Hispanic Serving Institution (HSI) and HBCUs themed transfer fairs ▪ Tours of Historically Black Colleges and Universities (HBCUs) ▪ Establish Transfer Mentors network (match alumni who have transferred with current NC students) ▪ Targeted in-class workshops on transfer preparedness (Umoja and Puente) ▪ Dedicated transfer services for African American and Latinx students

In addition to the activities listed in Table 6, Norco College plans to conduct additional initiatives and interventions. Some initiatives involve inquiry activities that are designed to help us gain a better understanding of the causes of equity gaps. Inquiry activities will commence in 2019-2020 and involve a continual process of learning, disaggregated data, and questioning assumptions to close equity gaps. Equity-focused professional development is also a major component of the equity plan. Detailed descriptions of the additional activities, interventions, and professional development plans are provided below.

Transfer Level English

Student retention and success in transfer level English at Norco College presently shows few equity gaps. In fact, the college showed no equity gaps based on race over the last three academic years when using the State Chancellor's desired percentage point gap methodology. However, equity gaps do appear when other methodologies are used (in particular, the PI methodology), including retention gaps for white students and success gaps for African American, Latinx, and Multi-ethnic students (based on 2017-2018 academic year). To address these gaps, the English discipline will pursue the following initiatives:

Increase Pedagogical Training Focused on Disproportionately Impacted Groups

The English discipline supports increased pedagogical training focused on programs targeting disproportionately impacted groups. In 2017-2018, several English faculty completed training sponsored by the Center for Organizational Responsibility and Advancement (CORA), including courses in supporting men of color and in addressing microaggressions. Faculty also took part in equity pedagogy workshops sponsored by the Center for Urban Education (CUE). Moving forward, the English discipline supports and encourages additional faculty training with CORA and CUE, as well as training by ESCALA Educational Services focused on faculty at Hispanic Serving Institutions like Norco College. Over the next three years, the English discipline plans to have 80% of all faculty, full-time and part-time, complete at least one pedagogical training focused on disproportionately impacted groups.

Development of Equity Focused Communities of Practice

The English discipline will engage in actively developing communities of practice focused on supporting work with disproportionately impacted groups. One area of this focus will be development of and support for themed classes focused on disproportionately impacted groups. Currently, English supports courses as part of the Umoja and Puente programs, and past faculty have developed specific courses addressing LGBTQ communities. Over the next three years, the English discipline will work to develop themed classes for additional disproportionately impacted groups, including foster youth, veterans, and disabled students. The English discipline will also commit to developing a common collection of equity-minded materials available to all faculty and focused on Norco's transfer level English course (ENG 1A). These materials will include textbooks, articles, videos, and lesson plans chosen to assist faculty in developing more equity-focused courses targeting disproportionately impacted groups.

Transfer Level Math

Similarly, transfer level completion presently shows no equity gaps based on race when using the State Chancellor's percentage point gap methodology. However, equity gaps do appear when using the 80% rule for African American, Hispanic, and white students (based on 2017-2018 academic year). In particular, African American and Hispanic males had the lowest completion rates. To address these gaps, the Math discipline will pursue the following initiatives:

Examine and Interpret Course Sequence Data by Race and Ethnicity

Math faculty will request disaggregated data for course sequences for the purposes of identifying "high-risk" courses for Latinx and African American students. Faculty will engage in action research to determine what aspects of the courses identified may be contributing to low success rates. Inquiry team will assess various characteristics of each course (days and times when courses are offered, taught by full time or part-time faculty, on-line course, hybrid, or in person). Faculty will interview students who successfully completed the courses to assist faculty in learning ways in which faculty played a role in their success.

Development of Equity Focused Community of Practice

The Math discipline will engage in actively developing communities of practice focused on researching and developing culturally relevant lessons and activities for Latinx and African American student populations. One of the many areas faculty will research is ways to restructure classroom setups that are focused on group learning for minoritized students. Math faculty will pilot best practices in courses with high enrollments of Latinx and African American students. These courses will be supported with embedded tutoring and supplemental instruction. Math faculty will also work with equity-related program personnel to designate sections specifically for African American and Latinx students. Over the next three years, the Math discipline will work to develop themed classes for additional disproportionately impacted groups, including foster youth, veterans, students with disabilities, and others.

Math Boot Camps for DI Student Populations

Math faculty will offer math boot camps in summer and winter terms to prepare Latinx and African American students for MAT 1A and 1B. The boot camps will provide students an opportunity to brush up on their math skills prior to enrolling in college level math. Boot camps are also designed to help acclimate students to a college environment and to meet faculty who may serve as their mentors throughout their first year in college. Student equity personnel will assist with outreach and recruitment efforts to ensure boot camps are filled to capacity.

Increase Pedagogical Training Focused on Disproportionately Impacted Groups

Over the next three years, the Math Department plans to have 80% of all faculty, full-time and part-time, complete at least one pedagogical training focused on Latinx and African American students.

Vision Goal Completion and Transfer

Assessment Process

The Student Learning Outcomes (SLO) and Assessment Process is conducted with two primary goals in mind: to improve student learning and to improve the performance of our institution. Institutions of higher education have long acknowledged that pedagogy, curriculum, and student services need to be culturally responsive to the needs of our specific student populations. It is generally understood that there is no “one size fits all” approach to learning that can be successfully applied to every student we serve. However, less attention has been given to the process of SLO assessment. All too often, SLOs are designed, assessed, and used to make changes without consideration of the cultural relevance of the assessment process. Students may be given SLO statements that are not accessible to them, may be assessed using tools that narrowly define appropriate expressions of learning in ways that are bounded by culture, and may not benefit from improvement efforts that aren’t tailored to ensure that all students succeed. If we ignore issues of culture, diversity, and equity in assessment, we will continue to disadvantage minoritized and underserved students in our improvement efforts. Norco College can identify and address student equity gaps through the student learning outcome assessment process by adopting culturally responsive assessment practices as defined by the National Institute of Learning Outcomes Assessment (Montenegro & Jankowski, 2017). Culturally responsive assessment is sensitive to the student populations served by the institution, expresses SLOs in language that is accessible to all students, acknowledges student differences when planning assessments, is based on tools that are appropriate for our student populations, and is explicitly intentional in using assessment results to improve learning for all students. Furthermore, culturally responsive assessment should involve students at every step of the process, including development of SLOs, selection of assessment tools, collection of results, interpretation, and using the results to drive improvement. Finally, collection and interpretation of SLO data at all levels should be disaggregated so we can identify and address equity gaps in SLO attainment.

Developing Instructional Faculty into Transfer Agents.

One of the most important roles that faculty advisors will play in Guided Pathways Success Teams is to promote transfer. Research shows that faculty play a very important role in facilitating transfer, particularly for minoritized students. To prepare faculty advisors to serve in this capacity, we are planning to create and deliver an academy to develop a minimum of twenty-five faculty who want to take the role of equity-minded transfer agents. Faculty will attend five, three-hour seminars on the theory and

practices of transfer agents. These sessions will include readings to understand the concept of agency and power and how they can be harnessed on behalf of minoritized students, understanding the enablers and inhibitors of transfer, strategies for addressing transfer in the classroom, and interviewing students who successfully transferred to assist faculty in learning ways in which faculty can support transfer. The full curriculum for the academy will be developed in Summer 2019 and launched in Fall 2019. Faculty designated as Transfer Agents within each student success team will coach faculty in their schools and departments to take on the role of transfer agents, they will promote transfer by organizing activities and making transfer a standing topic in schools and department meetings, and they will monitor their school's progress.

Professional Development

With the implementation of Guided Pathways, the Five Principles for Equity by Design, and Student Support (Re)defined framework, professional development for faculty, staff, and administrators is needed. In addition to the professional development activities previously listed, the equity plan supports many of the recommendations made in the [Strategic Plan for Professional Development at Norco College](#) developed by the 2018 Leading From The Middle (LFM) work group. The plan includes detailed professional development recommendations focused on equity-minded practices. The following recommendations contained in the plan will be supported with student equity funding:

Full-time Professional Development Coordinator

NC's commitment to Guided Pathways framework represents a comprehensive institutional paradigm change. This change requires that all staff adopt and consistently maintain a mindset that addresses and supports student success from an equity perspective. Developing, nurturing, and infusing this perspective requires professional development for all college stakeholders on an ongoing basis. To support this goal adequately and to fully implement the LFM strategic plan, a full-time professional development coordinator and an administrative assistant are needed year-round.

Disaggregated Data and Training

Disaggregated data will be provided and readily available for instructional and non-instructional purposes. Faculty will be provided with disaggregated data at the program and course levels, as well as training on how to interpret and utilize said data within classes. Disaggregated data will also be provided and made readily available for programs and services to assess their effectiveness. Staff and administrators will be trained on how to interpret said data to ascertain if the programs and services are in fact achieving desired results and equitable outcomes.

Systems and Tools

Faculty need systems and tools that would allow them to disaggregate all SLO data. While we currently disaggregate assessments that are conducted for General Education SLOs and for Area of Emphasis program SLOs, we do not systematically disaggregate for any other SLO assessment projects. We are currently reevaluating our existing process and the software tools we use to collect and store SLO assessment data. We must ensure that any new systems that are developed have the capacity to seamlessly disaggregate all SLO data. One promising avenue to consider is the collection of SLO data using rubrics in the Canvas Learning Management System (LMS).

Culturally Responsive Assessment Practices

Adopting culturally responsive assessment practices will require considerable professional development. More SLO assessment is occurring at Norco College than ever before. It is critical for us to move beyond a culture of compliance and completion of SLO assessment and start thinking about what students, faculty, and staff can learn from the process. First, faculty would need specific training on culturally responsive assessment, facilitated by an outside organization like the National Institute for Learning Outcomes Assessment (NILOA). This would likely need to be a series of training events and an ongoing emphasis that is reinforced in every conversation about assessment. Faculty may not have thought of assessment as a component of equity gaps, so this will require a shift in our institutional culture. At least some of this professional development should center on specific assessment tools, such as portfolios, capstone projects, and rubrics that can be used to rigorously assess SLO competency across a wide range of assessment types.

Equity-based Pedagogy Training and Support for All Faculty

Innovations in student-centered teaching with an equity lens are continuously being developed but not all faculty have access to these innovations. On-going training in such innovations for full-time and part-time faculty are needed on an on-going basis. Equity-based pedagogy must be supported and encouraged through faculty mentoring, improvement of instruction, and professional development opportunities. Training for part-time faculty must not only be encouraged but also incentivized and provided when it is most convenient for their schedules.

Professional Development-Four Pillars of Guided Pathways

Align professional development training around the Guided Pathways four pillars framework. This framework is designed to increase the effectiveness of our college and promotes the potential for greater student completion. We will work with the RP Group to develop trainings in the following topics: Student Support Redefined-Six Success Factors, Using the Success Factors to Facilitate Pathways Planning, 10 Ways Faculty Can Support Student Success, and 10 Ways Everyone Can Support Student Success. Trainings will be offered once per term to faculty, staff, and administrators to help everyone gain an understanding of their role in increasing overall student success and closing equity gaps.

Training and Ongoing Support for Faculty and Staff Advising

Faculty and staff advising are key elements in the Guided Pathways model and is a characteristic of highly successful colleges and universities. Therefore, members of the Student Success Teams must be supported with initial training and follow-up support before they are fully launched. Create clear descriptions of expectations and time commitments for faculty advisors and staff advisors, respectively, and develop guidelines and recommendations to help facilitate effective faculty and staff advising.

Update and Provide Support for Committee Websites

Committee websites serve as the primary avenue through which to disperse information and share training activities with all members of the institution. The Professional Development Committee and the Teaching and Learning Committee websites will be updated regularly with links to upcoming and past trainings, equity-minded instructional and non-instructional best practices, links to useful websites, and other pertinent information.

Evaluation Plan and Process

Using the Student Equity and Achievement (SEA) data provided by the California Community College Chancellor's Office (CCCCO), this plan has identified disproportionately impacted groups and has presented target goals for each indicator area: access, fall to spring retention, completion of transfer-level English and math in the first year, vision goal attainment, and transfer. The impact of activities outlined in the equity plan will be monitored at two levels. First, data will be gathered on the impact of activities on disproportionately groups. However, since equity efforts should have an impact on the institution as a whole, data on each of the indicators will be gathered for the entire college to determine if the equity plan activities are being scaled to a level that has an impact institutionally. At the most basic level, evaluation will be done at the end of each academic year to determine whether Norco has met its stated goal for each indicator area. The extent to which each goal is being met will be evaluated and reported in our annual review, per the guidelines of the CCCCCO, and will be part of campus-wide program review reporting.

Beyond this basic level of evaluation and reporting on an annual basis, qualitative and quantitative evaluation efforts on campus will demonstrate effectiveness of programs and allow for deeper understanding of institutional progress toward each goal. Utilizing quantitative, qualitative, and mixed-methods approaches to evaluation within each indicator area will allow for a greater understanding of student experiences that may not be adequately captured in quantitative reporting. For example, a qualitative study may help identify barriers that disproportionately impacted student groups encounter during the onboarding process that lead to a fewer of these students enrolling at Norco College. We will be able to develop new

interventions to address these barriers, which in turn will be evaluated to determine their impact. These secondary evaluation efforts are consistent with a cyclical approach to evaluation, in which findings from one evaluation often drive or inform new questions to be explored with follow-up assessment. Thus, we expect that goal progress reporting will occur at the end of each academic year, but that there will be ongoing quantitative and qualitative studies that might speak to Norco’s progress toward meeting different goals, from a student perspective.

Evaluation and assessment of each program or activity identified within the plan will be conducted on an ongoing basis, as described within each activity. These activity-specific evaluations will provide an understanding of the impact each activity is having on student success of disproportionately impacted groups within the respective indicator area. These evaluations in combination with broader, campus-level evaluation will help identify the extent that Norco College is improving student success of disproportionately impacted groups. The evaluation schedule for the equity plan goals and activities will be an ongoing process, per the assessment cycle framework.

Resources Allocated for Activities

The college is allocating student equity funds to support the initiatives listed in this plan, as well as personnel needed to implement activities. For example, equity funds will continue supporting Umoja by funding program activities and 50% of the Umoja Counselor/Coordinator position. Equity funds will continue funding two full-time student success coaches to focus on improving overall retention and success for Latinx and African American student populations. Unity Zone will be staffed with an hourly employee in fall and spring of each year. Equity funds will also support student leadership conferences, cultural events, as well as on-site and off-site professional development. The proposed budget below is based on anticipated funding level of \$755,000 for the 2019-2020 fiscal year. Additionally, 2018-2019 carryforward will supplement the initiatives and activities described throughout this plan.

2019-2020 PROPOSED BUDGET		
Object Code	Category	Expense
1000	Academic Salaries	
	Dean, Student Equity Initiatives (Professional Development Coordinator)	.75
	Counselor/Coordinator- Umoja	.50
	Faculty Special Projects (Professional Development)	\$20,000
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach (Latinx Student Population)	1.00
	Student Success Coach (African American Student Population)	1.00

	Administrative Assistant	1.00
	Temporary, Hourly Staff Member-Unity Zone	\$26,000
	Salaries	\$434,565
3000	Employee Benefits	\$260,936
	Supplies and Materials	
4000	Office and other Supplies	\$3,000
	Books and instructional materials (Umoja, Puente)	\$6,000
	Copying and Printing	\$2,499
	Food (local trainings, events, and planning meetings)	\$8,000
	Supplies and Materials	\$19,499
	Other Operating Expenses	
5000	Consultants (Professional Development)	\$10,000
	Student Travel (Conferences, college tours, and cultural events)	\$10,000
	Staff Travel (Conferences, trainings, and retreats)	\$20,000
	Subtotal	\$40,000
6000	Capital Outlay	\$0
7000	Other Outgo	\$0
	Total 2019-20 Anticipated Expenditures	\$755,000
	2019-20 Anticipated Allocation	\$755,000

Coordination with Equity-related Categorical Programs

The college will coordinate efforts with equity-related categorical programs in several ways. To improve fall to spring retention of DI students, the equity plan administrator will coordinate with program leads to change the methods used to recruit new participants. Presently, these programs use various strategies to recruit students such as websites, college events, classroom presentations, and referrals. While these recruitment methods have been successful in attracting qualified participants, students with the highest needs have not been prioritized. Because equity-related programs offer above and beyond support services not available to the general student population, it is critical to develop a campus-wide strategic recruitment plan to ensure students with the most needs are provided the opportunity to join these programs. Specifically, equity-related programs must ensure DI students (African American, Latinx, Foster Youth, Pacific Islander, and LGBTQ students) with the highest needs are heavily recruited to fill all available slots before other students are considered. Equity-related programs must also closely reflect the general student population gender ratio. Historically, these programs serve many more females than males. When recruiting male participants, men of color, in particular, must be heavily recruited because they continue to emerge as DI across multiple metrics. To achieve this task, the equity plan administrator will coordinate efforts to change how recruitment occurs throughout the year. We will use the onboarding process to assess the needs of first-time college students, as well as financial aid application information to determine eligibility for equity-related programs. These data will be sorted and lists of eligible participants will be forwarded to program leads. Program leads will direct their staff to actively

recruit participants from the lists provided until all slots have been filled. Students will also be informed about the programs that are recommended for them to join based on their needs. This coordinated recruitment plan and process will ensure that students with the highest needs are provided the opportunity to join equity-related categorical programs when they first enroll in college. This plan also ensures that DI students receive support services when they first enroll in the college.

The college also plans to expand the Umoja and Puente programs to serve more African American and Latinx students. Historically, membership in these programs was limited to the number of the seats available in program sponsored English and guidance courses. To expand the number of students that benefit from these learning communities, the Umoja and Puente traditional models need to change. Moving forward, African American and Latinx students will be able to join these learning communities by either enrolling in program-sponsored courses, or by participating in program sponsored meetings and activities outside of class. Program leads will work with instructional deans and faculty to offer culturally relevant courses (ethnic studies, social justice, etc.) in addition to program-sponsored English and guidance courses. Increasing the number and type of culturally relevant courses will help promote student engagement and participation in Umoja and Puente learning communities. The goal is to serve approximately 150 students in each learning community by the end of the 2021-2022 academic year.

Assessment of Progress Made

Table 7 provides an overview of progress made between academic years 2015 and 2018. The metrics used to measure progress are the same ones included in the 2017-2019 SSSP, Equity and Basic Skills Integrated Plan. The DI groups under each metric were disaggregated by race and gender. The green arrows indicate a positive, upward trend, black indicates little or no progress made, and red indicates a downward trend. In summary, significant improvements were made in transfer level English completion and associate degree completion. Little or no improvement was made in transfer level math completion and onboarding. Certificate completion percentages for females remained somewhat steady, while African American and Latinx male completion rates are extremely low. Of particular concern is a significant drop in the transfer rate of African American males (23.1% to 13.3%) in the past three years.

Metric	DI Group	2015-2016	2016-2017	2017-2018	Trend
Onboarding (application to enrollment)	African American Females	45.6%	43.4%	41.5%	↓
	Filipino Females	46.2%	43.5%	39.7%	↓
	Latinx Females	50.3%	49.4%	48.3%	↓
	African American Males	49.8%	48%	46.7%	↓
	Filipino Males	59%	57.1%	49.8%	↓

	Latinx Males	56.2%	53.6%	49.3%	↓
Fall to Fall Retention	African American Females	61.9%	48.6%	50%	↓
	Latinx Females	54%	52.1%	55.8%	↑
	African American Males	40%	42.9%	42.6%	↑
	Latinx Males	51.9%	54%	47%	↓
Transfer Level Math Completion (within 2 years)	African American Females	20%	31.8%	36.4%	↓
	Latinx Females	33.3%	32.5%	24.8%	↓
	African American Males	33.3%	33.3%	42.9%	↑
	Latinx Males	28.8%	30.5%	26.2%	↓
Transfer Level English Completion (within 2 years)	African American Females	58.8%	44.4%	60%	↑
	Latinx Females	46.1%	48.9%	47.6%	→
	African American Males	31.6%	28.6%	40%	↑
	Latinx Males	33.8%	42.9%	48%	↑
Associate Degree Completion (within 4 years)	African American Females	4.4%	14%	8.9%	↑
	Latinx Females	12.5%	12.4%	16.6%	↑
	African American Males	7.7%	3.9%	13.3%	↑
	Latinx Males	10.2%	8.1%	8.6%	↓
Certificate Completion (within 4 years)	African American Females	2.2%	2.3%	2.3%	→
	Latinx Females	.9%	.7%	1%	→
	African American Males	2.6%	0%	0%	↓
	Latinx Males	2.1%	1.3%	1.2%	↓
Transfer (within 4 years)	African American Females	15.6%	11.6%	15.6%	→
	Latinx Females	10.9%	10.6%	11%	→
	African American Males	23.1%	11.8%	13.3%	↓
	Latinx Males	6.9%	6.5%	7.8%	↑

Accounting of Student Equity Expenditures

The 2019-2022 Equity Plan also requires an accounting of how student equity funding for 2015-2016, 2016-2017, and 2017-2018 was expended. Below is an accounting of expended funds.

2015-2016 STUDENT EQUITY EXPENDITURES		
Object Code	Category	Expense
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor, Umoja	.50
	Counselor-Student Support Services	Hourly
	Counselor-Student Support Services-RISE	Hourly
	Faculty Special Projects	
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach-Men of Color Mentoring Program	Hourly
	Student Success Coach-Umoja	Hourly
	Outreach and Recruitment Specialist for Veterans and foster youth	.49
Institutional Research Specialist	.50	

	Grants Administrative Specialist	1.00
	Administrative Assistant	.50
	Veterans Services Specialist	.15
	Tutors	Hourly
	Peer Mentors (Umoja and Men of Color)	Hourly
	Salaries	\$340,789
3000	Employee Benefits	Benefits \$88,315
	Supplies and Materials	
	Office Supplies	
	Books and instructional materials (Umoja, Puente, FYE, Next Phase, CalWORKs, and foster youth)	
	Copying and printing	
	Outreach materials	
	Supplies and Materials	\$105,575
	Other Operating Expenses	
	Professional Development Services	
	Consultants (UCLA's Grit Training Program)	
	Food for trainings, events, planning meetings, students orientations, flex days, etc.	
	Student Travel (Umoja statewide and regional conferences, A2MEND)	
	Staff Travel (Umoja Summer Institute, RP conferences, veterans conferences, CUE Equity Institutes, Faculty Retreat)	
	Other	\$149,652
6000	Capital Outlay	\$0
7000	Other Outgo (educational supplies)	Outgo \$4,387
	Total 2015-16 Expenditures	\$688,718

2016-2017 STUDENT EQUITY EXPENDITURES		
Object Code	Category	Expense
	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor- Umoja	.50
	Counselor-Student Support Services	Hourly
	Counselor-Student Support Services-RISE	Hourly
	Faculty Special Projects	
	Classified and Other Non-Academic Salaries	
	Student Success Coach (Men of Color Mentoring Program and Foster Youth)	1.00
	Student Success Coach-Umoja	1.00
	Student Success Coach-Career Technical Education	.05
	Outreach and Recruitment Specialist for veterans and foster youth	.49
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Administrative Assistant	.50
	Peer Mentors (Umoja, Men of Color)	Hourly

		Salaries	\$324,453
3000	Employee Benefits	Benefits	\$163,272
4000	Supplies and Materials		
	Office Supplies		
	Books and instructional materials (Umoja, Puente, First Year Experience, Next Phase, CalWORKs, EOPS, and foster youth)		
	Instructional materials		
	Outreach materials		
		Supplies and Materials	\$23,994
5000	Other Operating Expenses		
	Food for trainings, events, planning meetings, and orientations		
	On-site professional development		
	Travel (staff and student travel)		
		Other	\$89,316
6000	Capital Outlay		\$0
7000	Other Outgo		\$148
		Total 2016-17 Expenditures	\$750,438
		Total 2016-17 Allocation	\$750,438

2017-2018 STUDENT EQUITY EXPENSES		
Object Code	Category	Expense
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor/Coordinator- Umoja	.50
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach (First Year Experience Program, Men of Color Mentor Program and Foster Youth)	1.00
	Student Success Coach-Umoja and Puente	1.00
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Peer Mentors and Program Assistants	Hourly
	Subtotal	\$415,039
3000	Employee Benefits	\$187,558
4000	Supplies and Materials	
	Office and other Supplies	
	Books and instructional materials (Umoja, Puente, First Year Experience, Next Phase, CalWORKs, EOPS, and foster youth)	
	Copying and Printing	

	Food (trainings, events, and planning meetings)	
	Subtotal	\$55,038
5000	Other Operating Expenses	
	Food for trainings, events, planning meetings, and orientations	
	On-site professional development	
	Travel (staff and student travel)	
	Subtotal	\$93,278
6000	Capital Outlay	\$0
7000	Other Outgo (Educational Supplies)	\$3,386
	Total 2017-18 Expenditures	\$754,299
	Total 2017-18 Allocation	\$754,299

Point of Contact

Main Point of Contact

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 Dean, Grants and Student Equity Initiatives
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Acknowledgements

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Justin Mendez, Student Success Coach, Student Equity
Gustavo Ocegueda, Dean, Grants and Student Equity Initiatives
Brandon Owashi, Research Specialist, Institutional Effectiveness
Dan Reade, Assistant Professor, English
Alan Ruelas, Student
Jeff Warsinski-Assistant Professor, Mathematics

SAFETY COMMITTEE REPORT

Spring 2019

COMMITTEE STATEMENT OF PURPOSE

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

STRATEGIC GOAL AND OBJECTIVE THAT APPLIES TO THIS COMMITTEE:

GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

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

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

STRATEGIC GOALS AND OBJECTIVES 2018-19:

1. **Increase communication to the students, faculty and staff about safety on and around the college.**
 - Campus-wide emails and alerts via Rave and other methods.
 - Provide and mount posters, signs, brochures, and flyers.
 - Three emergency evacuation drills year two during the Spring semester (day and night) and one during the Fall semester.

2. **Host and promote training and events that will be available to students, faculty, staff and the local community.**

<ul style="list-style-type: none">• First Aid/CPR and AED classes• Stop the Bleed• Active Shooter• Health Fair• Disaster preparedness / Safety Fair	<ul style="list-style-type: none">• The Great Shakeout• Stryker Chair• Forklift Operations-train the trainer• Welcome Day
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3. **Promote the Building Captain Program by building our community network of trained individuals that can take a leadership role during a crisis.**
 - Community Emergency Response Team (CERT) training and program held in June 14th and 21st and October 19th & 26th of 2018.
 - Provide priority to safety training and events.
 - Training on NIMS, SEMS, ICS structure, and training roles and responsibilities.
 - Continue to build our emergency supplies and train individuals how to use them.

4. **Expand campus assessments to address a number of different areas including physical safety, OSHA and fire code compliance.**
 - Promote and conduct safety assessments annually.

- Identify first-aid kits, Automated Electronic Defibrillator (AED), fire extinguisher and other safety items locations and teach individuals on how to operate them.
- Promote and help address ADA, fire code, and, egress type issues.
- Promote Ergonomics.

5. Promote a safety-minded culture.

- See something
- Say Something
- Do Something

HOW DOES THE COMMITTEE ALIGN WITH NORCO COLLEGE MISSION?

- Safety Committee serves our students, faculty, staff and our community, by promoting and providing educational opportunities such as active shooter, earthquake and emergency preparedness trainings.
- The Safety Committee aligns with the innovative approach to learning using technology as we continue with the RAVE system, emergency mass notifications, and continue to promote the Guardian app.
- We promote a safety-minded culture.
- Increasing our emergency supply inventory is working to upgrade our Emergency Operations Center (EOC)
- Purchase additional AED's to cover the college via the 3 minute rule.
- Pre stage and update emergency supplies and tools across the college, (Emergency Tack Boxes)

ASSISTANCE NEEDED FROM ISPC:

- Encourage and promote training as everyone's role as a state disaster service worker.
 - Promote training, both in person and online via Target Solutions, and FEMA website.
 - Encourage and help promote attendance in the safety committee and related events/training via release time.
 - Encourage and promote the building and floor captains. We need them as a valued position.
- Promote communication to get the word out regarding safety issues and events and help facilitate dialogue and questions.

Norco College

Facilities Master Plan Update

Workshop 04

Open House– Review Preliminary Draft Plan

April 30, 2019

Planning Team



**Leigh
Anne
Jones**

Principal-
in-Charge



**Linsey
Graff**

Process
Manager/
Engagement
Specialist



**Prem
Sundharam**

Energy and
Sustainability
Leader



**Krisan
Osterby**

Campus
Planning
Leader



**Jackie
Kolpek**

Landscape
Architect +
Graphics



**Alex
Staneski**

Space
Analytics

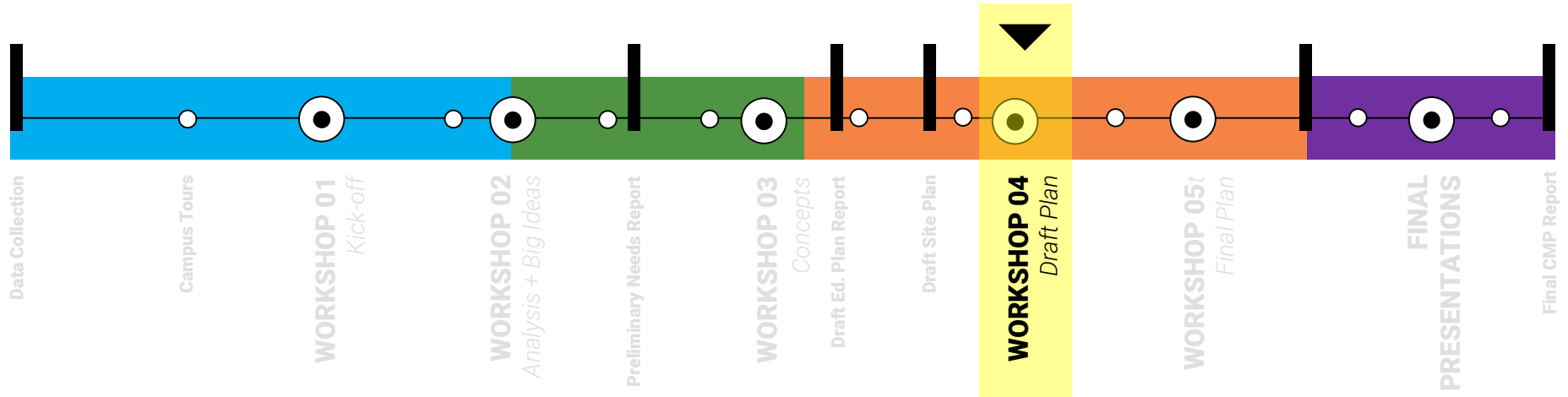


Today's Meeting:

- **Schedule and Process**
- **Key Drivers**
- **DRAFT Site Plan Development**
- **Campus Hubs**
- **Review and Feedback**

Schedule and Process

Project Timeline and Progress



ANALYSIS AND ASSESSMENT

- Visioning Sessions with Steering Committee and Leadership
- Campus Tours
- Targeted Interviews
- Campus/Community Open House

BIG IDEAS AND CONCEPTS

- Big Ideas Workshops
- Workshop sessions with Faculty, Staff, Student Leadership Groups
- Campus/Community Open House

PRIORITIZATION AND IMPLEMENTATION

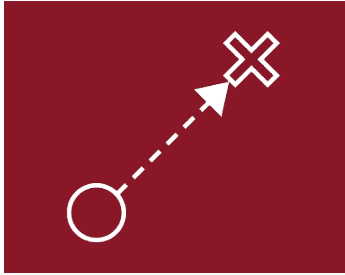
- Campus/Community Open House
- Prioritization Workshops
- Workshop sessions with Faculty, Staff, Student Leadership Groups

FINAL PRESENTATIONS AND DOCUMENTATION

- Final Presentations to Campus Community, District, and Board

Key Drivers

Facilities Master Plan Key Drivers



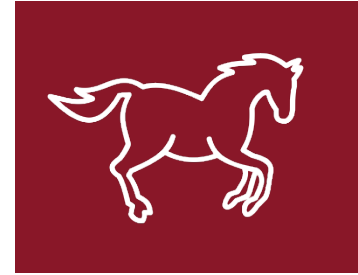
Student
Transformation:

Promote student success through academic growth and guided pathways framework



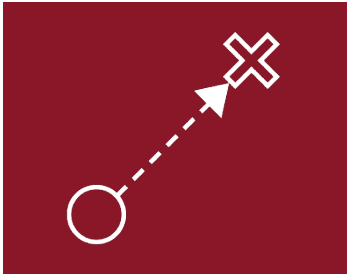
College
Transformation:

Create a comprehensive campus environment



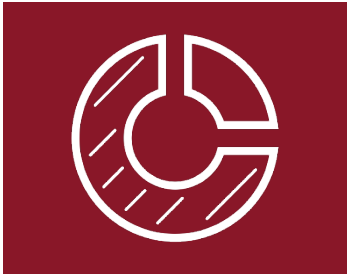
Regional
Transformation:

Establish a distinct regional identity by hosting initiatives that impact regional development



Promote student success through academic growth and guided pathways framework

- **Increase student services** to meet the needs of a growing student body
- **Embed student services** within each of the academic buildings; Plus, centralized student services as a **campus-front door**
- **Embed study spaces** within each of the academic buildings; Plus, centralized study space in **expanded Learning Resource Center**



Create a comprehensive campus environment

- Increase **STEM** programs with more specialized focus on photonics*, health industries technology, agriculture, computer science, natural sciences, sustainability, etc.
- New and expanded **physical education, kinesiology, and athletics** programs
- New and expanded **visual and performing arts** programs such as digital arts, theater, etc.
- Opportunities for **crossover programs** between schools



Establish a distinct regional identity and organization and host initiatives that impact regional development

Veterans Education

High School Partnerships

Inmate Education

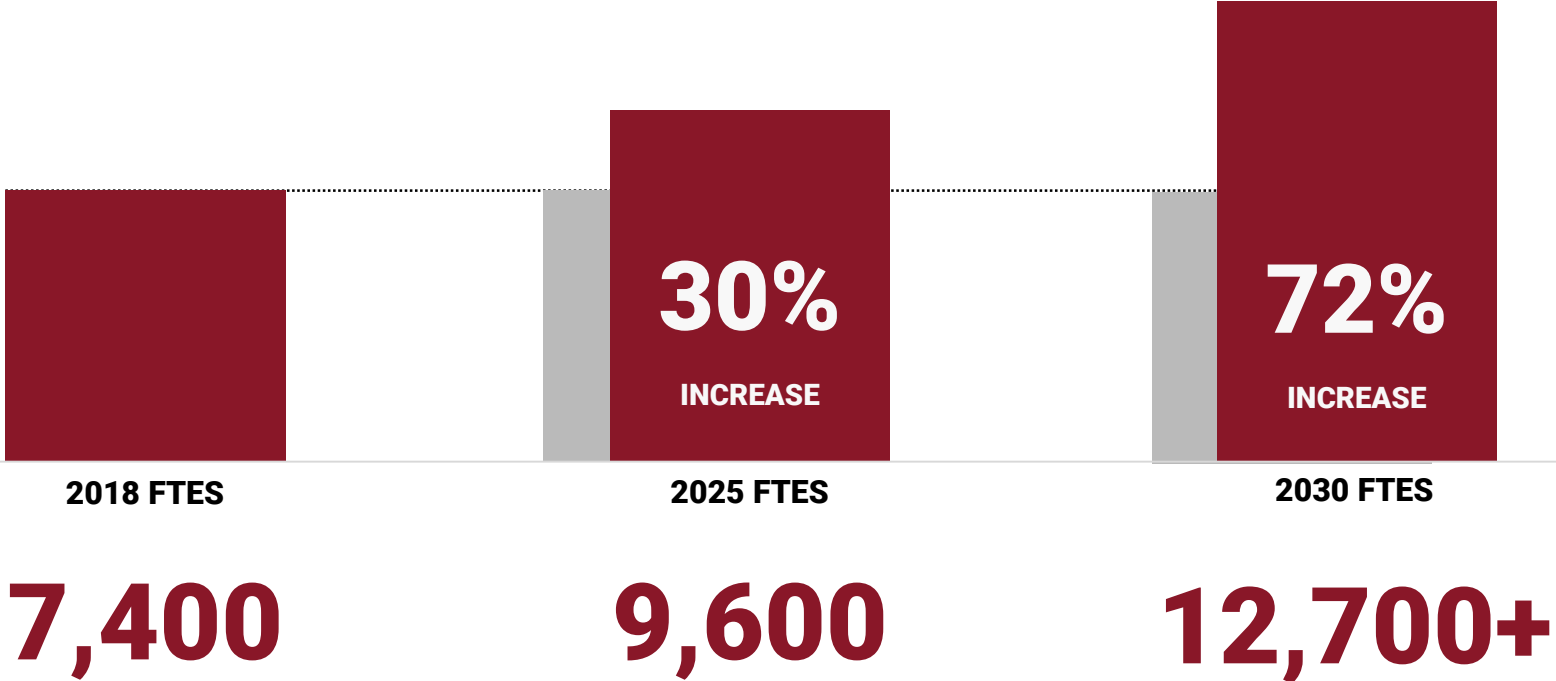
Skills Gap

Photonics*/STEM Center

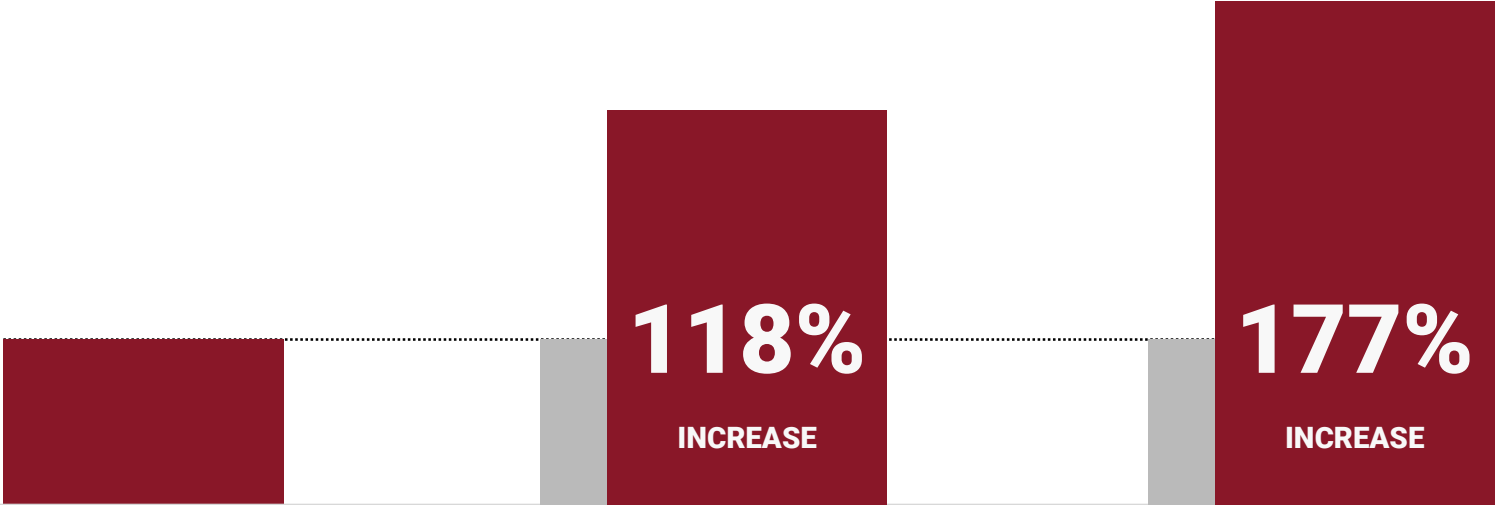
Mixed Use Campus

Regional Arts

Enrollment Growth (FTES)



Physical Space Growth



2018 asf

2025 asf

2030 asf

168,870

(today's deficit - 107,262)

368,600

467,800

Norco College will build a
comprehensive and inspiring campus
integrated into the region that serves
as a destination for **education,**
commerce, life, and the arts.

In support of the goal, six principles guide the development of the campus:

Equitable Student Success

Ensure equitable student success and well-being through high-quality and appropriate teaching, support, study, and collaboration spaces.

Strategic Partnerships

Develop regional partnerships to create facilities, open space, and programs that benefit the campus and community alike.

Sustainability

Prioritize sustainability strategies in all decision-making.

Critical Facilities

Plan for critical facilities that address current space needs while also addressing for future initiatives.

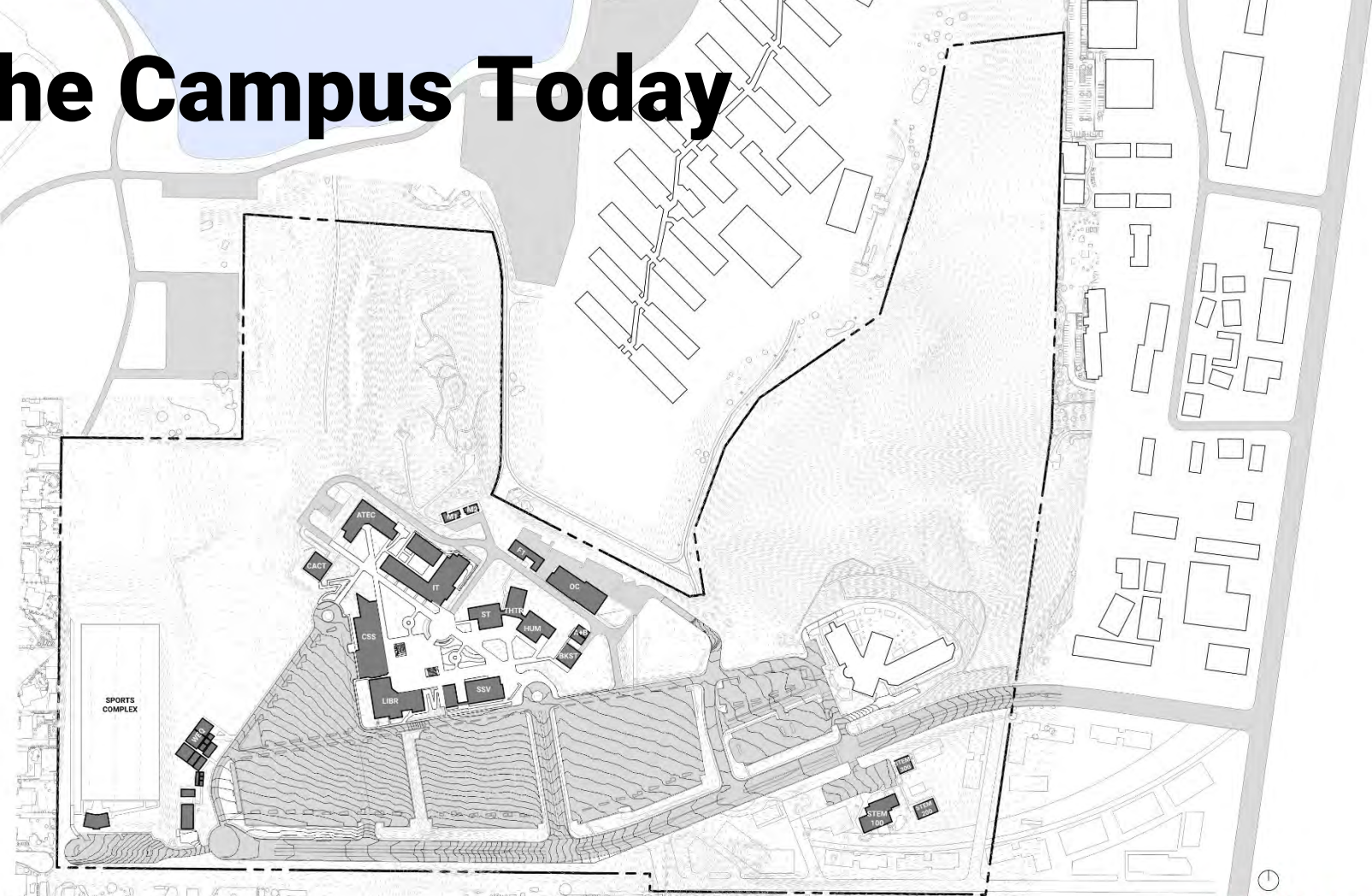
Open Space

Use outdoor space to celebrate and enhance Norco College's unique setting.

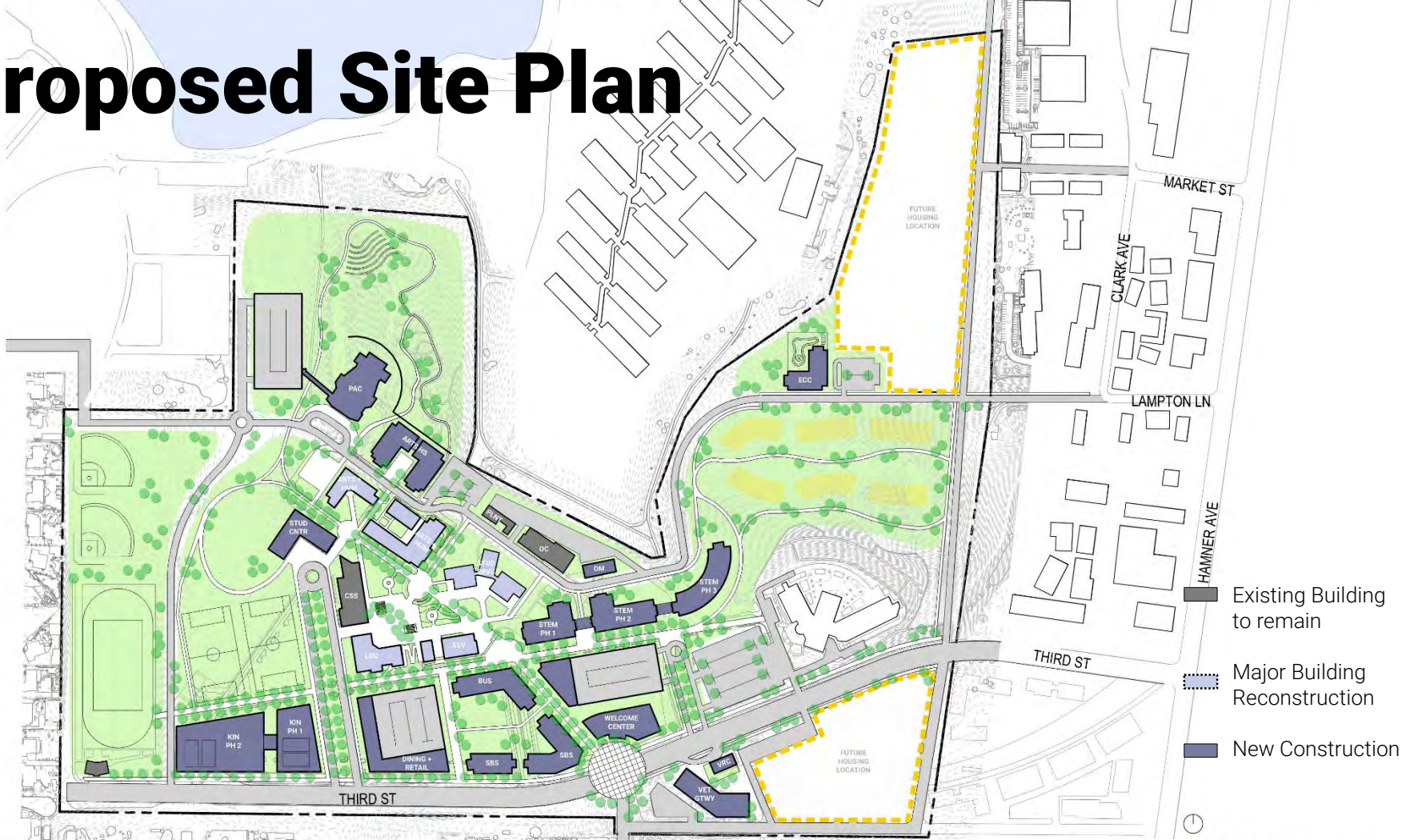
Circulation and Safety

Promote a walkable, accessible, safe campus which is easy to navigate for the entire Norco community.

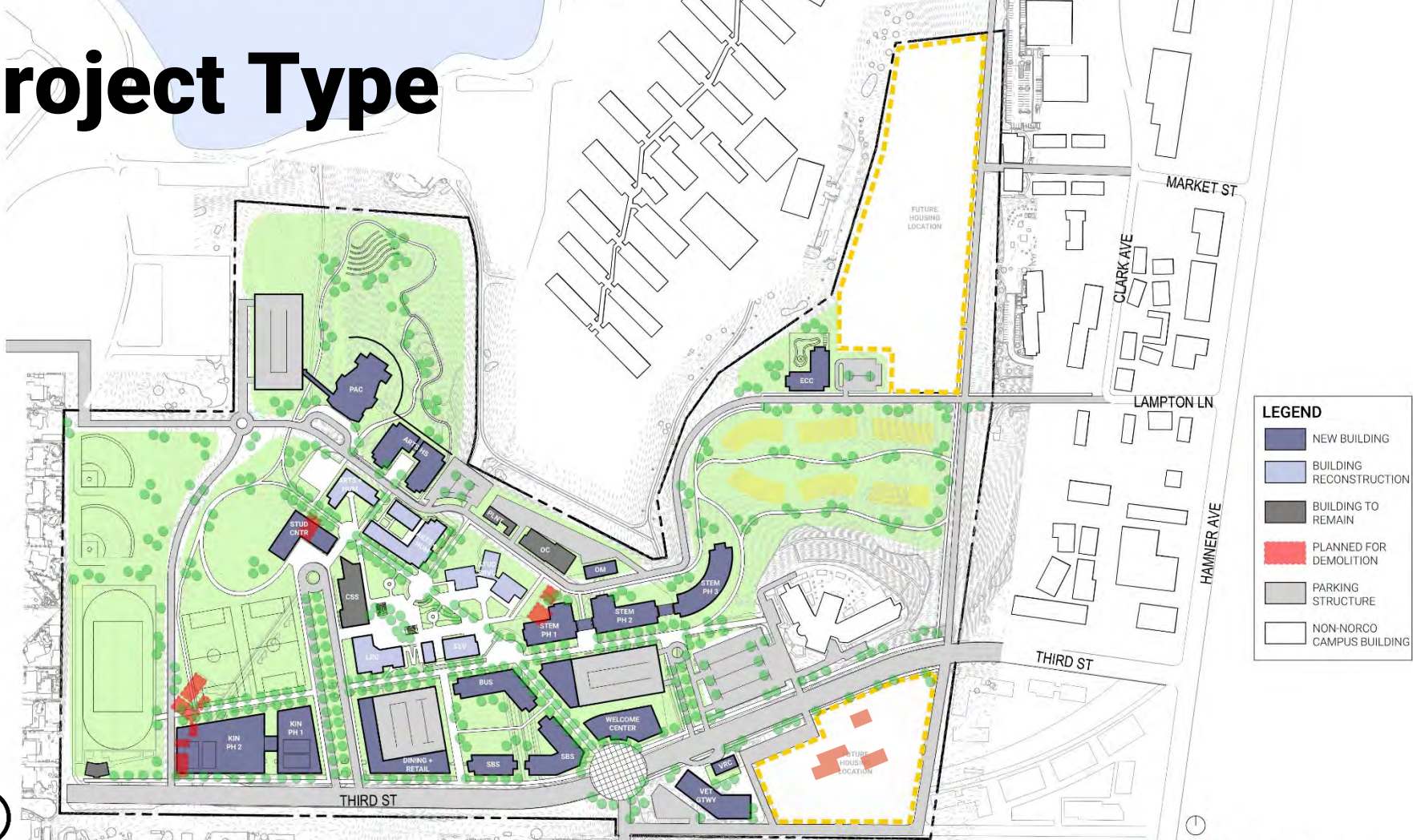
The Campus Today



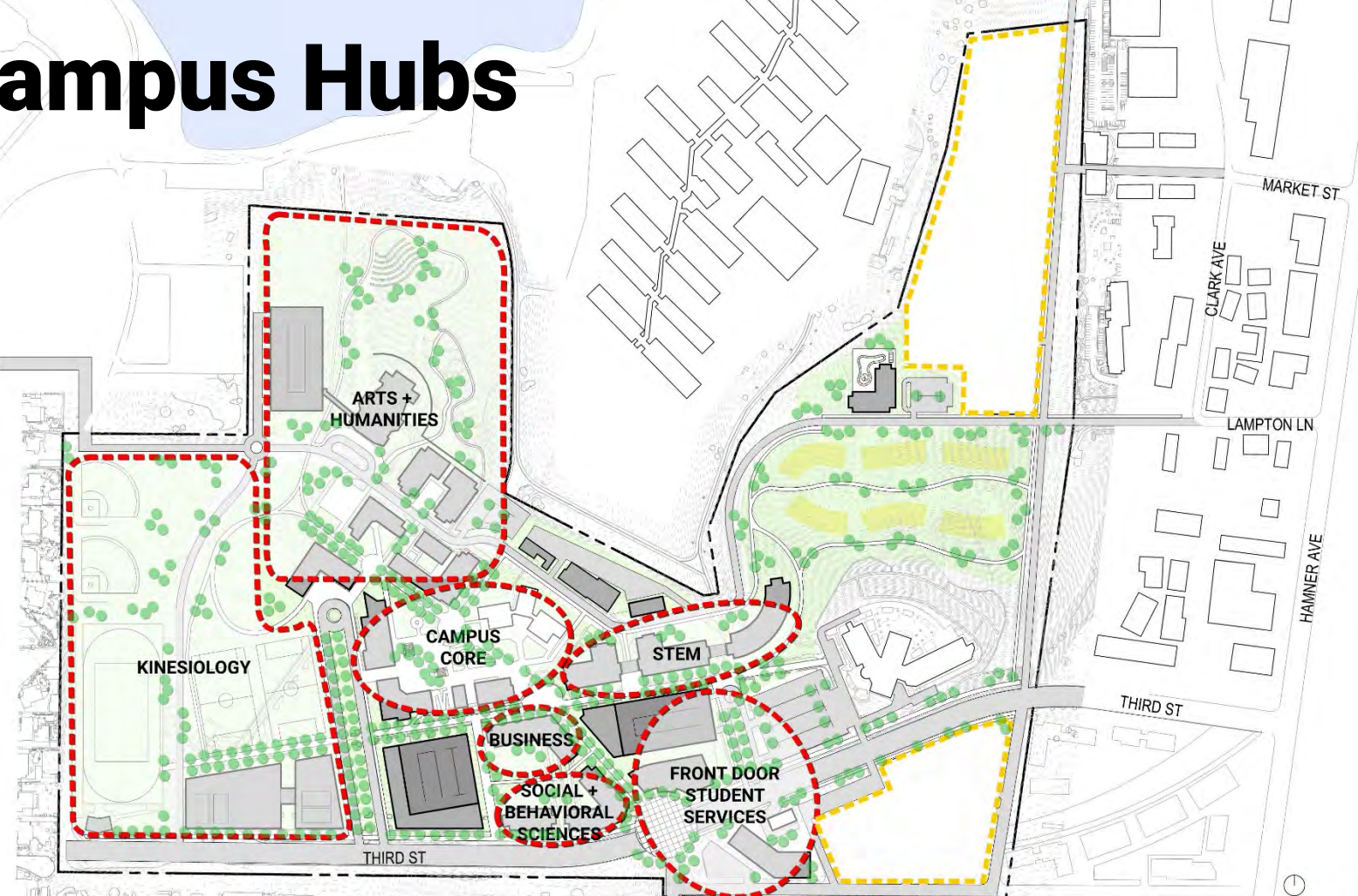
Proposed Site Plan



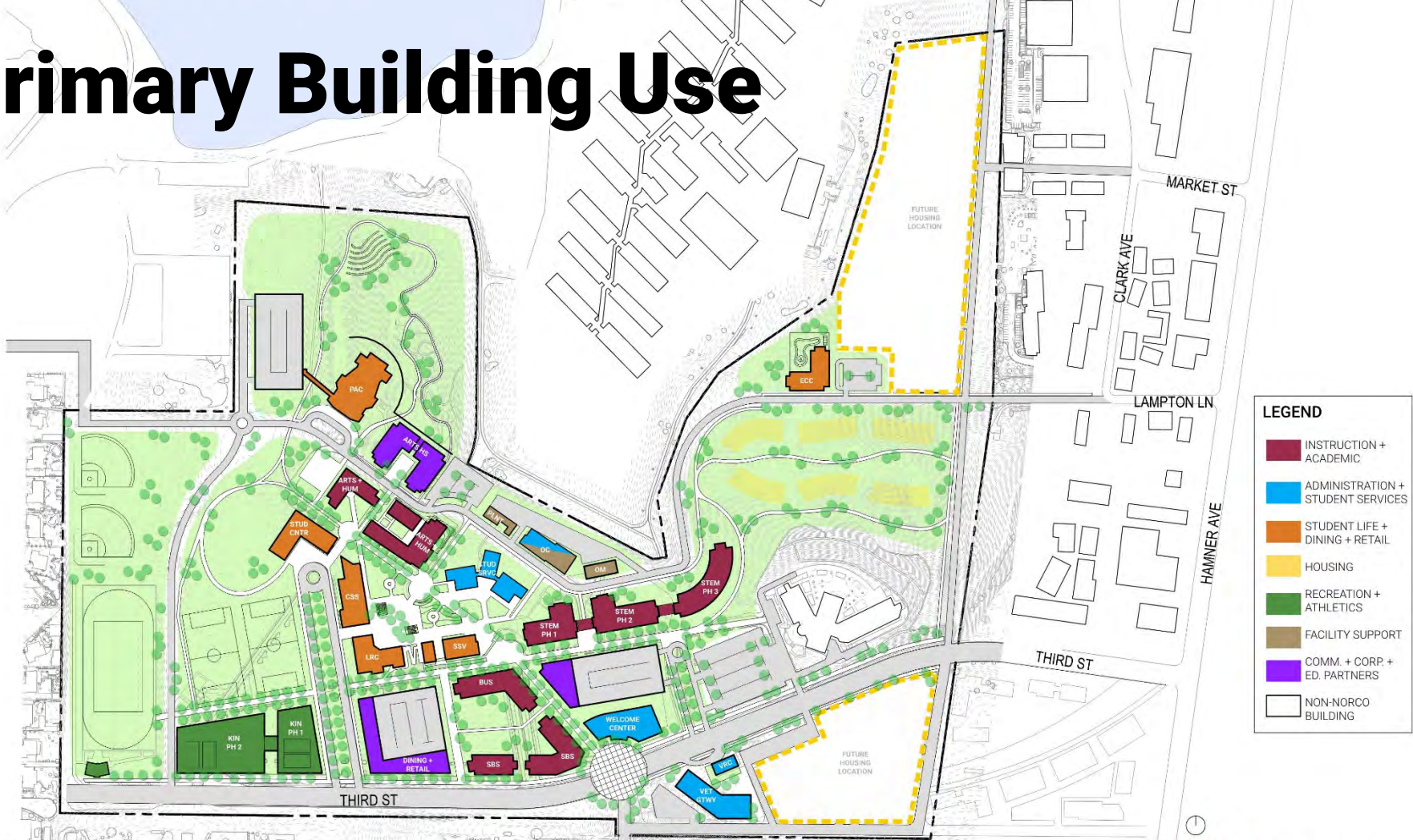
Project Type



Campus Hubs



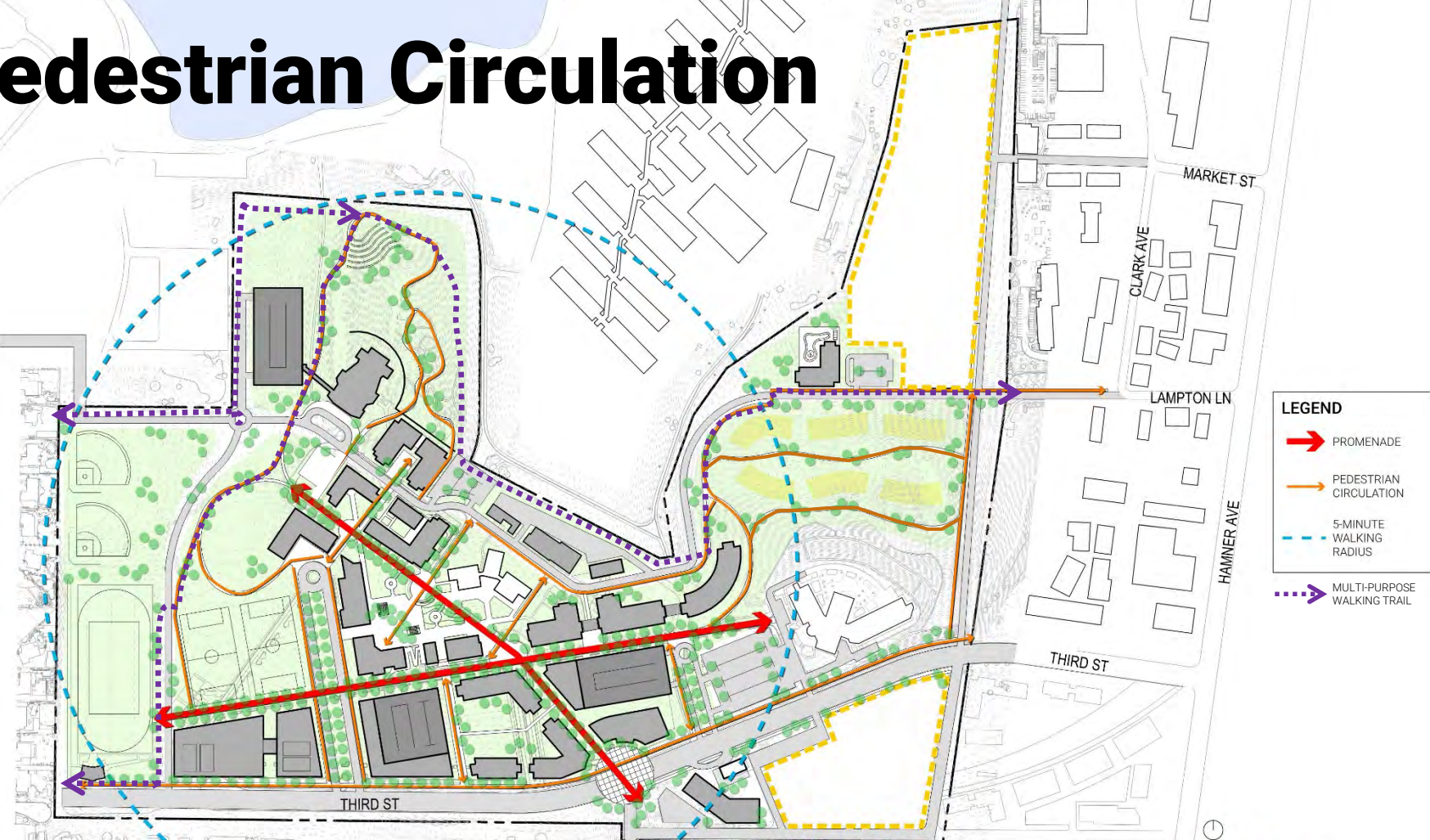
Primary Building Use



Open Space Improvements



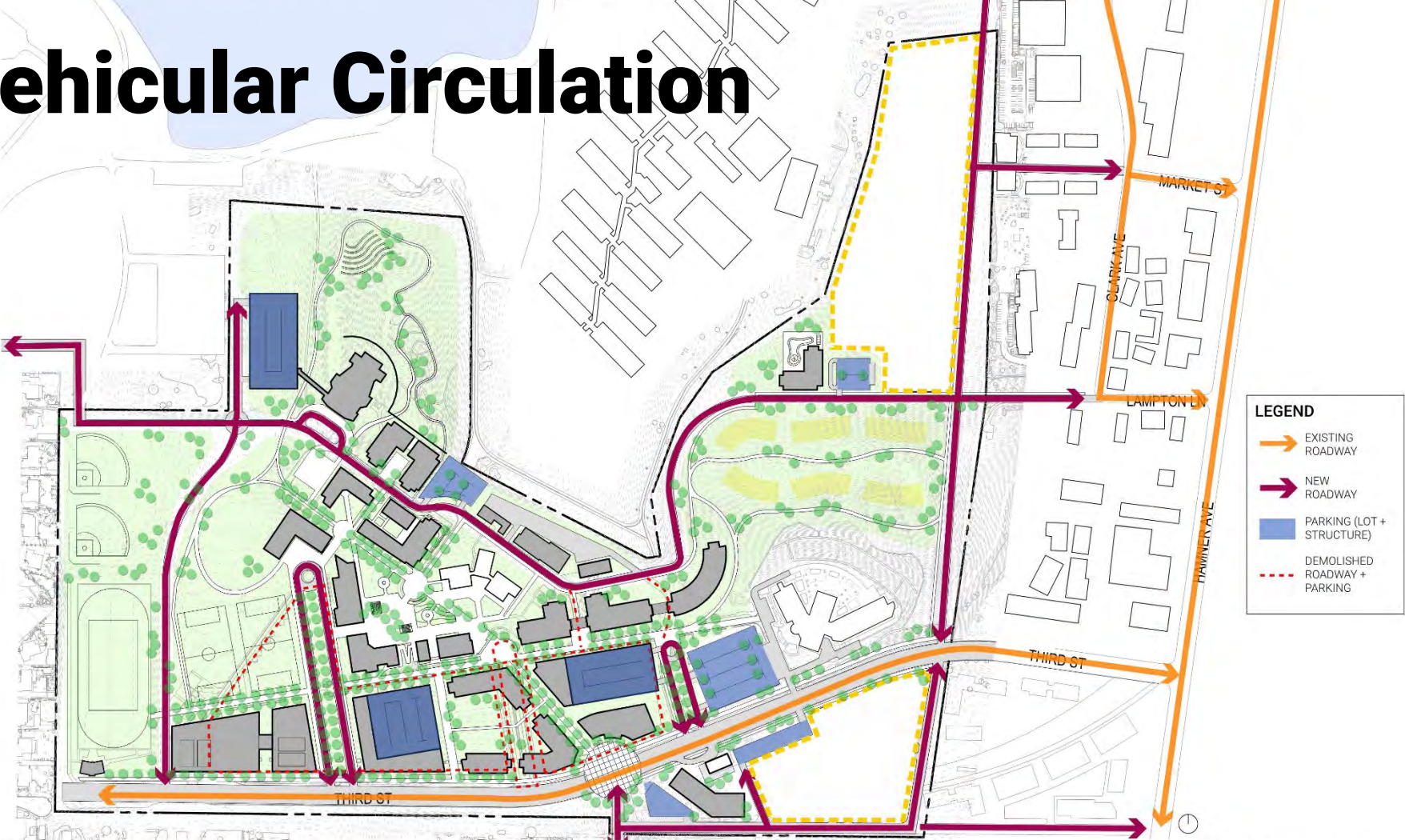
Pedestrian Circulation



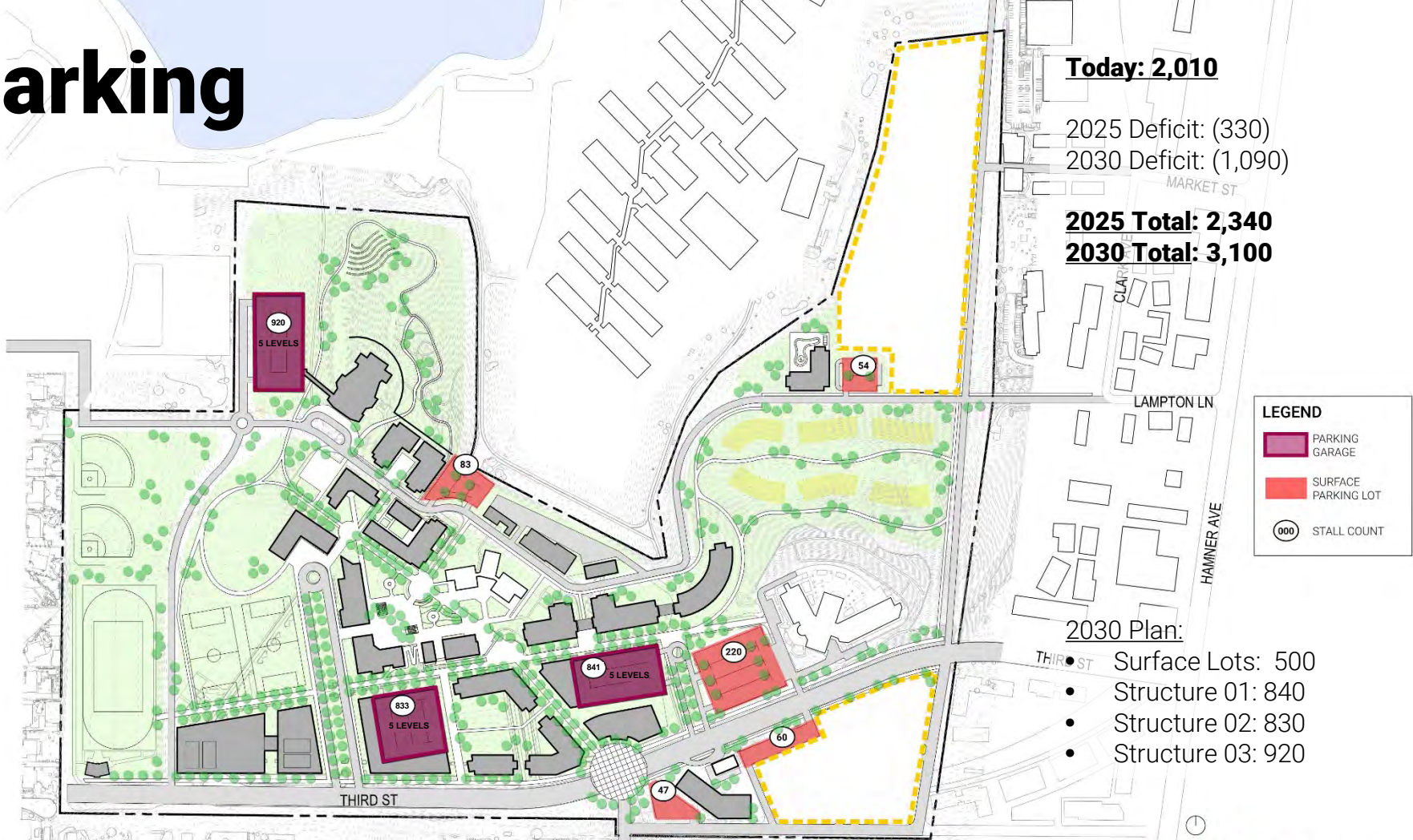
LEGEND

- PROMENADE
- PEDESTRIAN CIRCULATION
- 5-MINUTE WALKING RADIUS
- MULTI-PURPOSE WALKING TRAIL

Vehicular Circulation



Parking



Today: 2,010

2025 Deficit: (330)

2030 Deficit: (1,090)

2025 Total: 2,340

2030 Total: 3,100

LEGEND

- PARKING GARAGE
- SURFACE PARKING LOT
- STALL COUNT

2030 Plan:

- Surface Lots: 500
- Structure 01: 840
- Structure 02: 830
- Structure 03: 920

Campus Hubs

Student Services/Welcome Center/VRC

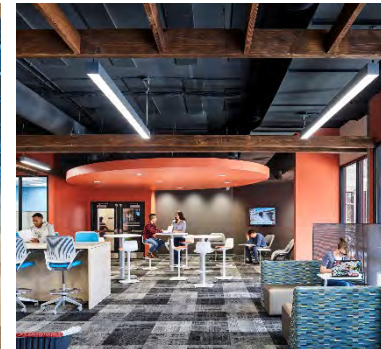
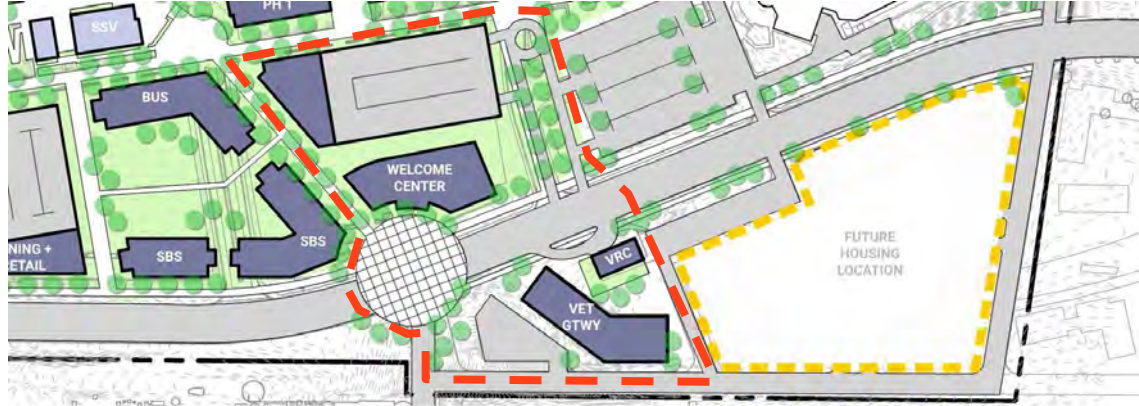
PROJECT DETAILS

Welcome Center

- Front-Door student services
- Highly visible
- Close parking
- Along main spine
- Includes Cultural Center

Veterans Resource Center (VRC)

- Adjacent to housing
- Area of Phase 2 growth



Campus Core

PROJECT DETAILS

Renovations:

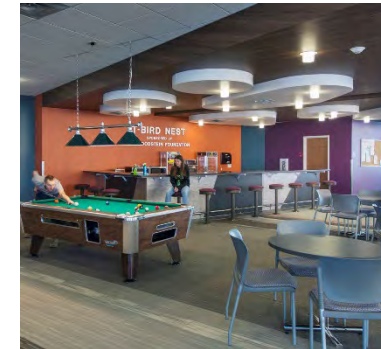
- CSS renovated areas to focus on expanded dining and student focused spaces

Reconstructions:

- Learning Resource Center Reconstruction and Expansion (into SSV,CRC)
- ST/HUM – into College Administration/Student Services (back of house)

New Construction:

- Long-term Student Center/Conference Center with adjacent park-space



STEM/Photonics

PROJECT DETAILS

Completed in three-phases:

1. Phase I: STEM space deficit (classrooms and labs), Maker Space, embedded student services and study space
2. Phase II: STEM growth, partnership shared spaces
3. Phase III: STEM growth, Photonics* Center, Photonics* Museum

Adjacent to Ag, Business, Naval Base, Campus Access, and Parking



Arts and Humanities

PROJECT DETAILS

Performing Arts Center (500-seats)

- Corona Symphony and Conservatory
- Art Gallery
- Space for 'Young Americans'

Fine Arts High School (750 students)

Relocate and grow instructional studios into AT and IT Buildings

- Embedded student services and study space

Outdoor Amphitheater overlooking Lake Norconian and the Norconian Hotel (future Regional Arts Center)



Social and Behavioral Sciences

PROJECT DETAILS

Building dedicated to Social and Behavioral Sciences

- Embedded student services and study space

Adjacent Social Justice Center

General Classrooms and Open Labs located in campus core for multidisciplinary use

Located close to Welcome Center and Cultural Center

Partnership with CRC through Social Justice Center



Business and Management

PROJECT DETAILS

Building dedicated to Business and Management

- Embedded student services and study space

General Classrooms and Open Labs located in campus core for multidisciplinary use

Incubator/Start-up Space – connected to STEM program

Adjacent to STEM for enhanced interdisciplinary programming



Kinesiology/Athletics/Rec

PROJECT DETAILS

Phase I – Kinesiology/Athletics:

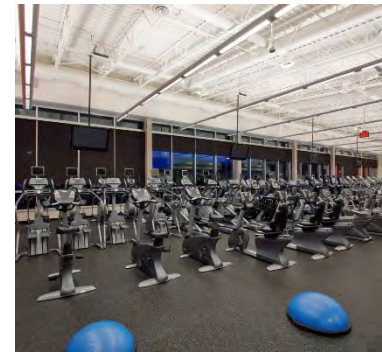
- Competition Gymnasium
- Kinesiology Classrooms
- Embedded student services and study

Phase II – Campus and Community Kin/Athletics/Fitness Facility:

- Aquatics
- Indoor Practice Fields and Courts
- Athletics Support Spaces

Outdoor Space

- Competition Softball Fields
- Practice/Intermural/Recreation Fields (Soccer, Volleyball, etc.)



Review and Feedback

Activity: Let's Chat!



1. Spend **10 mins. per station** to:
 1. Open Space and Pedestrians
 2. Vehicular Circulation and Parking
 3. Building Use
 4. Community
 5. Student Success
2. Planning team will be situated at each table to **lead discussions and ask key questions**

Station 1

**Open Space and
Pedestrian Circulation**

*How well does the plan
create a diverse set of
open spaces throughout
the campus?*

Station 2

**Buildings and
Facilities**

*How well does the
plan accommodate
future program growth
and facility needs?*

Station 3

**Vehicular Circulation
and Parking**

*How well does the plan
promote safe, intuitive,
and convenient
multimodal campus
circulation?*

Station 4

Community

*How well does the plan
support the needs of the
community?*

Station 5

Student Success

*How well does the
proposed site plan
support student success?*

Next Steps

Open Houses – Public Review and Comment

April 2nd
review concepts

April 30th
review draft plan

May 14th
*review final plan
and implementation*

Location:

- **CSS 217**

Time of Day:

- **12:50-2:50pm**

Invitees:

- **Students**
- **Faculty**
- **Staff**
- **Community**

Facilities Master Plan Microsite

Concepts

Not secure | norco-college-fmp-microsite.webflow.io/update-pages/concepts

NORCO COLLEGE
2019 FACILITIES MASTER PLAN

NORCO COLLEGE

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REVIEW: Site Planning Concepts

Concept A: Overview Concept A: Schools Concept A: Significant Buildings

Concept A: Circulation and Open Space

Concept A: GREEN PARKWAY

Vehicular + Parking + Open Space

BUILDING USE LEGEND

INSTRUCTIONAL FACILITY OFFICE	SPORTS/FITNESS
ADMINISTRATIVE/PROFESSOR SERVICES	FACILITY SUPPORT
STUDENT LIFE + STUDENT RETAIL	COMMUNITY COMPANION BUILDINGS
HOUSING	NORCO COLLEGE BUILDINGS

PARKING GARAGE 2 STORIES

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We want to hear from you!

What to look for:
While reviewing, try not to choose a favorite plan, but instead select the best ideas from each concept. The next step in our planning process is to synthesize the best ideas into one single site plan to review with the campus community.

How to provide feedback:

1. Review the concepts
2. Select the three (3) strengths for each concept
3. Tell us what you perceive as weaknesses in each concept as well
4. Submit the form below

Name:

Campus Role:

Email Address:

DLR Group

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2030 Educational Master Plan
Norco College
2019-2030

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Chapter 1: Introduction

Throughout the 2017-18 and 2018-19 academic years, Norco College has been engaged in institutional planning at a very high level. This has involved a significant amount of thinking, planning, and deliberation around three major documents/plans.

Plan	Discussion	Board Approval
2030 Educational Master Plan (EMP)	Defines where we are headed as a college over the next decade or more	June 2019
5-Year Strategic Plan	Defines the work we are going to do over the next five years as we head in the EMP direction	June 2019
Facilities Master Plan	Maps out the campus we plan to build in support of the EMP	June 2019

Combined, these reports/plans develop several important ideas, processes and work that will guide the future development of Norco College.

This document [the document you are reading right now] is the Educational Master Plan. It is THE fundamental document to all the other plans we develop. It establishes our “north star,” pointing us in a developmental direction that will help frame the work we do as a community.

Organization

The Educational Master Plan is organized into the following chapters:

- Introduction
- Strategic Direction 1: Student Transformation
- Strategic Direction 2: Regional Transformation
- Strategic Direction 3: College Transformation
- 5-Year Strategic Plan
- Planning Integration
- Assessment, Tracking and Reporting
- Deliberation Process
- College History

2030 Goals

The Educational Master Plan sets out 13 Goals for the College to achieve for its students, community, and region by 2030:

	Topic	Goal Statement
Goal 1	Access	Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES.
Goal 2	Success	Implement Guided Pathways.
Goal 3	Equity	Close all student equity gaps.
Goal 4	Professional Development	Implement PD around GP and equity framework. Foster a culture of ongoing improvement.
Goal 5	Regional Organization	Help establish a distinct regional identity and organization.

	Topic	Goal Statement
Goal 6	Workforce and Economic Development	Reduce working poverty and the skills gap.
Goal 7	Community Development	Host initiatives that impact regional development.
Goal 8	Programs	Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
Goal 9	Effectiveness, Planning, and Governance	Develop institutional effectiveness, integrated planning systems, and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
Goal 10	Workforce/Employees	Expand NC workforce to support comprehensive college and develop/sustain an excellent workplace culture.
Goal 11	Facilities	Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
Goal 12	Operations	Implement professional, intuitive, and technology-enhanced systems.
Goal 13	Resources	Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

Mission, Vision, and Values

We've been building Norco College for over 40 years. We started in the 1970s, when Riverside City College (RCC) began offering courses in the Corona/Norco area in various public and civic venues. In 1985, we took a more permanent step by acquiring 141 acres of federal land from the General Services Administration for \$1. On March 13, 1991, the College held a grand opening and classes began with two classrooms in the Student Services and Little Theatre buildings. Over 3,000 students attended the first year and the College has expanded five-fold since that time with over 15,000 students attending Norco College in the 2018-19 academic year. For 19 years (1991-2010), the facility operated as the RCC Norco Campus, until 2010 when we received accreditation as one of the three independent colleges within RCCD and the 112th within the California Community College system.

From 2010-2018, the College grew under two education master plan cycles and now under the third President of Norco College, Bryan Reece, Ph.D., the College has completed an ambitious Educational Master Plan with projections through 2030. The EMP for Norco College is built on the foundation of our Mission, Vision and Values.

Mission

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

Vision

Norco College will be a model for community colleges with a design that extends deep into the 21st century. Our design will eradicate all equity gaps, providing an educational experience that changes the trajectory of our students’ lives, producing completion rates and college-going rates that are among the highest in the country. We will provide thought leadership for our region around academic, economic, social and cultural development. We will expand fine and performing arts across our service area. We will be a comprehensive institution with the capacity to serve our entire area with a breadth of programming in STEM; Social and Behavioral Sciences; Arts and Humanities; and Business Administration. We will actively assist in forward-thinking economic and industry development. We will be a vibrant mixed-use campus community including educational activities, industry partners, retail partners, and housing for residential life, employees and emerging entrepreneurs.

Values

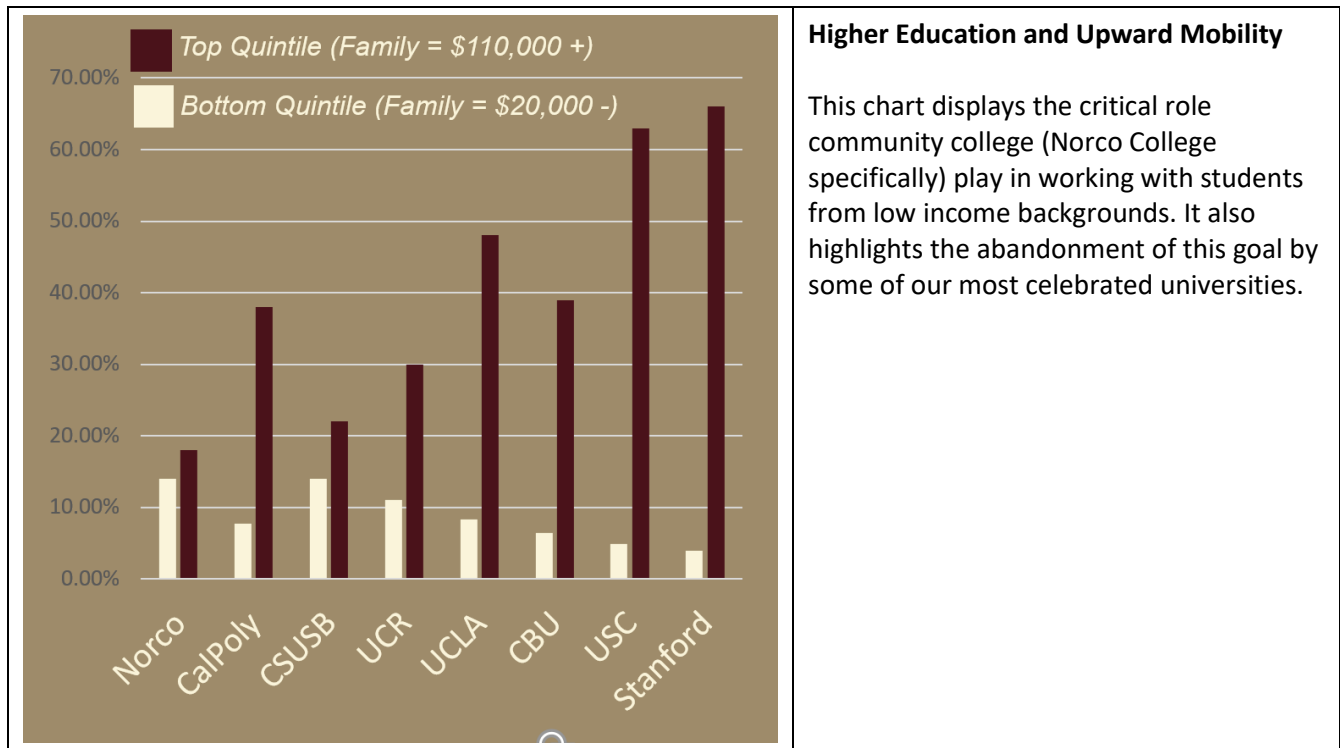
Access	Providing open admissions and comprehensive educational opportunities for all students.
Mutual Respect	Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.
Collegiality	Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated.
Inclusiveness	Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions.
Equity	Providing an opportunity for growth and realization of potential in each person without bias, unfair policies, programs, and practices. Engineering and sustaining an environment where student success is realized by all groups with proportionate outcomes.
Integrity	Maintaining an open, honest, and ethical environment.
Quality	Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.
Environmental Stewardship	Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among students.
Student Success	Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.
Innovation	Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community.
Civic Engagement	Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco programs and services to the external community.
Expertise	Committing to ongoing improvement of teaching, service and leadership as core institutional skills.

Chapter 2: Student Transformation (Strategic Direction 1)

We will change the trajectory of our students' lives...

The community college mission is central to the overarching mission of higher education and central to the core ideal of upward mobility in American society. Upward mobility is the idea that working hard in the U.S. will lead to opportunity and realization of the American Dream. For more than two centuries this idea has been a central theme in the American experiment, motivating millions of immigrants and natural born citizens alike. As the 20th century matured in the U.S., higher education became a critical part of the upward mobility ideal, with many national leaders suggesting that the hard work individuals need to do, should include the pursuit of a college degree. The promise for a hundred years and counting in the U.S. has been that a college degree will lead to the American Dream. If you want to be successful in the U.S. go to college.

Higher education has emerged as a presumed bridge to mobility in the U.S., but many of our most celebrated colleges and universities in the U.S. have built systems that perpetuate stagnation rather than stimulate significant mobility. Consider the chart below.

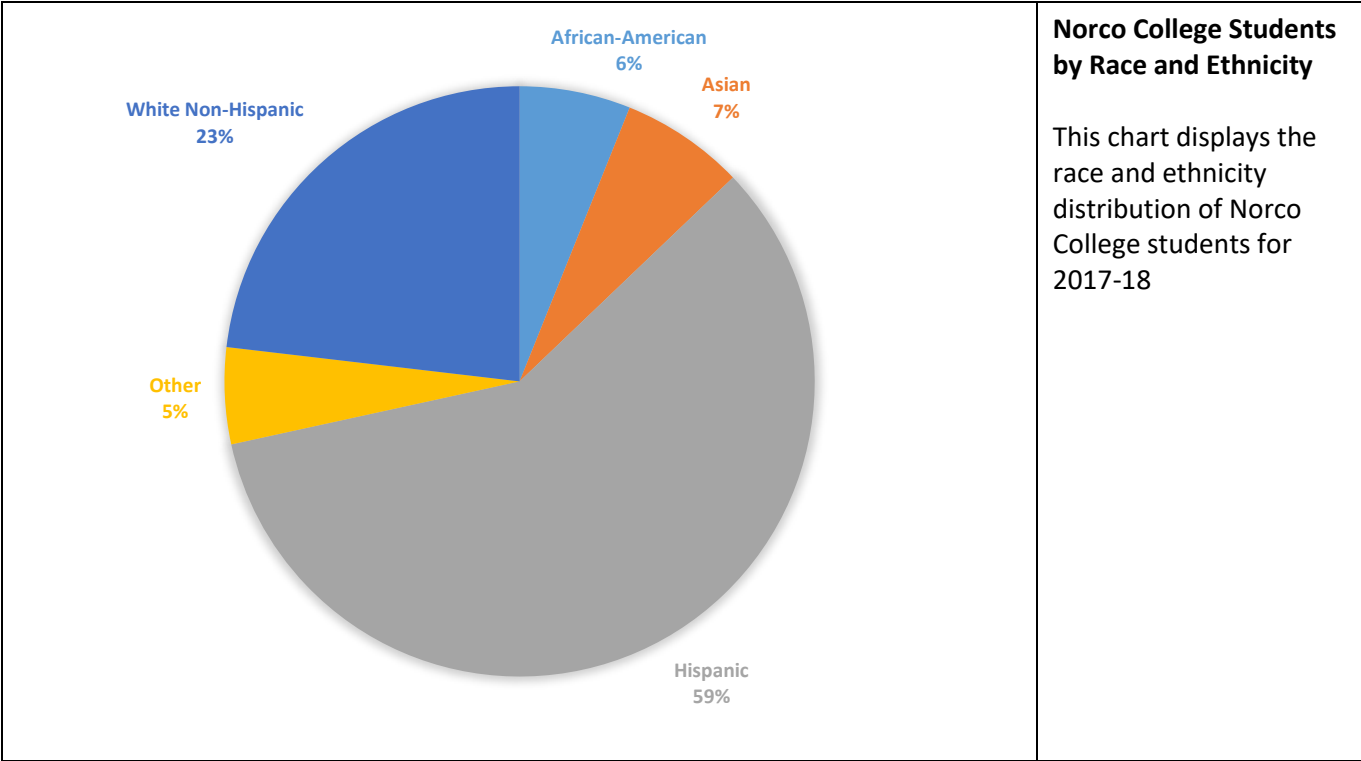


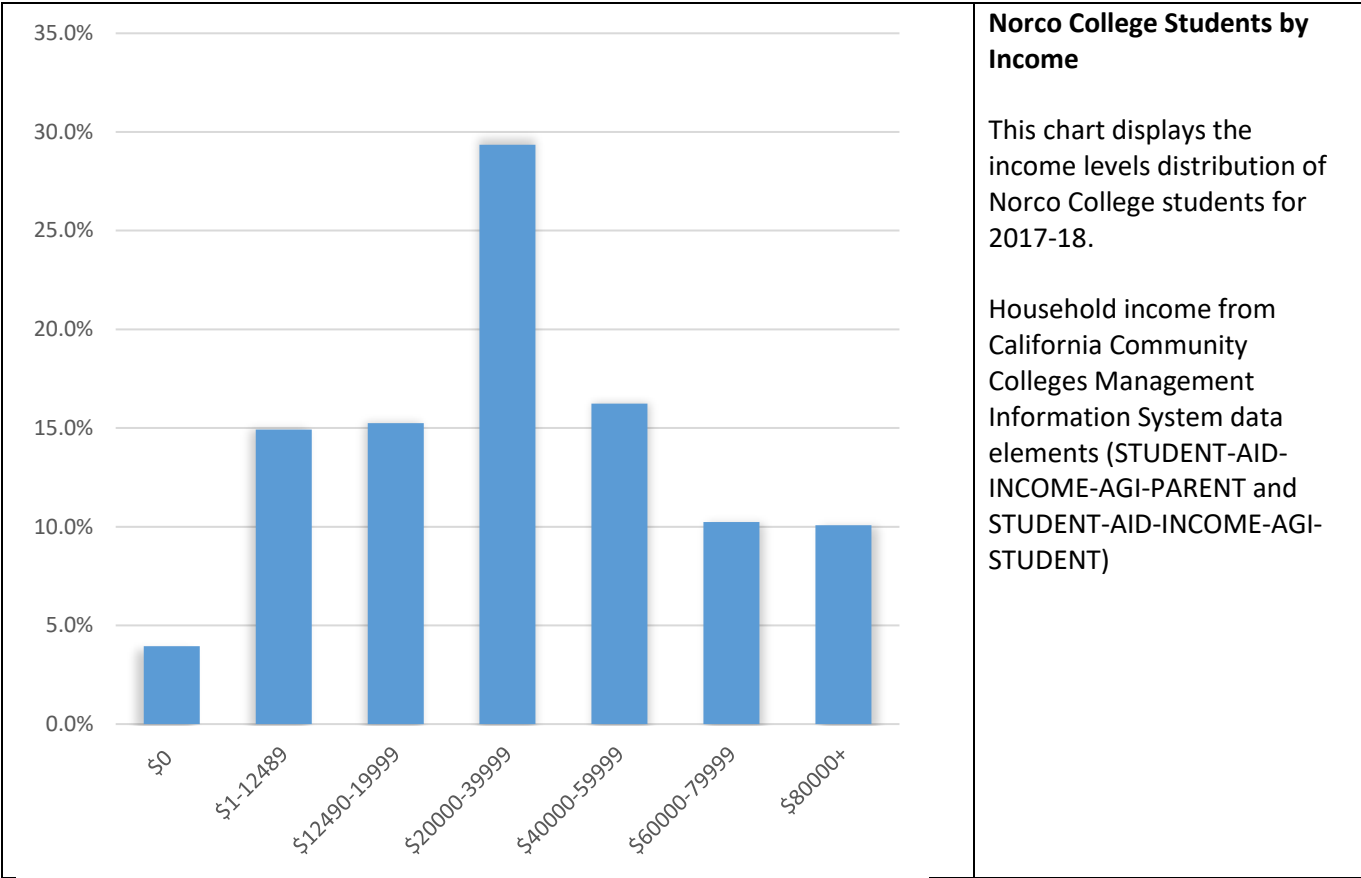
Elite universities and colleges are the most celebrated institutions in higher education. However, analysis of the students they serve points to a significant problem. They are mostly in the business of perpetuating existing structures of power and class in society rather than working with students who wish to find access to the American Dream through education. Stanford and USC, two elite universities in California for example have student bodies where over 60% originate from families in the top quintile of income in the U.S. and less than 5% originate from families in the bottom quintile. They are literally taking students from more privileged backgrounds and helping the children of those families maintain their privilege in society. And the corollary is equally true. They are systematically excluding students from the poorest families in American, and therefore contributing to the documented decline of upward mobility in the U.S.

The institutions that are on the forefront of building bridges for low income families to access the middle class are community colleges. As the chart above indicates, community colleges are open access institutions working with students who have had the academic odds stacked against them likely from birth. We work with students from historically underserved communities, students from families with recent immigrant histories, students from cycles of low income and poverty, students from families with little or no college-going tradition. When we are successful with our students, the affect is often (not rarely) life altering. Our success stories change the trajectory of students’ lives. The work we do is vital to the fabric of society, it is highly complicated and difficult work, and it is truly admirable.

Description of Norco College Students

Norco College serves students from a diverse range of backgrounds. In the 2018-19 year, NC served over 15,000 students, most of them with the characteristics described above. Some of our students come to us with strong academic preparation and traditions, but most of our students come from backgrounds with the academic odds stacked against them.





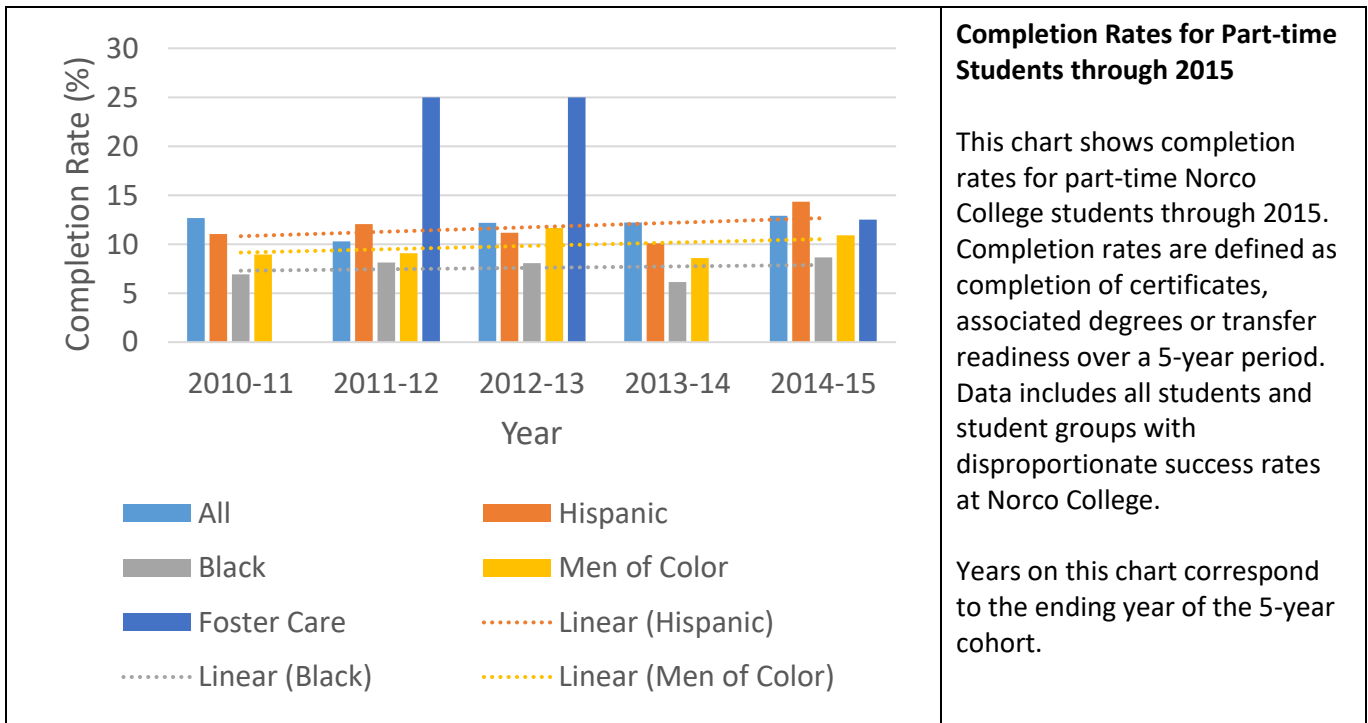
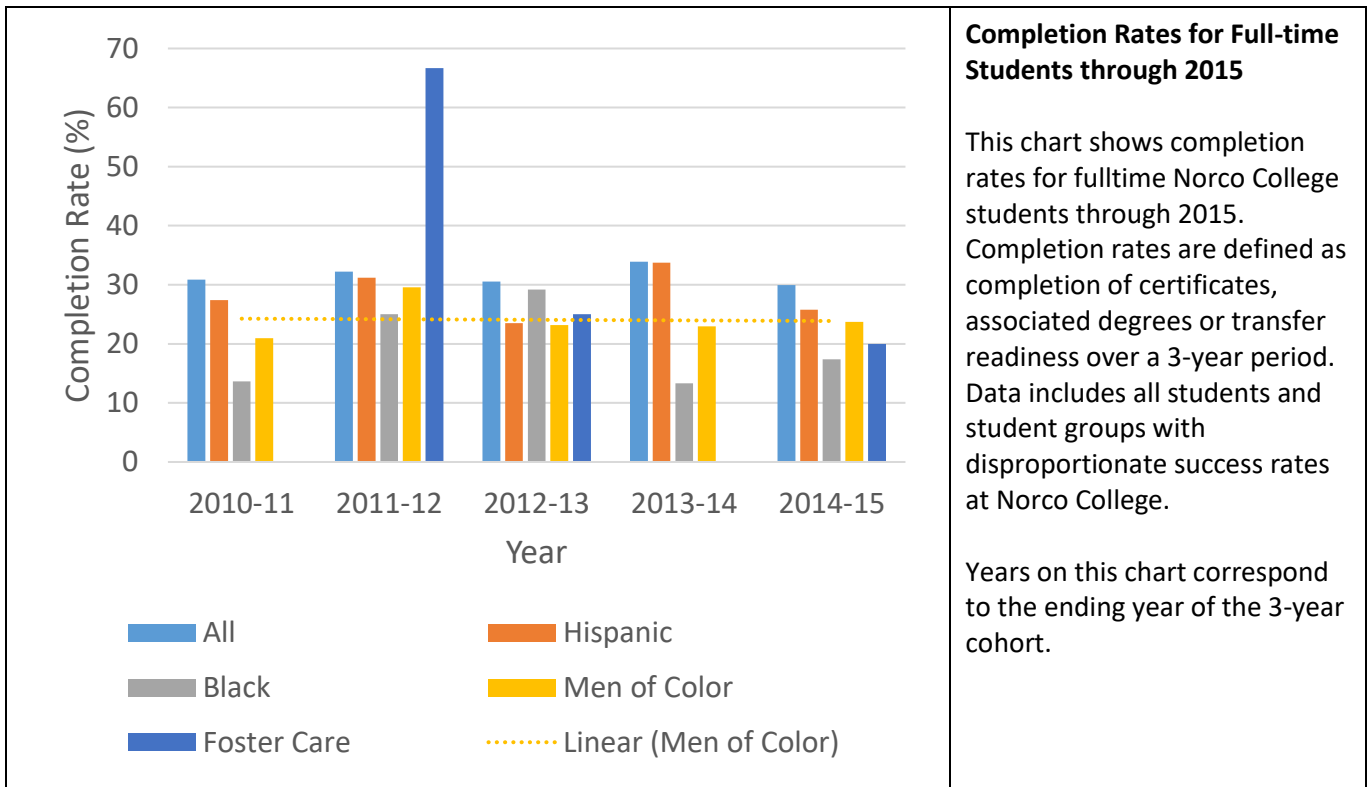
Norco College Students by Income

This chart displays the income levels distribution of Norco College students for 2017-18.

Household income from California Community Colleges Management Information System data elements (STUDENT-AID-INCOME-AGI-PARENT and STUDENT-AID-INCOME-AGI-STUDENT)

The Completion Initiative

In 2015, Norco College conducted an intensive study on student success rates. We wanted to see how successful we were in re-stacking the odds in our students’ favor to help them find academic success. The results of the study drew significant concerns. In 2015, we found that only 243 out of 2,474 students successfully achieved transfer readiness or completed their certificate/degree within a four-year time frame. This means that 2,231 students failed to achieve their academic goals. And when these results were analyzed by specific at-risk groups, African Americans, Hispanics, men of color, and students from the Foster Care system showed even smaller success rates.



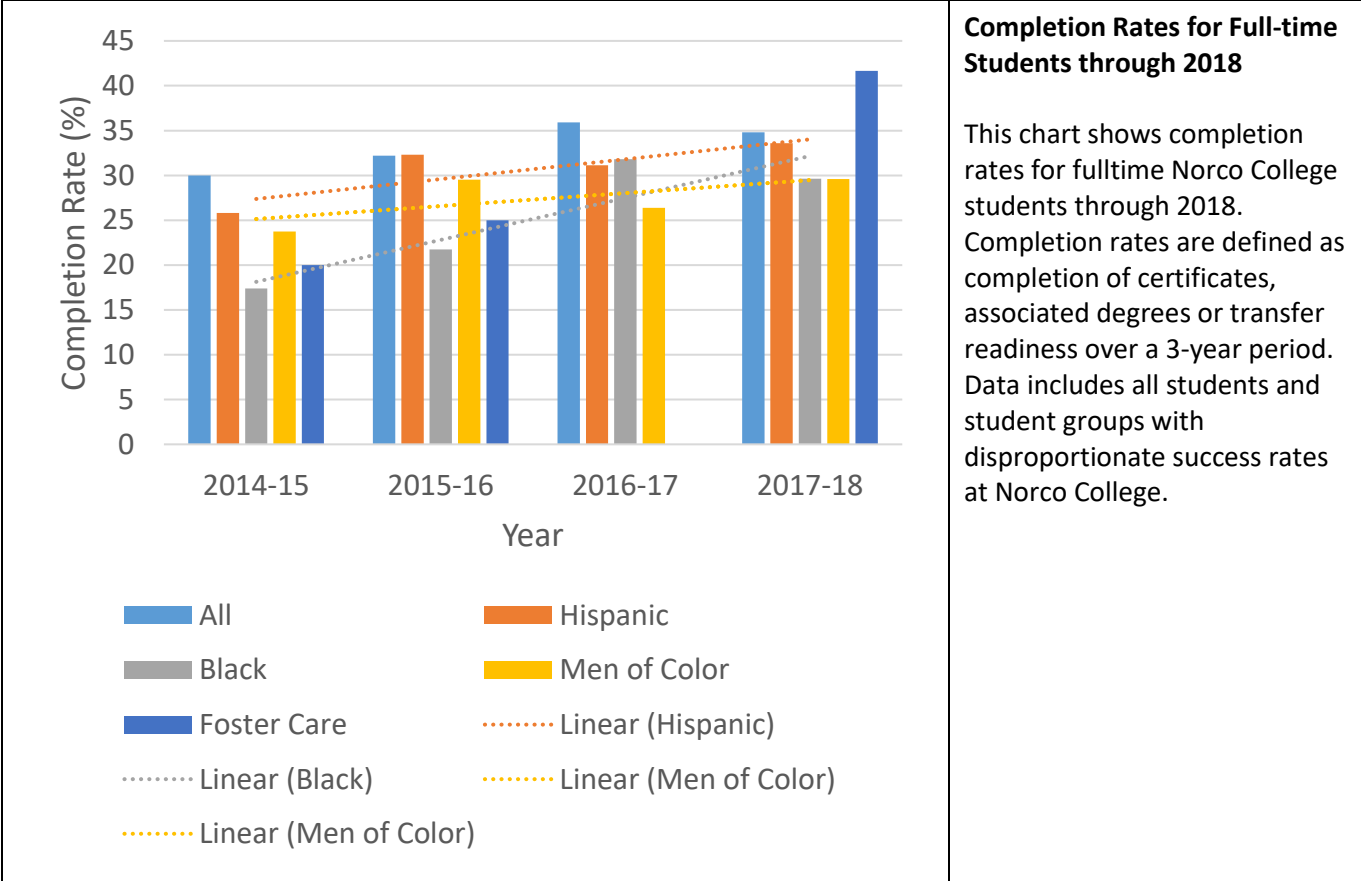
With these success numbers, Norco College responded by organizing in a serious way with the Completion Initiative. The Initiative was primarily led by faculty with support from managers and classified staff. The group began by looking for best practices solutions and settled on an ambitious strategy, eventually merging with the state’s Guided Pathways strategy. Between 2015 and spring 2019, the workgroup around the Completion Initiative completed the following major activities:

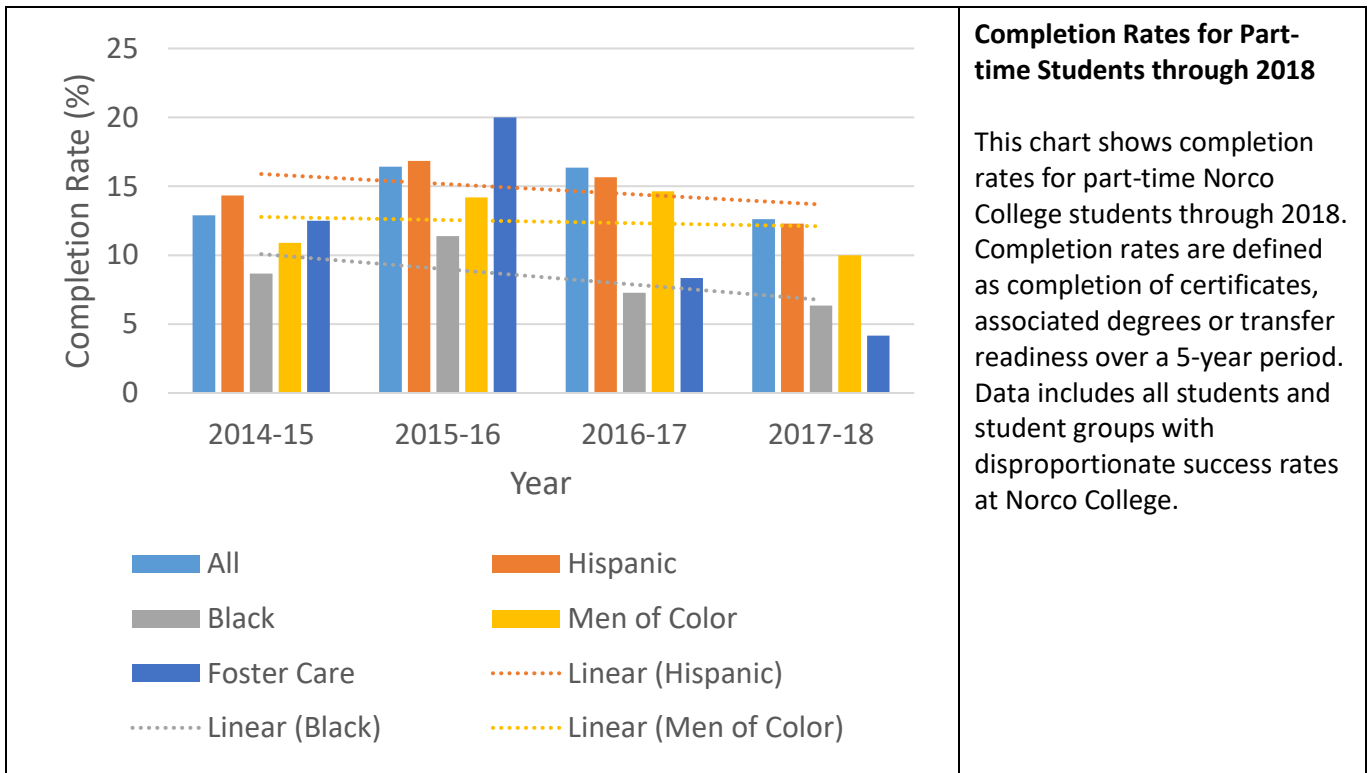
- Formed meta majors and four corresponding schools
- Embarked on college-wide effort to increase the number of students earning degrees or certificates within a four-year period.
- Developed program maps of all ADTs, AOE's, and CTE pathways (yearly review cycle implemented)
- Established educational advisors and face-to-face education planning at the time of assessment
- Launched career assessment (True Colors) and integrated into onboarding
- Launched faculty advisors
- Hired and trained student success coaches
- Hired and trained school ambassadors
- Hired and trained peer mentors for disproportionately impacted populations (men of color, foster youth, Umoja, Puente).
- Distributed pathway plans to all Summer Advantage students and Welcome Day students
- Started EduNav rollout
- Implemented GradGuru
- Developed Success Teams
- Identified students in Schools by major
- Launched First Year Experience Program
- Redesigned learning community for African American students (Umoja)
- Developed college-wide professional development plan around Guided Pathways and Equity
- Organized faculty retreats focused on "Equity-Mindedness"
- Organized equity summits
- Developed trailheads for ADTs
- Modified onboarding (continuing to modify)
- Developed concept and plan for success teams
- Attended external professional development opportunities for faculty and staff (Center for Urban Education Equity Institutes, RP's Leading from the Middle Academies)
- Organized school-based activities
- Joined the California Guided Pathways movement
- Implemented the Multiple Measures Assessment Project
- Integrated the Chancellor's Vision for Success into our strategic plan
- Implemented Assembly Bill 705, eliminating basic skills courses
- Merged Norco's CI with statewide GP
- Expanded Summer Advantage program

With the implementation of this work, some of the trend lines for student completion are starting to move in a positive direction. Completion rates for full-time students have shown some positive trends over the past four years as compared to previous trends. Hispanic and African-American students have all modestly, but steadily increased when looking at patterns between 2014 and 2018. In comparison to all other students, Hispanic students are closing gaps in completion. Men of color have increased positive changes in the previous four years also. Four-year trends for this student subgroup have increased the slope upward of the trend line, whereas in the previous four years the trend line was virtually flat. Foster youth students have sample sizes ranging between 1-24 which accounts for the volatility in rates, which, unfortunately yields less valid outcomes from which to surmise overall completion trends.

In contrast, part-time students have not exhibited the same positive trends as full-time students when comparing the same student subgroups. Between 2010 and 2014 Hispanic, Black, and men of color were

relatively flat. Between 2014-18, men of color remained relatively flat over the four-year period, however, Hispanic and Black students showed a downward trend in completion rates.





Guided Pathways

As we move forward with our Educational Master Plan, our goal is to expand our work in the areas of equitable student success. This will require work in four critical endeavors: access, completion, equity, and professional development.

The region’s college-going rate is lower than our surrounding communities, particularly Orange, Los Angeles, and San Diego Counties. Norco College intends to take a leadership role in changing this rate. A first step in transforming students’ lives is to convince them to attend college. We will do so through a range of access strategies. Some of these are already in place (dual enrollment, veteran’s education, inmate education, foster care programs, apprenticeship programs, etc.) and some need to be developed over the next several years (opt-out HS/college admissions, additional high school partnerships with wrap around services to support expanded dual enrollment, new academic programs, etc.).

Once students are enrolled in college an alarming number drop out or stop out before completing a degree, certificate, transfer readiness. To change this we will use a range of completion strategies built on a guided pathways framework. Our implementation of guided pathways is maturing with more than three years of planning and implementation behind us. However, there is significant work to do to ensure that the framework is built out. Major future projects include: 1) conversion to case management counseling located in school-based (meta major) cross-functional success teams; 2) systems development and integration to support student tracking and intervention along their entire pathway; and 3) implement a professional development framework to support excellence in teaching, service, and leadership.

A dynamic, vibrant, and utilized library and learning resource center is essential for student learning, growth, success, equity, and completion. The library and learning resource center provides students with quality research instruction, resources, and services that create long-term research skills and learning strategies to

enable student success throughout their entire academic careers. Data shows that library skills instruction, tutoring, and Supplemental Instruction significantly increase student grades and promote completion. Library sponsored events serve to encourage student engagement and extend library and learning center services and resources to a wider range of college community stakeholders. All of these services are integral to equitable access and student success.

Access and completion must be experienced equitably across every student demographic group. While several groups are finding success, a few are not finding success at the same rate as their peers. These include men of color, foster youth, Hispanics, and African American students. To change this we will use a range of equity strategies.

Challenges

There are several significant barriers that stand in the way of these goals. First, many of our students face socializing agents that make it difficult to succeed. While they come from families who love them deeply, higher education is often undervalued by the people who are closest to them. This makes the already difficult journey of pursuing a college degree even more complicated. Second, many of our business practices and systems need to be re-engineered. Our pedagogy, hiring, onboarding, customer service, hours of operation and much more must be evaluated and changed where appropriate if we are to achieve these goals. Finally, we must eliminate the anonymity that most of our students experience. Too many of them move through Norco College in an experience where the college community knows very little about their personal journey. As a result, the college is not able to communicate with them in ways that have specific knowledge about their journey.

SWOT

Strengths: <ul style="list-style-type: none"> • Completion Initiative/Guided Pathways well underway • Strong equity plan • College reorg completed • Student completion numbers are beginning to move • CSU transfer rates are strong • Have funding resources for PD 	Weaknesses: <ul style="list-style-type: none"> • Need to ID resources to fund all of Guided Pathways implementation • Some completion rates are flat or declining • UC and private transfer rates are weak 	SWOT Summary: Student Transformation This chart displays a SWOT analysis summarizing the strengths, weaknesses, opportunities and threats relative to student transformation. Strengths are internal attributes and resources that support a successful outcome. Weaknesses are internal attributes and resources that could work against a successful outcome. Opportunities are external factors that the NC can capitalize on or use to our advantage. Threats are external factors that could jeopardize NC's success. ¹
Opportunities: <ul style="list-style-type: none"> • Strong relationship with USDs • Help students find their 'Why' (career goal) earlier • Transfer agreements with universities • Work-based learning opportunities for more students • CRC is active partners on inmate access issues 	Threats: <ul style="list-style-type: none"> • Low college going rate in region • Low college attainment in region • NC decisions often delayed by District or the requirement to reach agreement with other two colleges • Key technology implementations are stalled while new enterprise system (ERP) is being installed 	

This is extremely important work. As national trends continue to show class-related stagnation, community colleges must find success. The promise of social mobility is central to the idea of America and this idea rests on the institutions that build and sustain pathways to mobility. Community colleges are more central to this work than any other institution of higher education. We need to build an institution of higher education that restacks the odds in our students' favor. We need to reframe who our students are from an asset's perspective rather than a deficits perspective, recognizing their linguistic, cultural, and economic fluencies as strengths that are needed in an interconnected and diverse world.

2030 Goals for Strategic Direction #1

There are 13 goals in the College educational master plan. Goals 1-4 are attached to Strategic Direction #1

Strategic Direction 1: Student Transformation		
Goal #	Topic	Goal Statement
1	Access	Expand college access by doubling current headcount and FTES.
2	Guided Pathways	Improve 4-year completion rates by flipping the "20/80 to 80/20."
3	Equity	Close all student equity gaps.
4	Professional Development	Implement PD around GP and equity framework; foster a culture of ongoing improvement.

¹ Definitions pulled from <https://searchcio.techtarget.com/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threats-analysis>.

Strategic Direction 2: Regional Transformation		
Goal #	Topic	Goal Statement
5	Regional Organization	Help establish a distinct regional identity and organization.
6	Workforce and Economic Development	Reduce working poverty and the skills gap.
7	Community Development	Host initiatives that impact regional development.

Strategic Direction 3: College Transformation		
Goal #	Topic	Goal Statement
8	Programs	Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
9	Effectiveness, Planning, and Governance	Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
10	Workforce	Expand workforce to support comprehensive college and develop/sustain an excellent workplace culture.
11	Facilities	Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
12	Operations	Implement professional, intuitive, and technology-enhanced systems.
13	Resources	Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

Vision for Strategic Direction #1: Student Transformation

Individuals considering college and organizations with members considering college (families, high schools, employers) in our region will have strong awareness of Norco College. Students who decide to attend Norco College will find an intuitive and easy onboarding process. With support from NC staff, students will choose a program of study in their first year informed by career and academic interests. They will enter a pathway of study with milestones that are clearly defined from the first day of college to the first day of their careers. Students will be embraced along their pathway by nurturing people and resources that support equitable progress along all pathways. As students graduate, they will maintain a relationship with Norco College, helping us build our vision for future students.

Chapter 3: Regional Transformation (Strategic Direction 2)

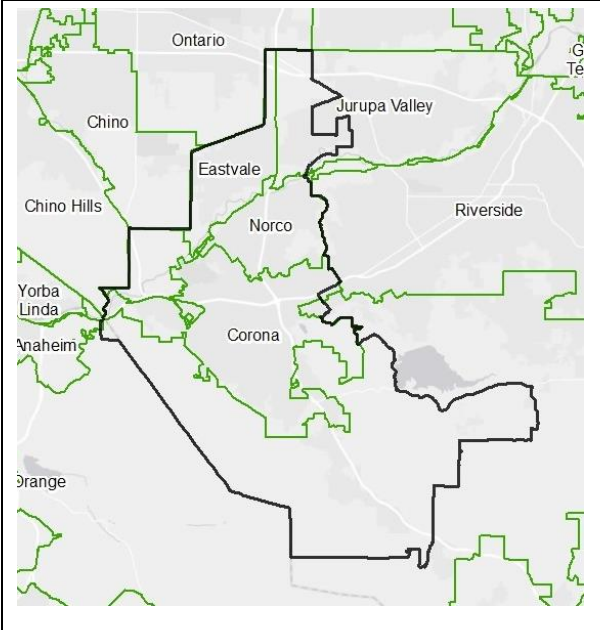
We will stimulate academic, economic, and social development in our service area...

Norco College's commitment to regional transformation comes from the recognition that community colleges have a distinct mission from other institutions of higher education. "Community" colleges have defined areas in which they are expected to have developmental significance and influence. This emphasis is found in the state mission for community colleges, the state chancellor's Vision for Success, the RCCD mission and Norco College's mission. Norco College recognizes this aspect of our mission and believes we need to pay particular attention to it as we are the only institution of higher education in our service area. There is no other California community college, CSU, UC or significant private university in the entire service area. In many respects, this means our service area needs us to be highly engaged and extremely effective in the work of regional transformation, with initiatives in academic, economic, workforce, social, and culture development.

Description of Our Region or Service Area

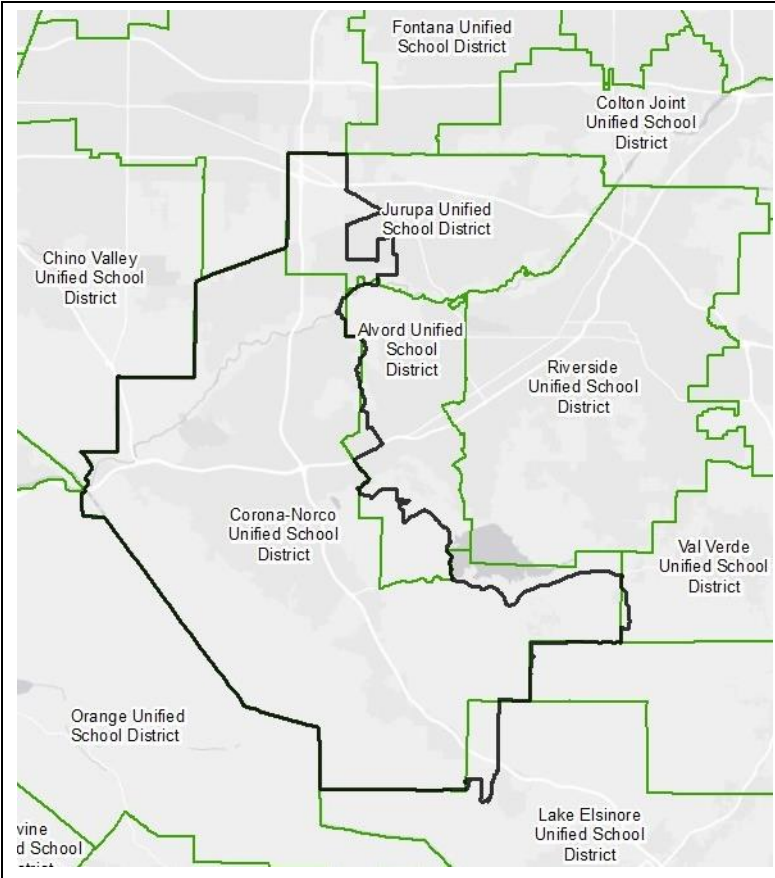
In the Summer of 2018, the RCCD District Strategic Planning Committee (DSPC) conducted a regional scan. The comprehensive scan looked at several elements including the distribution of students across the District and which colleges they primarily attend. This led to a study of the service areas for each region. Service areas were determined by taking district enrollment data over the past four years and assessing which college students had taken the majority of their units. After this was calculated, student addresses were geo-located to each census block within the entire district boundaries. The boundaries for each college were then charted by each college assigning census blocks based to one of the three college service areas based on student attendance by census block. For example, if the majority of students over a four year period from "Census Block A" completed most of their units at Moreno Valley College, "Census Block A" was designated as part of MVC's service area. While students do attend all three colleges from census blocks outside the RCCD boundaries, none of these blocks were factored into the analysis of service areas.

The Norco College service area extends along the 15 freeway from as far north as the 60/15 interchange and south to nearly the Lake Elsinore border. The service area encompasses the communities on the east and west side of the 15, including parts of Jurupa Valley, Eastvale, Norco, Corona, La Sierra, South Corona Temescal Valley and intermittent unincorporated areas of Riverside County. The service area includes three unified school districts, several state or federal legislative offices, five chambers of commerce, and a range of civic organizations. A complex web of private, civic, government, and nonprofit entities intersect the 162 square mile region.



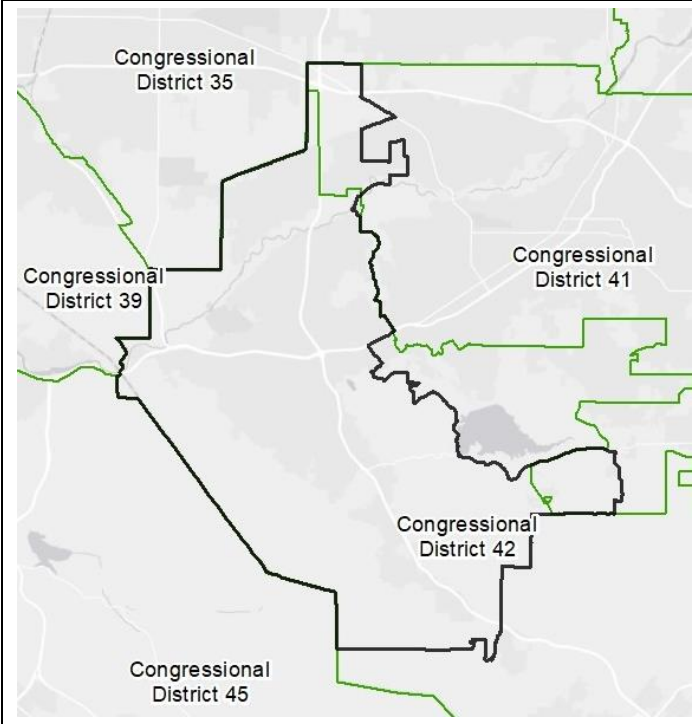
Norco College Service Area with Cities

This map displays the Norco College service area (black border) with the cities that are included in the service area (green borders). Boundaries are defined by the 2016 census.



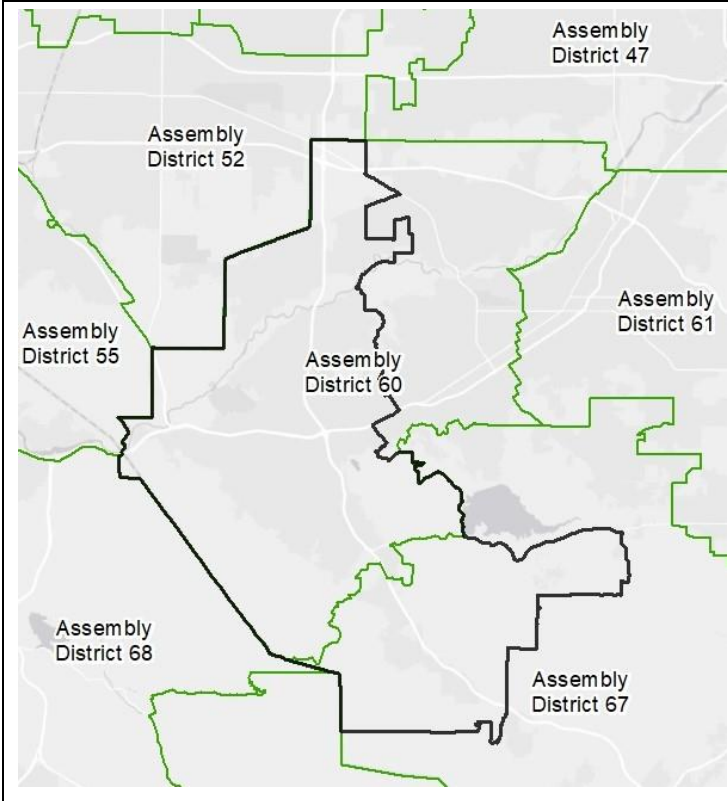
Norco College Service Area with Unified School Districts

This map displays the Norco College service area (black border) with the unified school districts that are included in the service area (green borders). Boundaries are defined by the 2016 census.



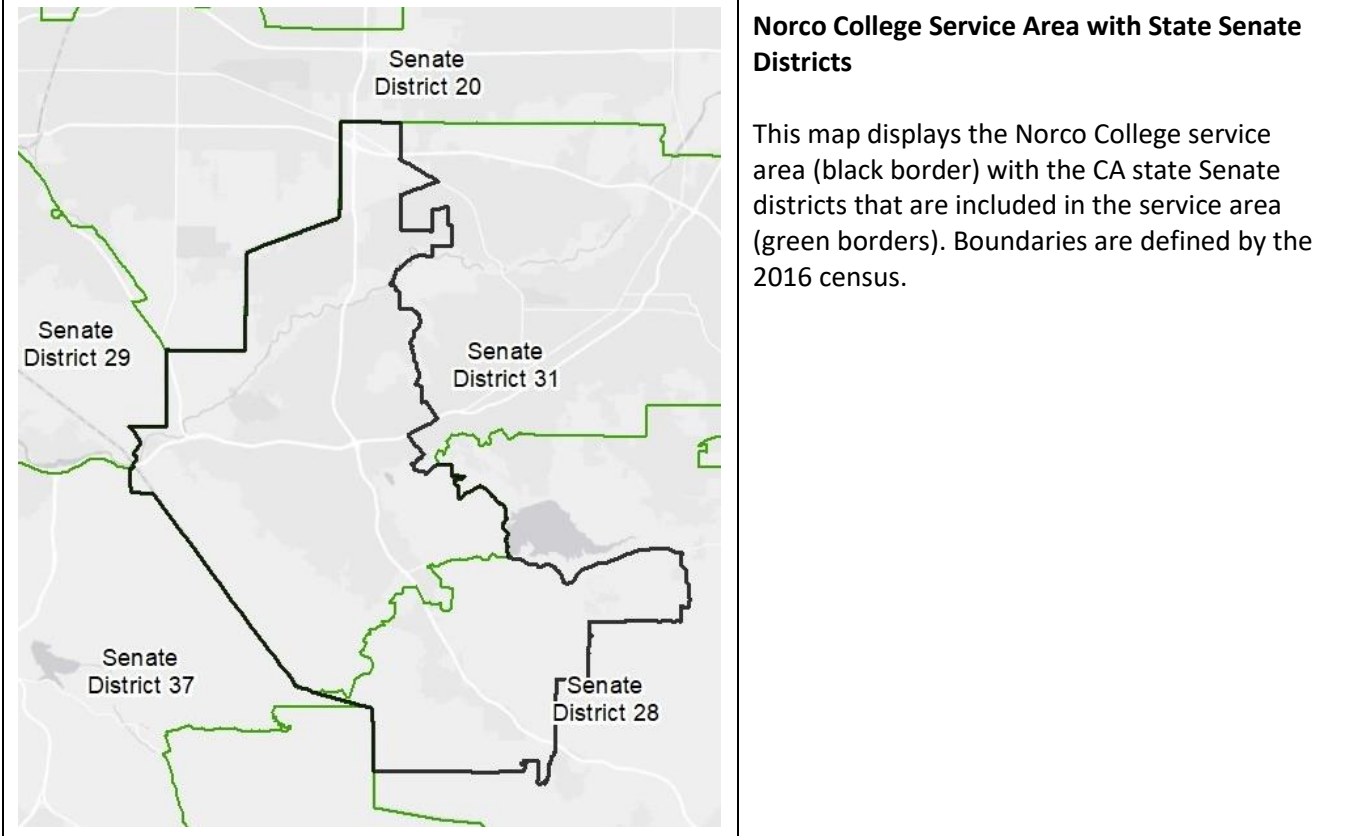
Norco College Service Area with U.S. Congressional Districts

This map displays the Norco College service area (black border) with the U.S. Congressional Districts (green borders). Boundaries are defined by the 2016 census.

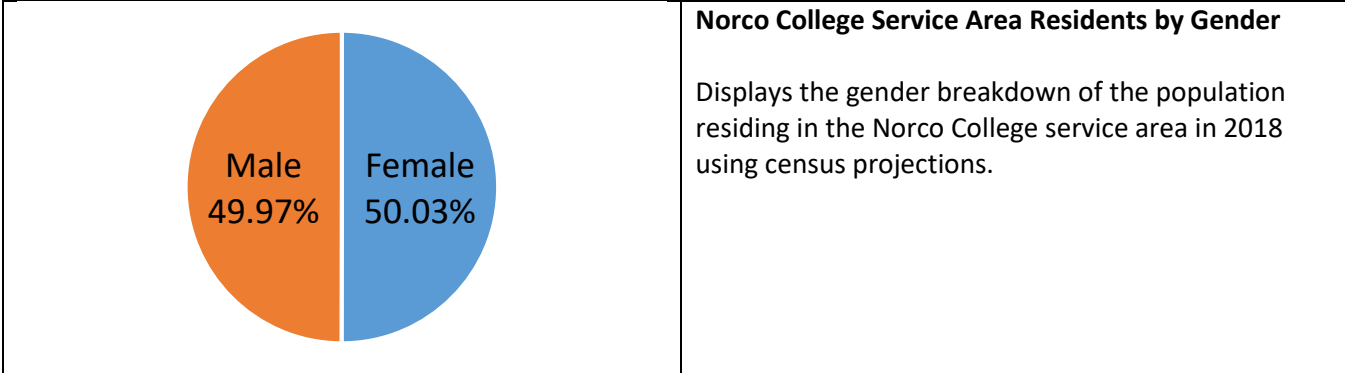


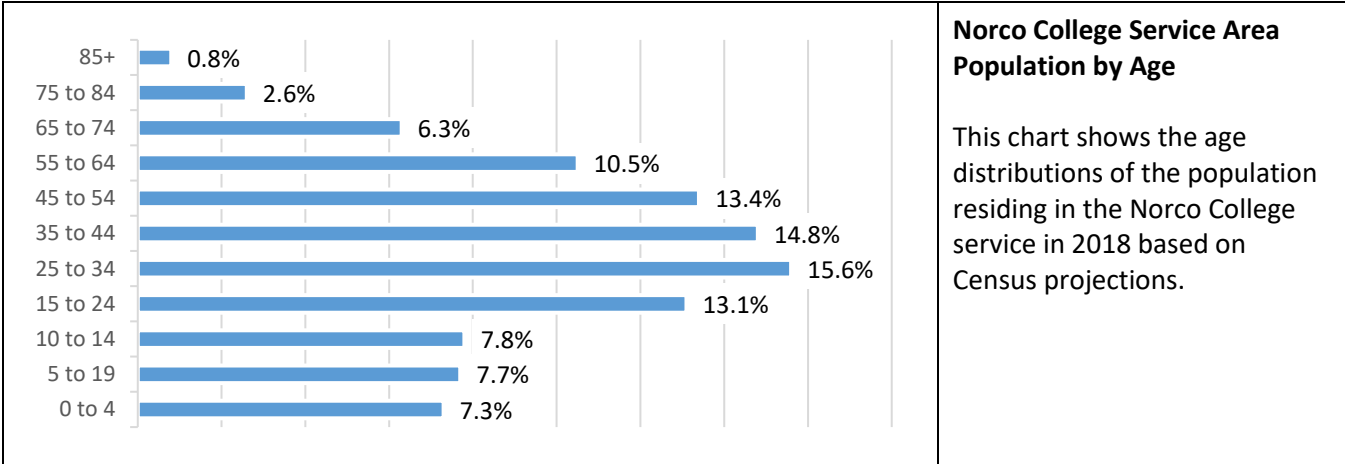
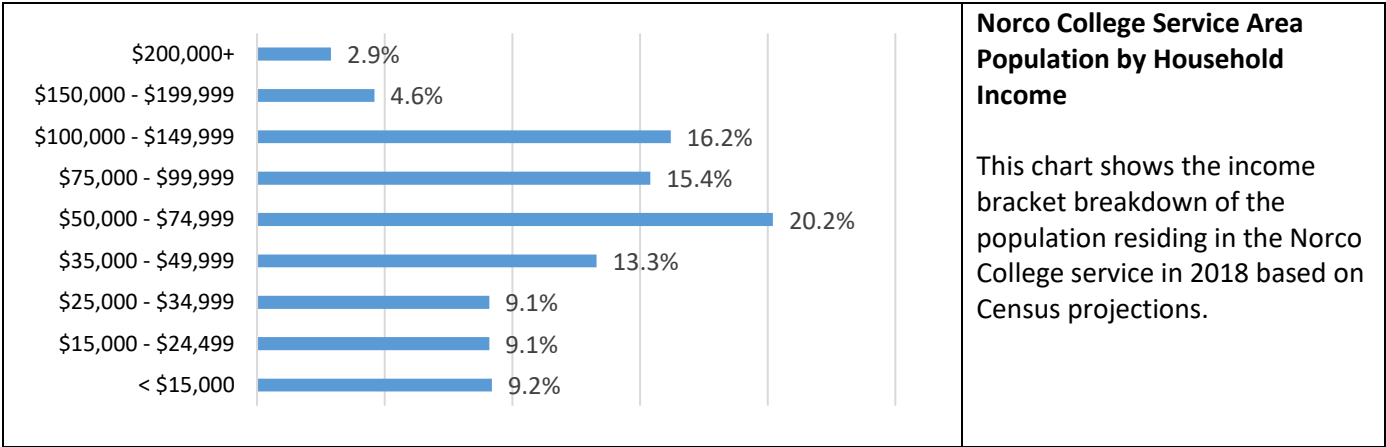
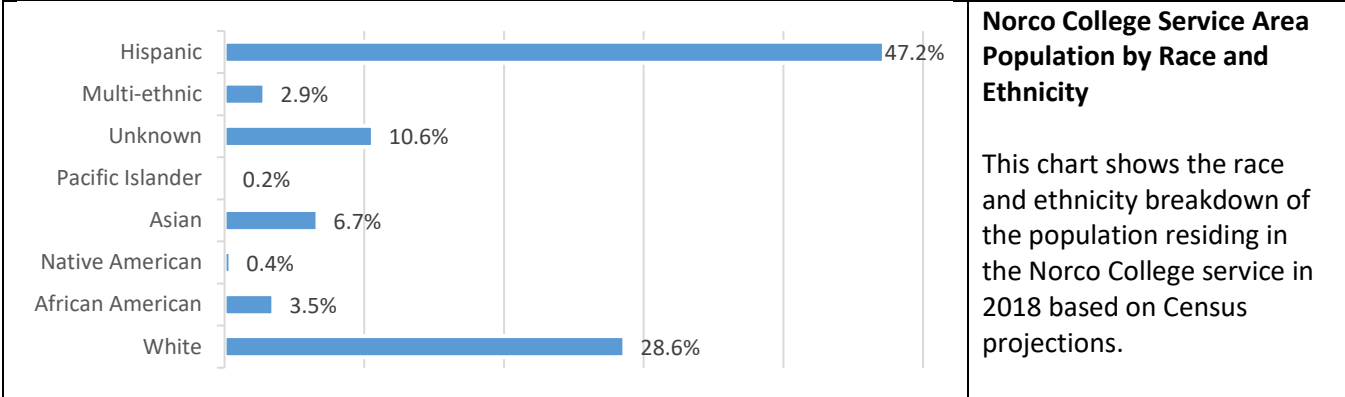
Norco College Service Area with State Assembly Districts

This map displays the Norco College service area (black border) with the state Assembly districts that are included in the service area (green borders). Boundaries are defined by the 2016 census.



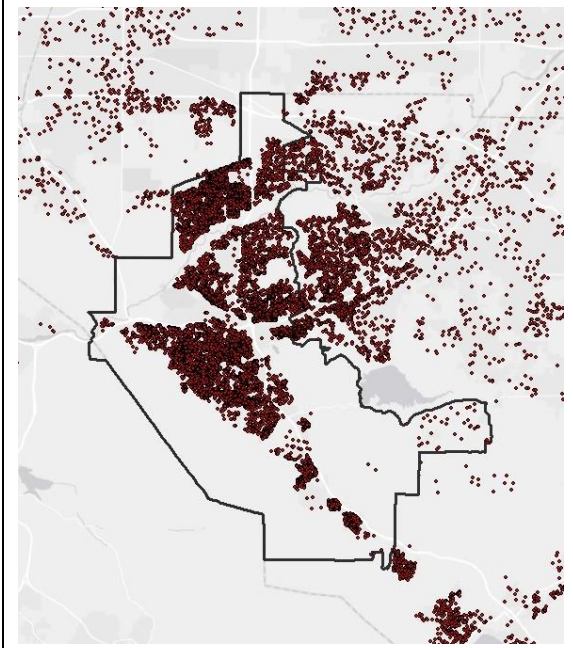
As of 2016, approximately 306,846 residents live in the service area. The demographics of the service area show a fairly even split between males and females with the latter having a slight majority. In terms of ethnicity, residents in the service area are primarily Hispanic at 47.2% of the population, followed by Caucasians at 28.6%. Trailing relatively far behind these two ethnic groups are Asian, African-American and multi-ethnic at 6.7%, 3.5%, and 2.9%, respectively. Household income distribution for the service area indicates that the majority of households make over \$50,000 annually, however, about one quarter of the households make less than \$50,000 annually. The age of residents within the service area demonstrates a relatively normal distribution with the largest age group 25 to 34. College-age residents within the service area are less than 13% of all residents.





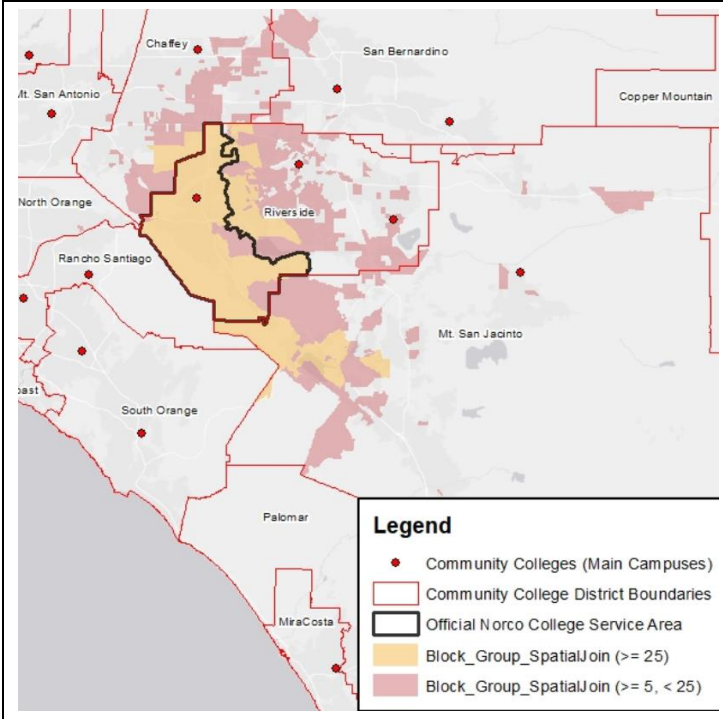
Where Students Live in our Service Area

Norco College students are themselves diverse (see Strategic Direction 1 narrative), reflecting the mix of groups found throughout the service area. Most of the NC students come from immediately inside the service area, but a significant degree travel to the college from outside our service area. The largest populations from outside the Norco College service area come from the Chaffey College district, the Mt. San Jacinto District and the Riverside City College service area.



Norco College Service Area and Student Distribution

This chart shows the distribution of students across the Norco College service. Displays the Norco College service area with student home addresses. The black line outlines the Norco College service area and the maroon points represent student addresses. The student addresses are compiled over the past five years (Fall 2013 – Spring 2018). Due to matching limitations, the above data represents about a third of all student addresses over this period.



Norco College Service Area and Student Distribution

This chart shows the college service area, the location of the campus, and the surrounding community college district boundaries. The yellow areas indicate where the highest concentration of students come from. The pink areas indicate where lower concentrations of students come from.

Top 20 Student Zip Codes and Cities (Unduplicated Headcount)				
Rank	# of Students	Zip Code	City/Area	
1	1873	92882	Corona	
2	1795	92880	Corona, Eastvale	
3	1431	92879	Corona	
4	1060	92503	Riverside	

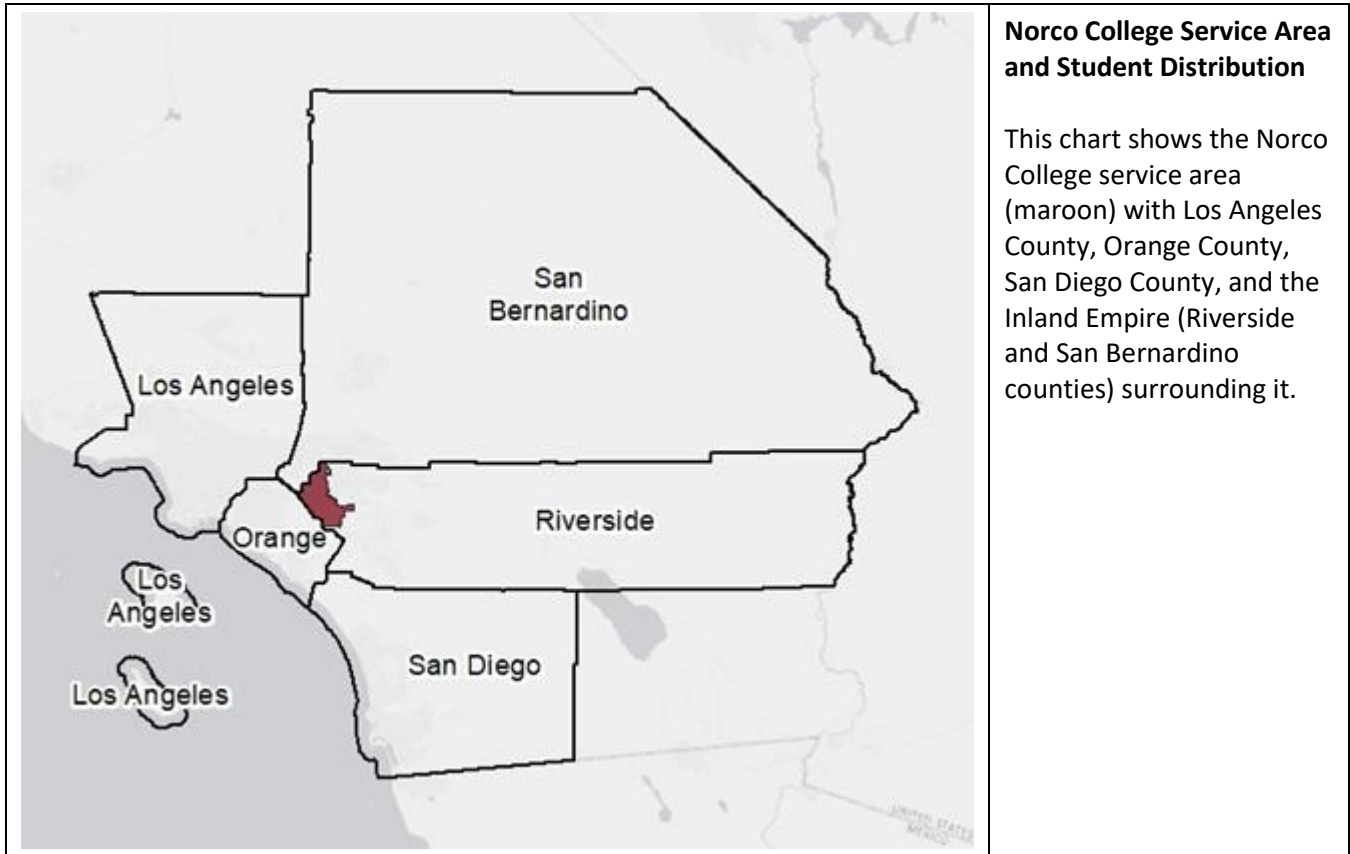
5	873	92881	Corona
6	840	92505	Riverside
7	831	92860	Norco
8	661	92883	Corona, Temescal Valley
9	634	91752	Mira Loma, Eastvale, Jurupa Valley
10	597	92509	Riverside, Jurupa Valley
11	346	92504	Riverside
12	315	92530	Lake Elsinore
13	205	92507	Riverside
14	188	91761	Ontario
15	181	92506	Riverside
16	175	92553	Moreno Valley
17	174	92508	Riverside
18	146	92557	Moreno Valley
19	142	92570	Perris, Lake Mathews
20	138	92555	Moreno Valley, Rancho Belago

The majority of Norco College students are coming from residences in zip codes that are central to Corona, Eastvale, Norco, and the western portion of Riverside. These zip codes center around the interchange of the 91 and 15 Interstates. The zip codes with smaller student populations (lines 11-20) indicate that residences are equally distributed to the southern portion of Corona and the southeastern portion of Riverside with some portions of Ontario, Moreno Valley and Lake Matthews.

On the Edge of Economic Growth

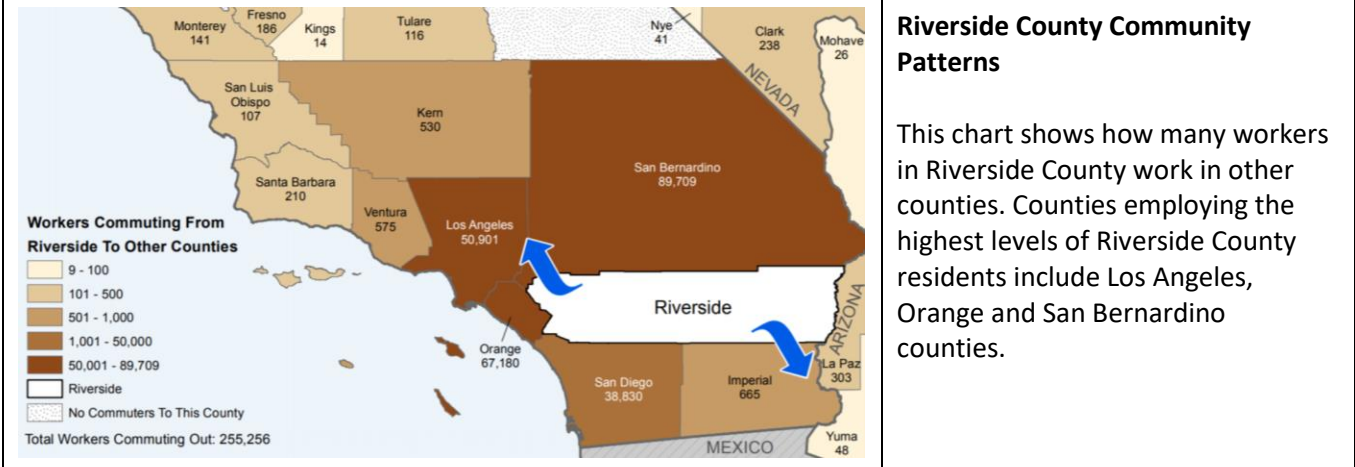
The Norco College service area has had a long agricultural and rural history. From the hunter-gatherers of the Luiseño and Gabrielino peoples, through the Spanish colonization period of the region, and into the western expansion of the U.S., the region has been characterized by open and fertile spaces. In the region’s more recent history, citrus, dairy, poultry, and assorted crops dominated the local economies. Through the late 20th century and into the early 21st century, the rural and agricultural character of the region persisted, even as urbanization pushed most farming out of Southern California’s coastal counties.

To a large extent, the late 20th and early 21st century history of our service area has been about living in a somewhat rural area on the edge of major urbanization. The Norco College service area is surrounded by some of the world’s largest urban areas—Los Angeles County (10.2 million residents), Orange County (3.2 million residents), San Diego County (3.3 million residents) and the Inland Empire (4.6 million residents).



Norco College’s service area has been on the edge of four major economies for decades without experiencing too much influence from them. But slowly and steadily, these markets have extended their influence (and opportunity) to the region. In 1995, Interstate 15 dramatically expanded the corridor between San Diego, through our area extending north into the Inland Empire. In 2004 the 91 freeway expanded the corridor from Los Angeles, through Orange County, through our service area and deep into the Inland Empire. More recently, the 91 was again expanded in the heart of our service area totaling over a \$1.9 billion infrastructure effort to improve critical bottlenecks. These have had the impact of making our region more accessible to people who work in these other markets and many have used this access to find less expensive housing. In fact, according to the 2010 U.S. Census Bureau’s American Community Survey, Riverside County has 586,265 workers and each morning, 255,256 of those workers commute to a job outside of the county. This means that over 43% of working adults in the county commute to a destination outside the county, and the percentage is likely higher in the Norco College service area given our proximity to Los Angeles and Orange Counties².

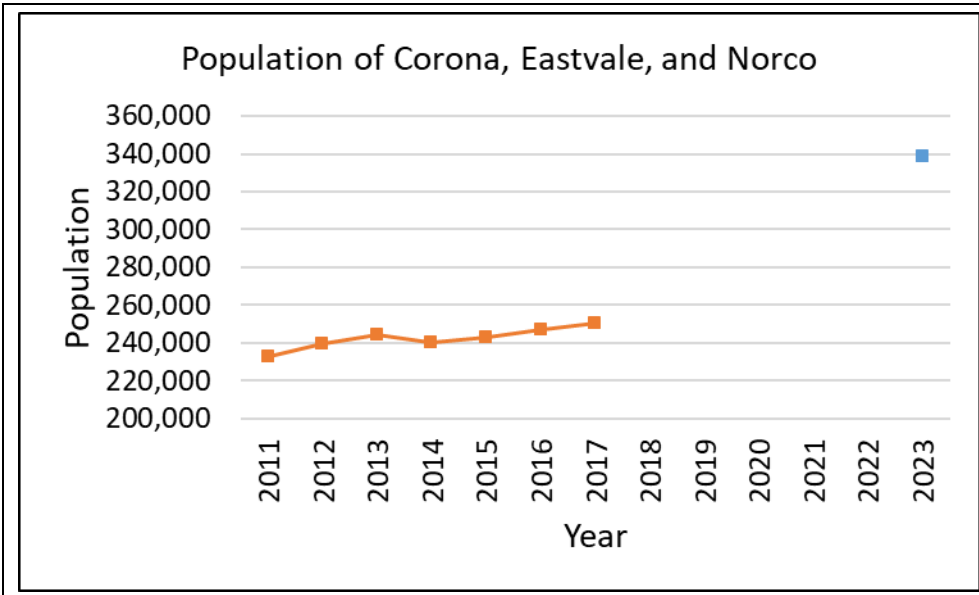
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Riverside County Community Patterns

This chart shows how many workers in Riverside County work in other counties. Counties employing the highest levels of Riverside County residents include Los Angeles, Orange and San Bernardino counties.

Our proximity to these large markets (LA, Orange, San Diego and Inland Empire) and their rising housing costs is the primary explanation for our excessive commuter patterns. Throughout the 1990s and steadily persisting through today, working adults with jobs in surrounding markets have moved into our service area because housing costs are significantly lower than those in markets closer to the coast. This has meant steady growth of residents throughout the Norco College service area and steady demand for courses at Norco College. From 2010 to 2018, Norco College’s service area grew by 1.5% annually and the U.S. Census Bureau estimates that this growth will continue through 2022 at 1.3% annually. There is a significant possibility however that these growth rates may be underestimated. Riverside County reports that approximately 10,700 homes have been approved for development in the Norco College service area with an additional 47,000 homes approved adjacent to the service area in the forthcoming Ontario Ranch development, just nine miles from campus. With the Census Bureau’s estimate of 3.57 persons per home, it is estimated that 205,989 new residents could move to our area if all the municipally approved homes are sold and occupied. If all of this growth takes place by 2030, the annual growth would approach 6%!



Norco College Service Area Residents

The orange line and dots indicate the number of residents in Corona, Eastvale, and Norco. The blue dot represents the projected population in the Norco College service area in 2023 according to Census projections.

The economy in our service area and surrounding areas has been growing with the influx of more people, the growth of surrounding markets and the entrepreneurial work of business men and women within our region.

While our local economy has not grown to the extent that it can absorb all the commuters who leave for jobs in other markets each day, it has grown to a significant extent and has a number of emerging sectors that show promise.

Regional Economy

The Inland Empire (IE) economy (comprised of Riverside and San Bernardino Counties) is currently outpacing all counties in Southern California in economic growth including Los Angeles, Orange and San Diego counties. The IE has 16.1% more jobs available than at the pre-recession peak with a gain of over 350,000 jobs and an overall increase in employment across the region at 31% since the recession. Strong growth in the logistics, health care, construction, and retail sectors is anticipated to continue in the region over the near term. The logistics sector doubled in the last decade, with employment at 90% higher than pre-recession levels. An overall yearly economic growth rate of 2.5 to 3% is forecasted in the near term with unemployment projected to be just under 4% in the region throughout 2019.

Norco College itself has played a significant role in the health of our local economy. In a recent study by EMSI, the economic impact of Norco College on our region was assessed. In the study, the group found that Norco College's net operations spending (gross spending – local education related taxes) in the region reached \$42.2M in 2016-17. Student spending in the region reached \$13.4M in the same year and the cumulative effect of salary increases in the area due to Norco College alumni was \$104M. The total economic impact of Norco College in 2016-17 according to EMSI was \$160.1M.

The EMSI study shows that we are having an impact on our area, but the College believes there is significantly more we can do to help develop our local workforce and local economy. The nine ZIP codes contained within the Norco College service area had 180,487 jobs in 2018, or about 21.8% of all the jobs located in Riverside County (829,800 jobs). The largest industry sectors in the College service area were construction, with 28,630 jobs; government, 24,488 jobs; manufacturing, 18,900 jobs; and transportation and warehousing, 18,836 jobs. The average earnings per job for all industries in this area is \$56,315 annually, well over the MIT Living Wage standard of \$25,775 required annually to self-sustain a single adult in Riverside County. The average earnings per job in the college service area are \$8,433 below the national average earnings of \$64,748 per job. Just under 32% of all employers in the service area had four or fewer employees; 79.5% had 19 or fewer employees. Only 6.1% of employers had 50 or more employees. Employers in the area reporting more than 500 employees in 2017 were Dart Container, Decton Health, Eastern Municipal Water, FedEx Freight, Fender Musical Instruments, Iherb Inc., Riverside Medical Clinic, and Skanska USA Civil West CA District.

Over the last five years, 2013 to 2018, jobs in the Norco College service area increased by 24.1%, from 145,457 to 180,487. This area outpaced the growth rate of Riverside County as a whole at 19%, as well as Los Angeles (8%), Orange (11%), and San Diego (10%) counties during the same time frame. California and the nation grew at 11% and 7% by comparison. Industries showing the most growth over the last five years were transportation and warehousing, growing by 88% (adding 8,808 jobs) and construction increased employment by 42% (8,498 jobs). The only industries that reported a loss in jobs over the last five years were in the management of companies and enterprises and the utilities sector, shedding 336 and 38 jobs respectively.

Over the next five years, 2018 to 2023, industries in the Norco College service area are projected to add a total of 18,581 jobs, increasing employment 10.3%. The fastest growing industries are transportation and warehousing, growing by 24% (adding 4,457 jobs); healthcare and social assistance, 20% growth (2,555 jobs); and construction at 12% (3,555 jobs). The table below displays the projected job growth for all industries in the Norco College Service area over the next five years.

Industry ³	# of Jobs in 2018	# of Jobs in 2023	2018-23 Change	2018-23 % Change	Avg. Earnings Per Job
Construction	28,630	32,185	3,555	12%	\$60,934
Government	24,488	26,138	1,650	7%	\$90,703
Transportation and Warehousing	18,836	23,293	4,457	24%	\$48,767
Manufacturing	18,900	19,009	109	1%	\$67,467
Administrative and Support and Waste Management and Remediation Services	16,056	17,680	1,624	10%	\$34,765
Retail Trade	14,904	15,788	884	6%	\$37,385
Health Care and Social Assistance	12,920	15,475	2,555	20%	\$46,949
Accommodation and Food Services	12,271	13,726	1,455	12%	\$22,715
Wholesale Trade	9,710	10,821	1,111	11%	\$80,522
Professional, Scientific, and Technical Services	7,044	7,556	512	7%	\$63,523
Other Services (except Public Administration)	6,229	6,490	261	4%	\$32,275
Finance and Insurance	2,115	2,154	39	2%	\$72,833
Real Estate and Rental and Leasing	1,936	2,079	143	7%	\$54,509
Arts, Entertainment, and Recreation	1,769	1,908	139	8%	\$25,869
Educational Services	1,221	1,346	125	10%	\$26,623
Information	1,033	1,144	111	11%	\$59,963
Unclassified Industry	744	917	173	23%	\$43,693
Management of Companies and Enterprises	1,154	832	(322)	(28%)	\$91,457
Agriculture, Forestry, Fishing and Hunting	278	275	(3)	(1%)	\$40,389
Mining, Quarrying, and Oil and Gas Extraction	203	206	3	1%	\$97,176
Utilities	46	46	0	0%	\$108,057
ALL INDUSTRIES	180,487	199,068	18,581	10%	\$56,315

Eliminating the Skills Gap

Employment and economic growth suffers when individuals fail to complete education beyond high school and when education/training fails to align with regional industry-demanded skill sets and credentialing – we refer to this condition as the “skills gap.” Both current and potential employers in the region urgently need help in developing a locally available workforce, and career-seekers have asked for our help in providing career pathways that provide multiple levels of entry into high-skill, high-wage careers. Norco College recognizes that

³ Data source notes: Norco College service area ZIP codes: 91752, 92509, 92570, 92860, 92879, 92880, 92881, 92882, 92883. Sources: Economic Modeling Specialists International. Datarun 2018.4. Glasmeier, Amy. Massachusetts Institute of Technology. (2019). *Living Wage Calculator*. Retrieved from <http://livingwage.mit.edu/>

multi-level post-secondary pathways that provide training and education leading to certification, licensure and/or associate degree attainment and four-year transfer plans should be widely accessible to individuals in Riverside County – both for graduating high school seniors and those already in the workforce. We believe that higher education includes all viable options that result in the successful preparation of an educated and skilled workforce.

One form of workforce development and postsecondary education that we enthusiastically support and are working to expand is apprenticeship – a form of accredited work-based learning that provides both education at low to no cost and highly technical in-demand training. Norco College endorses the historical registered apprenticeship system and has partnered with the local International Brotherhood of Electrical Workers (IBEW) to support the accredited education of electrician apprentices in the Inland Empire – combining apprentices’ journeyman certificates with college certificates and degrees. In addition, Norco College has played an active role in the California Apprenticeship Initiative to expand apprenticeship opportunities into new occupations and industries in the region. For every 1,000 apprentices we support, estimates indicate we increase wage earning in our region by \$240,037,000 over the career-span of those individuals. In addition, because they link individuals directly with employment, apprenticeships deter youth unemployment and increase youth labor force participation. In Riverside and San Bernardino County, teens have been employed at only half the rate of the national average and the employment rate for those 20 to 24 is also lagging. Unemployment follows individuals throughout their career and continues to show a negative impact on wages even a decade past unemployment gaps.

An area where Norco College believes we can help with local economic development is in the area of STEM related activity. Norco has a history of connections and partnerships with the US military; its campus is located on land that served as a military hospital in WWII, and it shares a location with the Navy’s Naval Surface Warfare Center Corona location, which houses a variety of laboratories and a research center. As part of the ongoing relationship between military research and the college’s academic work, Norco College is proposing the construction of a STEM Education and Photonics Research Center (Photonics Center), which will provide research and development facilities for high-energy photonics technology.

The Photonics Center will not only aid the Navy’s national defense research efforts, but will also provide training to students in a growing field, increasing economic activity in the local economy. The initial capital investment will create short-run spending impacts through the construction of state-of-the-art facilities. These new facilities will allow Norco College to serve new students whom it would otherwise not serve. The center will create new jobs for additional faculty, staff, and researchers, and will increase the associated day-to-day purchases from the regional businesses. This will provide a steady stream of long-run spending impacts year after year. It will also host events, attracting out-of-region visitors who then spend money, positively impacting the regional economy. Lastly, as the students who would otherwise not have been served graduate, they will generate long-run benefits within the region.

Regional Arts and Culture

The Visual and Performing Arts community in the Corona Norco area is limited. Although there are some visual arts opportunities (art galleries and exhibitions) and performing ensembles (musical, theatrical, dance, etc.) in the region, there is a seriously deficiency concerning the level of access to professional visual and performing arts opportunities. Contributing to the limited access is the desperate need for the region to invest in and build a quality performance venue with the ability and capacity to present professional level traveling exhibitions, ensembles, and other performances in the local region.

Norco College plans to assist in the overall development of the region by increasing offerings in the visual and performing arts areas by developing a vision plan that will influence the growth and expansion of the its Arts programs. For example, the music discipline is engaged in developing large instrumental performance ensembles to the college campus while also expanding the current vocal ensembles. Simultaneously, the visual arts discipline is planning to develop a comprehensive 3-D arts program while expanding upon the 2-D program. Eventually, the department expects to expand by adding dance performance classes to the campus and rebuild the theatre arts programs.

Ultimately, the overall vision for Norco College is to develop into a visual and performing arts department that demands a high-quality performance venue. Therefore, the college is committed to establishing itself as a cultural center for the region. A cultural center where local arts groups and organizations utilize rehearsal and performances spaces on campus and where professional travelling ensembles may also perform and provide access to high-level arts experiences in the ever-developing region.

Regional College Going Rates

According to the California Postsecondary Education Commission, the Riverside County college going rate is 36%. By comparison, Orange County has a rate of 48%, Diego County's rate is 40%, and Los Angeles County's rate is ????. With the overall state average at 41%, we have significant work to do in our region.

One area where Norco College has been historically strong with regard to encouraging college attendance is related to services for special populations. The following endeavors are focused on significantly improving college attendance rates in our area.

Strategy 1 to Improve College Going Rates: Dual Enrollment

The Dual Enrollment Initiative and high school partnership program is an outgrowth of the College's long partnership with John F. Kennedy Middle College High School. Following passage of Assembly Bill 288, the College began offering California College and Career Access Pathways (CCAP) courses in fall 2016. Shortly thereafter, the College appointed a Dual Enrollment Director and built on initial offerings at Eleanor Roosevelt High School, expanding to six local high schools by fall 2018. In 2019, the College will offer courses in 11 area high schools. The goal is to continue expanding access by growing enrollment and increasing offerings so that every high school student in the College service area has an opportunity to complete up to a year of college coursework during their time in high school.

Strategy 2 to Improve College Going Rates: Guided Pathways

The Guided Pathways (Completion) Initiative, started in 2015, puts in place a holistic completion initiative to increase the number of students earning a degree or certificate. The initiative involves five interconnected components: meta majors (called Schools), clear and directed pathways, faculty advising, linking college to career, and models of student care. Through a competitive process, Norco College was chosen as one of 20 California Community Colleges to participate in the California Guided Pathways Project beginning in 2017. Norco College's Completion Initiative began the work that continues through participation in Guided Pathways. In 2018, the College was reorganized around the Schools, and academic disciplines and departments were aligned within the four Schools for a Guided Pathways focus. This will pave the way for the development of School-based Success Teams that will institute a caseload management approach to student engagement along their entire pathway.

Strategy 3 to Improve College Going Rates: Emphasis on STEM (e.g., Photonics)

We are exploring ways to expand STEM access through our Photonics Initiative. Still in the exploratory phase, the Photonics Initiative hopes to create regional educational and economic opportunity through the development of a National Photonics Research Center in collaboration with the Corona Naval Surface Warfare Center (NSWC) and potential partner R1 universities. In 2017, the College began early conversations around the idea of developing a National Photonics Education and Research Center. Discussions have involved several community partners, Norco College constituent groups, and constituents throughout the entire District. In November 2018, the Board of Trustees approved the parameters of a feasibility study for the proposed photonics center.

Strategy 4 to Improve College Going Rates: Veterans Recruitment and Support

Our Veterans Initiative focuses on increasing Norco College's veteran population from 300 to 3000. A director of the Veterans Resource Center was hired and given a charge to lead this effort. The College is proud to have been named by Military Times as one of the best colleges for veterans three years in a row (2016, 2017, 2018) and to have received as a bronze-level Military Friendly School award in 2018. In an effort to serve veterans with the same dedication they have shown in serving our country, the College is expanding its veterans program. One example is the development of MAP, the Military Articulation Platform to streamline the awarding of college credit for military training. In addition, a new regional Veterans Resource Center building is expected to open in late 2019.

Strategy 5 to Improve College Going Rates: Inmate Education

The Next Phase Program was started in fall 2017 and a director was hired in 2018. Next Phase is an inmate education program developed in a partnership with the California Rehabilitation Center (CRC). The program offers college courses toward completion of an Associate of Arts degree to CRC inmates. Upon completion of the AA program, inmates are offered an opportunity to continue their studies (at no cost) at Pitzer College. The goal of the program is to provide a model for rehabilitative reform that seeks to reduce recidivism through higher education, training, and re-entry services. The next step is discussion on the development of a college site at the CRC—possibly creating a college within the CRC.

Strategy 6 to Improve College Going Rates: Online Education

Another strategy to improve college attendance rates in our area entails online education. Over the past Accreditation cycle, Norco College has increased online FTES by a total of 7% including online courses in all four Schools. Currently, Norco's distance education offerings (online and hybrid courses) impacts nearly one-fourth of all enrollment (23% in Fall 2018). Online education enables greater access to college courses as well as progress toward certificates and degrees awarded for students whose lives need the flexibility that face-to-face lecture courses do not permit, including men of color, disabled, and foster students.

Norco College's values and goals in the Educational Master Plan envision an exciting opportunity to double our online student population. This can easily be achieved through our natural growth in the region's college eligible population and continued strategic partnerships in dual-enrollment with high schools and online high school programs. By 2030, one or more online Associate of Arts degrees should be created, vetted, and implemented. Finally, Norco College should consider participation in online educational communities in the College District, Open Educational Initiative and the Online Consortium of Community Colleges to expand the online student population and partner with sister institutions with shared goals and best practices.

Therefore, Norco College needs a broader vision and commitment for distance education among our administration, faculty, staff and student populations. A robust online education program touches all aspects of Norco's community. The following elements of Strategy 6 must be funded, implemented, and facilitated over the next decade of the Educational Master Plan.

First, a Director of Online Education must lead this vision to actualization. The Director is vital for maintaining relationships within our numerous College constituencies, District administrators, Board members and statewide allies in online education.

Next, administration and staff need to support Norco's online students in onboarding, orientation, counseling, and other services to ensure success in registration and completion. Hiring of sufficient faculty to anticipate growth in online courses and programs ensures the quality, rigor and attention to detail in creating and implementing online certificates and degrees.

Faculty must be afforded the training and resources in the following areas to:

- increase awareness of the merits of online education
- inform the andragogy of online instruction at Norco College
- receive stipends for the development of courses, certificates, programs and degrees
- host and to attend events pertaining to online education
- utilize RCCD Best Practices for Course Design created by District Distance Education in conjunction with the Online Education Initiative
- implement best practices for online instruction from a national perspective
- participate in faculty inquiry and learning communities
- adjust for the demands of Statewide accessibility and equity goals and metrics, including informing the College about gaps between online and face-to-face student populations

Finally, online education requires ample support for students including training in the use of Canvas and third party applications. Online students must know about the wealth of services available with registration, including Counseling, Disability Resource Center, Health Services, Learning Resource Center, Library, Special Programs, Tutoring, and more.

The online education community must utilize tools, best practices and ideals from Guided Pathways, Guide for Evaluating and Improving Institutions, @One, and RCCD Distance Education to become a model institution for online education in the region, the State and the nation.

Strategy 7 to Improve College Going Rates: Foster Care Recruitment and Support

An additional strategy we are using to improve college attendance rates in our area is around Foster Care students. College is a big step for foster youth who often lack guidance and support throughout the matriculation process. They also lack the necessary academic preparation and soft skills to navigate postsecondary education. To address these barriers, Norco College is collaborating with Corona-Norco Unified School District, Riverside Community College District, Riverside County Office of Education, and community agencies to develop a pipeline of foster youth students from high school to college. Together, we have developed a comprehensive suite of services and support that begins at the high school level and continues at the postsecondary level.

Grants and categorical funds helped to create the RCCD Foster Youth Support Network (FYSN). The FYSN provides personnel that work with foster youth one-on-one in the high schools to prepare them for college and expose them to postsecondary educational opportunities. FYSN personnel guide foster youth through the

matriculation process, facilitate a warm handoff from high school to college, and ensure that services continue seamlessly. At the postsecondary level, the college has secured grants and categorical funds to provide comprehensive, wrap-around support services for foster youth starting at the point of entry and continuing until graduation and/or transfer. The college also provides personnel that are 100% percent dedicated to serving foster youth. In fall 2018, the college established a foster youth center and equipped it with computers, a copier, printers, lounging furniture, and work stations for staff. The center serves as a one-stop shop for new and continuing students to receive services. It also serves as a place for students to meet, study together, utilize computers, and printers, grab a snack, or just hang out.

Norco College's strategy of providing college preparation services, as well as comprehensive support services beyond high school, is making a significant impact on improving college attendance rates of foster youth in our area.

Strategy 8 to Improve College Going Rates: Registered Apprenticeship Programs

A proven model, both domestically and abroad, for improving college attendance rates is registered apprenticeship programs. Norco College has already expanded college-going access in our region by hosting the IBEW Electrician Apprenticeship program. In addition, Norco College has led the region's LAUNCH initiative, which intends to solve our region's skills gap and increasing college-going rates by streamlining and delivering high quality registered apprenticeships in our region's critical industries and high paying professions. This initiative directly partners our educational institutions with local employers and incentivizes them to train and develop their own workforce by offering educational pathways and wage progressions to their employees, in addition to formalizing career "entry-points" for current students. With the focus on work-based learning, our program offerings will remain as diverse as our industry partnerships. This works because college faculty and leaders in education focus primarily on developing dynamic work-based learning curriculum and rely on industry mentors and professionals to deliver quality technical skill training to apprentices. This gives apprentices the industry and academically valued credentials needed to advance towards living-wage careers while providing a scalable model that crosses specialties and advanced technical skills. In the coming years, Norco College will continue to introduce, develop and scale successful models of apprenticeship in our local area and will support regional collaboration and coordination among the community colleges, K-12 system, and the Workforce Development Boards.

Regional Collaboration

The Inland Empire is well-known for its willingness to collaborate on a variety of issues facing the region at large. Norco College's service area resides on the edge of four of the world's largest economic markets. These markets intersect over us in a kind of Reuleaux triangle (the center of a Venn diagram). We are surging in their overlapping spheres of influence and now have the population of a region. However, the infrastructure, the cohesion, the organization of this region is yet to be defined. As the only institution of higher education on the I-15 corridor, Norco College is poised to serve the region as a collaborative leader engaging with a variety of stakeholders across multiple sectors to develop a unique regional identity and to catalyze action to improve educational attainment, develop an educated and skilled workforce, and reduce working poverty in the region.

The impetus for Norco College to serve as a regional convener includes a clear mission to serve the community and a recognition that the challenges in addressing educational outcomes for all students, increasing the availability of a qualified local workforce, and achieving prosperity in the region pose both a threat and opportunity for the College and the region that it serves. The threat in not changing, or in settling for incremental change, is that Norco College will not significantly improve the access, preparation, and success of its current and future students. The opportunity is that Norco College will become a powerful model of

transformation, demonstrating how to catalyze change through strong regional collaboration across multiple sectors of business, government, education, non-profit and faith-based agencies and organizations.

First, Norco College is poised to lead the implementation of several regional initiatives designed to elevate the region. Improving educational attainment will be addressed by initiatives to increase student access to guided pathways that provide both academic and personal support to earn a certificate or degree or to complete a transfer pattern to a university program.

Second, development of an educated, skilled and locally-available workforce will be achieved through successful implementation of a system of workforce development to include collaboration with local and regional Chambers of Commerce, labor, workforce boards, professional associations, business and industry in the region. These collaborative efforts will develop work-based learning opportunities for students, identify gaps and opportunities in local workforce needs that the college can fill, and implementation of an apprenticeship system that provides students with ongoing opportunities to learn and earn through local employers.

Finally, the reduction of working poverty in the region will be addressed by providing connections across institutions and geographic boundaries. These include partnerships and formal agreements with organizations and agencies to assist special populations with challenges related to housing, health, and social services. Norco College will collaborate with local, regional, state and federal agencies as appropriate to provide comprehensive support services for students, and will work to co-locate services as possible, increasing both access and efficiency in providing support for students in our service area.

Challenges

There are many barriers and challenges that stand in the way of these goals. There is not a consciousness of the region as a whole. We mostly think of ourselves as derivative of Riverside or the Inland Empire and not as a unique or distinct region. However, if you read the planning documents from our service area cities, chambers of commerce, unified school districts, elected offices, other major civic organizations (Navy, Prison, hospitals, large corporations), a set of common themes emerge as challenges we all face in the region. These are themes directly related to mission centric work at Norco College.

First, there are repeated concerns related to education. We do not have a university presence in our region. The levels of education in our region are lower than the markets that surround us. The college going tradition in the region is not a rich one. And when students from our area successfully complete higher education, they tend to find themselves underemployed or they take jobs in markets outside our service area.

Second, there are concerns about performing arts in the region. There is an emerging symphony and the Young Americans are both located in Corona, but live music, live performances and venues to draw these resources are not prevalent or well developed in the area.

Third, there are concerns over several social issues. We need to help young families find affordable housing and help our vets transition successfully into our communities. We also need to provide for public safety, high quality childcare, and public health throughout the region.

Finally, there are numerous concerns over the economy. High income tech and professional jobs are scarce. The labor force does not have the requisite skills needed by employers in the region. The area's economy is too small, with most people driving out of the region to work. Traditional work is changing and leaving people with older skills behind. Wage inequality continues to grow with many negative effects in our area. The cost of housing is outstripping local salaries. And the business startup infrastructure and capital investment are lacking.

SWOT

<p>Strengths:</p> <ul style="list-style-type: none"> • NC has open land to develop • NC has emerging economy and workforce development programs • NC has an emerging arts program • NC has strong regional partnerships with high school • NC has a program with CRC • NC has a program for Vets • NC recently established outreach and marketing 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • NC has never play the regional leadership role • NC does not have current funding to expand regional programs • Region does not have a unified brand as a destination point 	<p>SWOT Summary: Service Area Transformation</p> <p>This chart displays a SWOT analysis summarizing the strengths, weaknesses, opportunities and threats relative to regional transformation. Strengths are internal attributes and resources that support a successful outcome. Weaknesses are internal attributes and resources that could work against a successful outcome. Opportunities are external factors that the NC can capitalize on or use to our advantage. Threats are external factors that could jeopardize NC’s success.⁴</p>
<p>Opportunities:</p> <ul style="list-style-type: none"> • Local land is inexpensive • Navy Base can bring in engineering opportunities • USDs are great partners • CRC is a strong partner • Manufacturing is on the rise • Construction and housing development is strong • Local Chambers and civic leaders support innovation and experimentation • Commuters = instant labor pool 	<p>Threats:</p> <ul style="list-style-type: none"> • Regional economy is not strong • Brain drain to outside jobs/markets • Service area/region does not have an identity; lives in the shadow of major markets • No university presence in region • College going rate and attainment rates are low • No arts tradition in region 	

Working to transform our region is important work. It has the potential to shape the region and the quality of life in our service area for years to come. It is part of the original mission as a “community” college. Success in the work related to this chapter will bring us together more closely as a community and address several important regional issues including academic, economic, workforce, social and culture development.

2030 Goals for Strategic Direction #2

There are 13 goals in the College educational master plan. Goals 5-7 are attached to Strategic Direction #2

Strategic Direction 1: Student Transformation		
Goal #	Topic	Goal Statement
1	Access	Expand college access by doubling current headcount and FTES.
2	Guided Pathways	Improve 4-year completion rates by flipping the “20/80 to 80/20.”
3	Equity	Close all student equity gaps.

⁴ Definitions pulled from <https://searchcio.techtarget.com/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threats-analysis>.

4	Professional Development	Implement PD around GP and equity framework; foster a culture of ongoing improvement.
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Strategic Direction 2: Regional Transformation

Goal #	Topic	Goal Statement
5	Regional Organization	Help establish a distinct regional identity and organization.
6	Workforce and Economic Development	Reduce working poverty and the skills gap
7	Community Development	Host initiatives that impact regional development.

Strategic Direction 3: College Transformation

Goal #	Topic	Goal Statement
8	Programs	Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
9	Effectiveness, Planning, and Governance	Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
10	Workforce	Expand workforce to support comprehensive college and develop/sustain excellent workplace culture
11	Facilities	Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
12	Operations	Implement professional, intuitive, and technology-enhanced systems
13	Resources	Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

Vision for Strategic Direction #2: Regional Transformation

Norco College will be considered a major contributor to regional organization and development. The college will play a key role in helping the region with academic, community and economic development.

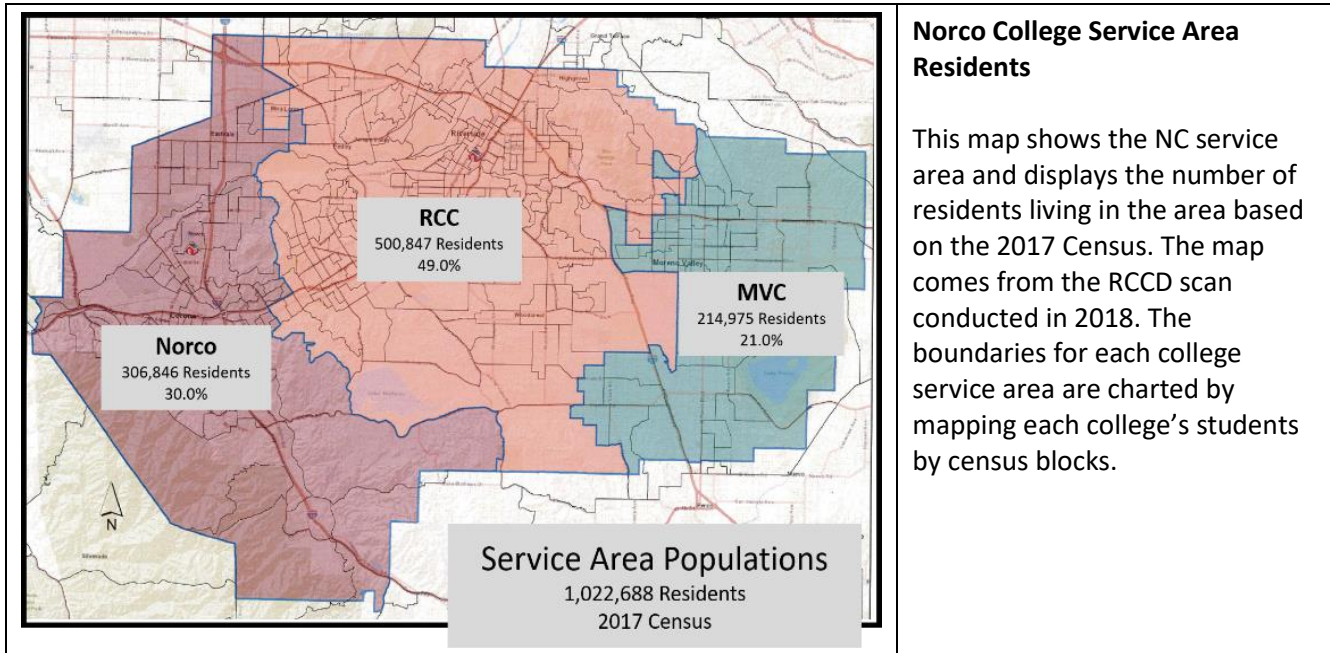
Chapter 4: College Transformation (Strategic Direction 3)

We will build a comprehensive institution with the capacity to serve our entire area.

Norco College started out as an extension of Riverside City College (RCC). In the 1970s, RCC wanted to expand its reach into western Riverside County and decided to start offering courses in the Corona/Norco area to make access to RCC more convenient for the growing population in the area. The original conception of Norco College was a doorway to RCC and remnants of this tradition persist today. Eventually, RCC built a campus in Norco but gave the mission of the institution a limited scope, focusing instruction on technology-related programs. In 2010, the “campus” became a “college” with accreditation through ACCJC; however, the college maintained its technology-related scope.

With the launch of the 2019-2024 plan, Norco College establishes plans to become a comprehensive college with a full complement of academic programs and enough capacity to serve the entire service area. This goal presents two significant challenges born of the college’s history. First, we are moving from the limited scope of a technology-focused college to the expanded scope of a comprehensive college. To grow into a comprehensive college, significant academic capacity and related support services will need to be added to the College. Second, Norco College’s trajectory of growth over the last two plus decades (established through the District FTES allocation), has been set at a rate of growth that has not kept up with the rate of growth for the College’s service area.

Norco College receives approximately 23% of the total available District FTES allocation from year to year and is therefore relatively fixed at about 23% of the District’s student population. However, the population of Norco’s service area has grown faster than the other two service areas, so much so that the NC service area now represents 30% of the overall RCCD resident population. The college has literally grown at a slower rate than the population growth in the service area. Combining this with the College’s limited academic scope (technology focus) reveals a college that is severely under-resourced relative to the size of our service area. As of today, Norco College does not have enough capacity to serve the entire service area adequately. The design and construction delivery methods to be utilized to complete the needed expansion of the campus facilities will consist of the traditional Design-Bid-Build method along with the very cooperative methods of Lease-Lease Back and Design/Build. Each of these methods have been utilized with outstanding success in the community college environment and will be deployed as appropriate for the time, size, and complexity of the corresponding projects and college needs.



Defining Comprehensiveness

To determine how much development is needed to become a comprehensive college we need to 1) define what is meant by comprehensive, and 2) assess an example or two to determine the basic measures of a comprehensive college. The definition for comprehensiveness we are using considers capacity relative to the service area populations. In other words, a comprehensive college is defined as a college with enough capacity to serve the residents who live in the service area. To quantify what comprehensiveness looks like, we have assessed two well-known comprehensive colleges, Riverside City College and Santa Ana College, measuring their capacity relative to the residents who live in their service areas.

		RCC ⁵ 18-19	SAC ⁶ 18-19
Total Residents ⁷	People who live in service area	500,847	458,760
FTES/100 Residents ⁸	Full-time equivalent students funded per 100 residents	3.4	3.5
FTE/100 Residents ⁹	Full-time equivalent employees per 100 residents	0.16	0.19
ASF/Resident ¹⁰	Assignable square footage developed per resident	1.07	1.09
GF\$/Resident ¹¹	General fund money allocated per resident	\$206.26	\$199.68

Referencing the chart above, both colleges demonstrate similar capacity-per-resident ratios. While Riverside has more residents in their service area (RCC = 500,847 and SAC = 458,760) the two offer similar capacity ratios across four standard measures. With regard to full-time equivalent students funded per 100 residents, RCC has a ratio of 3.4 and SAC has 3.5. With regard to full-time equivalent employees per 100 residents, RCC and SAC are

⁵ Riverside City College

⁶ Santa Ana College

⁷ Data from DSPC District Scan (2018) and Santa Ana College.

⁸ Noro FTES target = 7,402 (18-19); RCC FTES target = 16,967 (18-19); SAC FTES target = 16,238 (17-18)

⁹ CCCCO DataMart shows Fall 2017 FTE at 348.0 for Norco; 820.2 for RCC; 906.6 for SAC

¹⁰ ASF for Norco = 168,870; RCC = 534,655 ; SAC = 503,380

¹¹ General fund allocation for Norco = \$40,771,189; RCC = \$103,303,969; SAC = \$91,606,954

similar with 0.16 and 0.19 ratios respectively. With regard to assignable square footage developed per resident, RCC has a ratio of 1.07 and SAC has 1.09. Finally, with regard to general fund money allocated per resident, RCC spends about \$206 per resident and SAC spend about \$200 per resident.

Norco College Comprehensiveness Gap

When Norco College’s capacity-per-resident ratios are factored into the comparison, it is clear that Norco has a significant amount of capacity development to conduct before the college is at the ratios of these two comprehensive colleges.

	RCC 18-19	SAC 18-19	NC 18-19
Residents in Service Area	500,847	458,760	306,846
FTEs/100 Residents	3.4	3.5	2.4
FTE/100 Residents	0.16	0.19	0.11
ASF/Resident	1.07	1.09	0.55
GF\$/Resident	\$206.26	\$199.68	\$132.87

At 2.4, Norco College’s fulltime equivalent students funded per 100 residents is a full point under the highest ratio. At 0.11, Norco’s fulltime equivalent employees per 100 residents is significantly lower than both RCC and SAC ratios. At 0.55, Norco’s assignable square footage developed per resident is nearly half of RCC and SAC ratios. Finally, at \$132.87 Norco’s general fund money allocated per resident is around \$68-\$74 less per resident than RCC and SAC. These measures reveal an immediate gap with regard to comprehensiveness that is significant. To be a comprehensive college today, Norco College would need to add 3,069 FTEs, 143 FTE, 159,455 ASF, and \$22.5M in GF dollars (see chart below).

NC has _____ for 18-19.	To provide services at _____ level,	We should have _____, today.
7,364 FTEs	3.4 FTEs/100 Residents	10,433 FTEs (add 3,069)
348 FTE	0.16 FTE/100 Residents	491 FTE (add 143)
168,870 ASF	1.07 ASF/Resident	328,325 ASF (add 159,455)
\$40,771,189 from the GF	\$206.26 in GF\$/Resident	\$63,290,056 GF\$ (add \$22,518,867)

The capacity gap that Norco College needs to fill to be comprehensive today is significant. The table above summarizes the challenge well. But it does not tell the full story. In fact, the college capacity has been growing as such a slow rate relative to the regional growth that Norco College’s capacity relative to the resident population has become worse over the last few years. While the College has enjoyed five years of robust enrollment growth, it is only this year expected to regain its 2010 level, after which time the College lost over 2000 unduplicated headcount as a result of the state budget crisis of 2011-2013. With a 2017-18 annual unduplicated headcount of 14,624 and a service area population of 306,846, the College currently serves 4.7% of its service area population. This is down from 2010 when the College, with an annual unduplicated headcount of 14,942 served 5.4% of the service area resident population of 277,441. While the service area population grew 10.5% since 2010, the College has not added programs or capacity at a sufficient rate to maintain its former level of per-resident service to the region. In order for the college to maintain its 2010 level of 5.4% of residents served, the 2017-18 headcount would need to grow to 17,490—an increase of 19.6% over current headcount.

We have been losing ground with regard to our level of services offered to residents and looking into the pending capacity gap for “tomorrow”—for the near future of Norco College—the problem is only going to accelerate. In short, our service area is going to continue growing over the next decade at a significant rate and

if we do not respond by building commensurate capacity, we will continue to be a college that underserves our service area residents.

Several measures point to steady growth in the region. From 2010 to 2018, Norco College’s service area grew by 1.5% annually. The U.S. Census Bureau estimates that our service area will grow at 1.3% annually from 2017-2022. However, Riverside County reports that approximately 10,700 homes have been approved for development in the Norco College service area with an additional 47,000 homes approved adjacent to the service area. With the Census Bureau’s estimate of 3.57 persons per home, it is estimated that 205,989 new residents would move to our area if all the municipally approved homes are sold and occupied. If all of this growth takes place by 2030, the annual growth would approach 6%! With these factors, we estimate that our service area’s actual annual growth rate through 2022 will be at 1.3%. From 2023 to 2030, we estimate the actual annual growth rate will be 1.75%. At these growth rates, we predict that nearly 70,000 new residents will move into the NC service area by 2030.

Building NC Capacity: Overview

Given the immediate capacity gap standing in our way of being a comprehensive college and the pending growth of our service area, Norco College is recommending that we establish a 10-year plan to achieve comprehensive college capacity. With this approach, the College can grow steadily but deliberately into a college that provides comprehensive services for the residents who live in our service area. The table below lays out a basic strategy that puts Norco College on track to becoming a comprehensive college by 2030.

	NC 18-19	NC 29-30	Annual Growth
Residents in Service Area	306,846	376,047	1.3-1.75%
RFTES from 2.4 to 3.4 per 100 Residents	7,364	12,767	Avg. 460 RFTES
FTEE from 0.11 to 0.16 per 100 Residents	348	602	Avg. 21 FTEE
ASF from 0.55 to 1.07 per Resident	168,870	402,370	Avg. 20,000 ASF
GF from \$132 to \$206 per Resident	\$40,771,189	\$77,465,682	Avg. \$3.1M GF

As the table above summarizes, we believe an additional 70,000 residents will be moving into the service area by 2030. If we are to be a comprehensive college for the 376,047 residents who will be living in the area at that time, we need to move from 7,364 RFTES today to 12,767 RFTES by 2030. We need to move from having 348 FTEE to 602 FTEE by 2030. We need to move from a campus with 168,870 ASF to one with 402,370 ASF. Finally, we will need to build our GF budget from \$40.7M to \$77.5M. In a spread sheet below we have suggested how this build out will take place from year to year, but generally speaking we will need to add an average of 460 FTES per year to our base, hire an average of 21 FT equivalent employees each year, develop an average of 20,000 ASF per year and add about \$3.1M to our general fund allocation each year from the 2018-19 through 2029-30 academic years.

Growth to this degree is significant and will take careful planning. The chart below identifies projected annual growth for FTES, GF, FTEE and ASF in a manner that starts modestly and accelerates into 2030.

PROJECTED FTES, HEAD COUNT, RESIDENTS ¹²		NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS						
		2018 ¹³	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
CR	FTES	7.2K	7.5K	7.8K	8.2K	8.6K	9.1K	9.5K	10.K	10.5K	11.K	11.6K	12.2K	12.8K
	CNT	14.6K	15.1K	15.8K	16.6K	17.5K	18.3K	19.2K	20.2K	21.2K	22.3K	23.4K	24.6K	25.8K
	CHG	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
NC	FTES	20	120	192	230	276	306	340	377	418	460	506	550	583
	CNT	40	242	388	465	558	618	687	762	844	929	1,022	1,111	1,178
	CHN	0%	500%	60%	20%	20%	11%	11%	11%	11%	10%	10%	9%	6%
NON RES ¹⁴	FTES	33	34	37	43	49	56	64	74	85	98	113	130	150
	CNT	67	69	75	87	99	113	129	149	172	198	228	263	303
	CHG	0%	3%	10%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
TTL	FTES	7.3K	7.6K	8.1K	8.5K	9.K	9.4K	9.9K	10.5K	11.K	11.6K	12.2K	12.8K	13.5K
	CNT	14.75K	15.39K	16.3K	17.18K	18.11K	19.06K	20.06K	21.12K	22.23K	23.41K	24.64K	25.93K	27.3K
	CHG	0%	4%	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
FTES PER RES ¹⁵		2.02	2.02	2.02	2.02	2.02	2.02	2.02	2.02	2.02	2.02	2.02	2.02	2.02
POP ¹⁶		311K	315K	319K	324K	327K	333K	339K	345K	351K	357K	363K	370K	376K
POP GROW		1.33%					1.75%							
FTES/100 POP		2.33	2.37	2.45	2.54	2.64	2.72	2.81	2.90	2.99	3.09	3.19	3.29	3.40
PCT POP SRVD		4.7%	4.9%	5.1%	5.3%	5.5%	5.7%	5.9%	6.1%	6.3%	6.6%	6.8%	7.0%	7.3%
RES FTES CHNG		0	217	373	392	412	432	454	476	500	525	551	579	608
AVG RFTES ADD YEARLY			460											
FTEE		348	358	370	385	400	416	433	454	477	506	536	568	602
FTEE CHANGE			3.0%	3.2%	4.0%	4.0%	4.0%	4.0%	5.0%	5.0%	6.0%	6.0%	6.0%	6.0%
AVG FTEE ADD YEARLY			21											
GSF		241K	277K	319K	367K	422K	485K	558K	641K	712K	790K	877K	965K	1056K
GSF CHANGE			15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	11.0%	11.0%	11.0%	10.0%	9.4%
AVG GSF ADD YEARLY			67.877											
GF\$		40.8M	41.6M	43.7M	46.3M	49.1M	52.M	55.1M	58.4M	61.9M	65.7M	69.6M	73.8M	77.5M
GF\$ CHANGE			2.0%	5.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	5.0%
AVG GF\$ ADD PER YEAR			3,057,874											

Building NC Capacity: Student Enrollment and FTES

As discussed earlier in this chapter, Norco College will need expand to enrollment and related activities (course offerings, faculty hiring, etc.) to reach comprehensive college status. Comprehensive colleges like Riverside City College and Santa Ana College have FTES to resident ratios at 3.4 FTES per 100 residents in their service area and 3.5 FTES per 100 residents in their service area respectively. In contrast, Norco College’s FTES footprint in their service area is so small that they only offer 2.4 FTES per 100 residents. With an estimated 70,000 residents moving into Norco’s service area by 2030, this need will only increase. If we are to be a comprehensive college for the 376,047 residents who will be living in our service area by 2030, we need to move from having 7,364 RFTES today to 12,767 RFTES by 2030. We have recommended adding the FTES in a strategic manner with a slower start in early years, accelerating as we move closer to 2030. Regardless, to meet this growth pace, we will need to add an average of 460 FTES per year to our base. Growth in FTES growth will come over time from a range of different student populations. See chart below.

¹² Source for Special Populations data: California Community Colleges Chancellor's Office Data Mart Special population student count Summary Report

¹³ Approximately 266 FTES borrowed from 2018 to Maximize 2017

¹⁴ Source Nonresident data: California Community Colleges Chancellor's Office Student Citizenship Status Summary Report. Note annual headcount based on Fall headcount plus 48.1% annualizer.

¹⁵ FTES per resident calculation is used to estimate unduplicated headcount (CNT) based on number of projected FTES

¹⁶ Source Resident Data: Census data. Census data for 2010, 2017, 2022 -- all other years estimated or projected based on average annual growth.

STUDENT POPS ¹⁷	HISTORICAL PERFORMANCE					NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS							
	2013	2014	2015	2016	2017	2018 ¹⁸	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
GEN STU POP	FTES	4505	4558	4073	3864	3613	3548	3647	3723	3714	3724	3787	4040	4307	4588	4885	5195	5495	5810
	CNT	9471	9309	8165	7739	7289	7167	7367	7520	7502	7522	7650	8161	8700	9268	9868	10494	11100	11736
	CHG		1%	-11%	-5%	-6%	0%	3%	2%	0%	2%	0%	7%	6%	6%	6%	6%	6%	6%
CAL WKS	FTES	88	78	66	60	63	63	65	67	69	71	73	75	77	79	81	83	85	88
	CNT	184	159	132	119	128	127	131	135	139	143	147	152	156	160	164	168	172	178
	CHG		-11%	-15%	-9%	6%	0%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
CARE	FTES	16	16	19	15	19	19	20	21	22	23	24	25	26	27	28	29	30	31
	CNT	33	33	38	30	38	38	40	42	44	46	48	51	53	55	57	59	61	63
	CHG		4%	16%	-22%	27%	0%	3%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
DSPS (DRC)	FTES	201	171	203	196	193	193	199	205	211	217	224	231	238	245	252	260	268	276
	CNT	422	349	407	393	389	390	402	414	426	438	452	467	481	495	509	525	541	558
	CHG		-15%	19%	-3%	-2%	0%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
EOPS	FTES	228	238	224	263	309	309	318	334	351	369	387	406	426	447	469	492	517	543
	CNT	478	486	449	526	623	624	642	675	709	745	782	820	861	903	947	994	1044	1097
	CHG		5%	-6%	17%	17%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	
FIRST GEN	FTES	644	745	1359	1696	2019	2019	2080	2184	2293	2408	2528	2579	2631	2684	2738	2793	2849	2906
	CNT	1354	1522	2724	3396	4074	4078	4202	4412	4632	4864	5107	5210	5315	5422	5531	5642	5755	5870
	CHG		16%	82%	25%	19%	0%	3%	5%	5%	5%	2%	2%	2%	2%	2%	2%	2%	
FOSTER YOUTH	FTES	70	60	70	100	110	110	113	119	125	131	138	145	152	160	168	176	185	194
	CNT	148	123	140	200	223	222	228	240	253	265	279	293	307	323	339	356	374	392
	CHG		-14%	16%	43%	11%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	
INMATE	FTES	0	0	0	0	35	90	135	203	305	366	439	461	484	508	533	560	588	617
	CNT	0	0	0	0	70	182	273	410	616	739	887	931	978	1026	1077	1131	1188	1246
	CHG		0%	0%	0%	0%	0%	50%	50%	50%	20%	20%	5%	5%	5%	5%	5%	5%	
MIDL COLL HS	FTES	126	204	204	250	249	249	299	329	345	362	380	399	419	440	462	485	509	534
	CNT	264	348	410	500	502	503	604	665	697	731	768	806	846	889	933	980	1028	1079
	CHG		35%	20%	22%	0%	0%	20%	10%	5%	5%	5%	5%	5%	5%	5%	5%	5%	
MLTRY ACTIVE DUTY	FTES	19	19	8	15	15	15	15	16	17	18	19	20	21	22	23	24	25	26
	CNT	40	38	17	30	29	30	30	32	34	36	38	40	42	44	46	48	51	53
	CHG		-3%	-55%	77%	-3%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	
PUENTE	FTES	24	13	38	28	31	31	32	34	36	38	40	42	44	46	48	50	53	56
	CNT	51	26	76	57	62	63	65	69	73	77	81	85	89	93	97	101	107	113
	CHG		-47%	199%	-26%	8%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	
SPEC ADMIT HS ENRL	FTES	145	191	232	266	304	304	313	376	451	541	595	625	656	689	723	759	797	837
	CNT	305	389	464	533	614	614	632	760	911	1093	1202	1263	1325	1392	1460	1533	1610	1691
	CHG		31%	21%	15%	14%	0%	3%	20%	20%	20%	10%	5%	5%	5%	5%	5%	5%	
UMOJA	FTES	0	0	0	0	1	15	15	16	17	18	19	20	21	22	23	24	25	26
	CNT	0	0	0	0	2	30	30	32	34	36	38	40	42	44	46	48	51	53
	CHG		0%	0%	0%	0%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	
LGBTQ ¹⁹	FTES	0	0	0	0	0	15	15	16	17	18	19	20	21	22	23	24	25	26
	CNT	0	0	0	0	0	30	30	32	34	36	38	40	42	44	46	48	51	53
	CHG		0%	0%	0%	0%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	
VET	FTES	151	155	188	240	321	321	353	424	530	663	762	838	922	1014	1115	1227	1350	1485
	CNT	317	317	376	481	648	648	713	856	1071	1339	1539	1693	1862	2048	2252	2479	2727	3000
	CHG		3%	21%	28%	34%	0%	10%	20%	25%	25%	15%	10%	10%	10%	10%	10%	10%	
CR RES	FTES	6.2K	6.4K	6.7K	7.1K	7.2K	7.2K	7.5K	7.8K	8.2K	8.6K	9.1K	9.5K	10.1K	10.5K	11.1K	11.6K	12.2K	12.8K
	CNT	13.1K	13.3K	13.3K	14.1K	14.6K	14.6K	15.1K	15.8K	16.6K	17.5K	18.3K	19.2K	20.2K	21.2K	22.3K	23.4K	24.6K	25.8K
	CHG	7%	3%	4%	5%	4%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	
NC	FTES	0	0	0	0	0	20	120	192	230	276	304	334	367	404	444	488	512	538
	CNT	0	0	0	0	0	40	242	388	465	558	614	675	741	816	897	986	1,034	1,087
	CHN	0%	0%	0%	0%	0%	0%	500%	60%	20%	20%	10%	10%	10%	10%	10%	10%	5%	
NON RES ²⁰	FTES	25	27	30	24	33	33	34	37	43	49	56	64	74	85	98	113	130	150
	CNT	53	55	61	47	67	67	69	75	87	99	113	129	149	172	198	228	263	303
	CHG	45%	6%	13%	-22%	40%	0%	3%	10%	15%	15%	15%	15%	15%	15%	15%	15%	15%	
TTL	FTES	6.2K	6.4K	6.7K	7.1K	7.2K	7.2K	7.6K	8.1K	8.5K	9.1K	9.4K	9.9K	10.4K	11.1K	11.6K	12.2K	12.8K	13.5K
	CNT	13.1K	13.1K	13.4K	14.1K	14.7K	14.7K	15.4K	16.3K	17.2K	18.1K	19.1K	20.1K	21.1K	22.2K	23.4K	24.6K	25.9K	27.2K
	CHG	8%	3%	4%	5%	4%	0%	4%	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%	
AVG FTES ADD YEARLY												460 (6%)							

It should be noted that while student athletes are not reflected in the special populations detailed in the table above, the College does project that athletics will grow at a faster pace than the general student population. A number of competitive athletics programs are expected to be added. While not a special population, student athletes are a focus of outreach, growth, and support and will have a significant impact on facilities planning. The following teams sports are under consideration: Women’s Softball, Men’s and Women’s Basketball, Men’s and Women’s Volleyball (beach), Men’s and Women’s Swimming and/or Water Polo.

¹⁷ Source for Special Populations data: California Community Colleges Chancellor's Office Data Mart Special population student count Summary Report. FTES per resident calculation is used to estimate unduplicated headcount (CNT) based on number of projected FTES. Source Resident Data: Census data for 2010, 2017, 2022 -- all other years estimated or projected based on average annual growth.

¹⁸ Approximately 266 FTES borrowed from 2018 to Maximize 2017

¹⁹ LGBTQ added to special populations MIS reporting as of 2018-2019. No data available at time of report.

²⁰ Source Nonresident data: CCC Chancellor's Office Student Citizenship Status Summary Report. Note annual headcount based on Fall headcount plus 48.1% annualizer.

Building NC Capacity: Academic Programs

Initially envisioned as the “technology campus” of the Riverside Community College District, Norco College now serves its community as a dynamic, community college. On its way to becoming a comprehensive college, the institution provides a full offering of academic opportunities, including online, hybrid, and traditional face-to-face classes. The College offers seven area-of-emphasis (AOE) associate’s degrees, 21 associate degrees for transfer (ADTs), 27 state-approved certificates, and 16 locally approved certificates. The College awarded 1,041 associate’s degrees and 190 certificates in 2017. Norco College is proud to be a Hispanic-Serving Institution (HSI).

Degrees, Certificates, and Awards History

Below is the annual total of all degrees, certificates, and awards conferred since 2011.

	2011	2012	2013	2014	2015	2016	2017
TOTAL DEGREES, CERTIFICATES, AND AWARDS	1010	1034	1148	1090	1116	1397	2199
Change %		2%	10%	-5%	2%	20%	36%
Associate in Science for Transfer (A.S.-T) Degree Total		1	6	17	34	86	141
Change %		100%	83%	65%	50%	60%	39%
Biological Sciences-04 Total							3
Biology, General-0401							3
Business and Management-05 Total					14	57	79
Business Administration-0505					14	57	79
Family and Consumer Sciences-13 Total		1	6	5	10	10	9
Child Development/Early Care and Education-1305		1	6	5	10	10	9
Information Technology-07 Total				1			3
Computer Science (Transfer)-0706				1			3
Mathematics-17 Total				9	9	11	26
Mathematics, General-1701				9	9	11	26
Physical Sciences-19 Total				2	1	8	16
Chemistry, General-1905							1
Physics, General-1902				2	1	8	15
Public and Protective Services-21 Total							5
Administration of Justice-2105							5

	2011	2012	2013	2014	2015	2016	2017
Associate in Arts for Transfer (A.A.-T) Degree Total	2	15	25	41	88	134	149
Change %		87%	40%	39%	53%	34%	10%
Fine and Applied Arts-10 Total			3	1	2	6	4
Art-1002			3	1	2	6	4
Foreign Language-11 Total			2	3	5	14	5
Spanish-1105			2	3	5	14	5
Humanities (Letters)-15 Total	1	3	9	11	26	27	39
English-1501				1	7	8	15
Philosophy-1509							3
Speech Communication-1506	1	3	9	10	19	19	21
Psychology-20 Total				2	29	46	52
Psychology, General-2001				2	29	46	52
Social Sciences-22 Total	1	12	11	24	26	41	49
Anthropology-2202				4	2	6	4
History-2205						3	13
Political Science-2207					4	7	9
Sociology-2208	1	12	11	20	20	25	23
Associate of Science (A.S.) degree Total	184	248	220	243	224	255	354
Change %		26%	-13%	9%	-8%	12%	28%

Architecture and Related Technologies-02 Total	6	8	6	1	2		1
Architecture and Architectural Technology-0201	6	8	6	1	2		1
Business and Management-05 Total	32	41	34	53	23	32	36
Accounting-0502	5	10	14	15	6	11	8
Business and Commerce, General-0501	6	6	7	13	2	4	11
Business Management-0506	10	11	3	10	6	7	5
Logistics and Materials Transportation-0510	6	9	8	10	6	9	10
Marketing and Distribution-0509	3	4	2	2	1	1	
Real Estate-0511	2	1		3	2		2
Engineering and Industrial Technologies-09 Total	17	24	20	25	30	25	45
Civil and Construction Management Tech-0957	5	4	4	3	6	2	4
Construction Crafts Technology-0952						1	
Drafting Technology-0953		6	4	3	6	4	7
Electro-Mechanical Technology-0935	2						
Electronics and Electric Technology-0934	1	2	3	1	7	4	7
Engineering Technology, General-0924	9	11	8	7	3	3	3
Engineering, General-0901				8	4	7	20
Manufacturing and Industrial Technology-0956		1	1	3	4	4	4
Family and Consumer Sciences-13 Total	4	12	5	6	7	12	13
Child Development/Early Care and Education-1305	4	12	5	6	7	12	13
Information Technology-07 Total	5	7	2	10	9	7	11
Computer Information Systems-0702	3	3	1	3	1		3
Computer Software Development-0707	2	4	1	7	8	7	8
Interdisciplinary Studies-49 Total	115	139	145	139	138	160	230
Biological and Physical Sciences (and Math)-4902	115	139	145	139	138	160	230
Media and Communications-06 Total	2	9	3	5	14	15	17
Digital Media-0614	2	9	3	5	14	15	17
Public and Protective Services-21 Total	3	8	5	4	1	4	1
Administration of Justice-2105	3	8	5	4	1	4	1

	2011	2012	2013	2014	2015	2016	2017
Associate of Arts (A.A.) degree Total	428	459	565	518	500	566	1,101
Change %		7%	19%	-9%	-4%	12%	49%
Education-08 Total	24	12	25	21	37	21	44
Physical Education-0835	24	12	25	21	37	21	44
Fine and Applied Arts-10 Total	1		3	2	3	2	4
Commercial Music-1005	1		3	2	3	2	4
Interdisciplinary Studies-49 Total	403	447	537	495	460	543	1,053
Humanities-4903	304	337	399	345	355	404	792
Liberal Arts and Sciences, General-4901	99	110	138	150	105	139	261
	2011	2012	2013	2014	2015	2016	2017
Certificate requiring 30 to < 60 semester units Total	90	105	117	116	80	126	103
Change %		14%	10%	-1%	-45%	37%	-22%
Business and Management-05 Total	22	40	45	48	33	39	36
Accounting-0502	6	9	16	17	8	15	9
Business and Commerce, General-0501	7	4	8	7	5	5	15
Business Management-0506	7	16	8	10	11	9	4
Logistics and Materials Transportation-0510		6	9	8	7	5	6
Marketing and Distribution-0509	1	4	3	3	1		
Real Estate-0511	1	1	1	3	1	5	2
Engineering and Industrial Technologies-09 Total	15	13	12	21	8	41	33
Civil and Construction Management Technology-0957	15	13	12	21	8	8	8
Construction Crafts Technology-0952						33	24
Electronics and Electric Technology-0934							
Manufacturing and Industrial Technology-0956							1
Family and Consumer Sciences-13 Total	8	16	9	8	9	14	14
Child Development/Early Care and Education-1305	8	16	9	8	9	14	14
Fine and Applied Arts-10 Total	1		1	1	2	4	1
Commercial Music-1005	1		1	1	2	4	1
Information Technology-07 Total	3	2	1	3	2	8	6
Computer Information Systems-0702	3	2	1	1	1	2	1
Computer Software Development-0707				2	1	6	5
Interdisciplinary Studies-49 Total	32	29	45	32	11	8	1
Liberal Arts and Sciences, General-4901	32	29	45	32	11	8	1
Media and Communications-06 Total	9	5	4	3	15	12	12
Digital Media-0614	9	5	4	3	15	12	12
	2011	2012	2013	2014	2015	2016	2017
Certificate requiring 18 to < 30 semester units Total	39	39	54	26	58	64	77
Change %		0%	28%	-108%	55%	9%	17%
Architecture and Related Technologies-02 Total	4	9	6		2		2
Architecture and Architectural Technology-0201	4	9	6		2		2
Business and Management-05 Total	17	9	8	7	7	1	17
Logistics and Materials Transportation-0510	17	9	8	7	7	1	17
Engineering and Industrial Technologies-09 Total	12	16	28	12	37	50	40
Construction Crafts Technology-0952						11	
Drafting Technology-0953	4	7	14	6	6	6	11
Electro-Mechanical Technology-0935							
Electronics and Electric Technology-0934		2	6	1	16	5	8
Engineering Technology, General-0924	8	6	5	3	1	1	1
Manufacturing and Industrial Technology-0956		1	3	2	14	27	20
Information Technology-07 Total	2	1	1	3	7	2	5
Computer Software Development-0707	2	1	1	3	7	2	5
Media and Communications-06 Total		1	7	2	4	8	12
Digital Media-0614		1	7	2	4	8	12
Public and Protective Services-21 Total	4	3	4	2	1	3	1
Administration of Justice-2105	4	3	4	2	1	3	1

	2011	2012	2013	2014	2015	2016	2017
Certificate requiring 12 to < 18 units Total						1	
Public and Protective Services-21 Total						1	
Administration of Justice-2105						1	
	2011	2012	2013	2014	2015	2016	2017
Certificate requiring 6 to < 18 semester units Total	265	167	161	129	132	165	274
Change %		-59%	-4%	-25%	2%	20%	40%
Architecture and Related Technologies-02 Total	32	11	16	5	9	9	12
Architecture and Architectural Technology-0201	32	11	16	5	9	9	12
Business and Management-05 Total		40	19	29	25	31	96
Accounting-0502				17	15	8	32
Real Estate-0511		40	19	12	10	23	64
Engineering and Industrial Technologies-09 Total	68	42	36	19	20	28	32
Drafting Technology-0953	58	39	33	15	15	19	23
Electronics and Electric Technology-0934	8	2	1				
Engineering, General-0901	1						
Manufacturing and Industrial Technology-0956	1	1	2	2	2	8	5
Other Engineering and Related Industrial Tech-0999				2	3	1	4
Family and Consumer Sciences-13 Total	133	51	82	66	70	84	121
Child Development/Early Care and Education-1305	133	51	82	66	70	84	121
Information Technology-07 Total	21	15	5	6	6	10	10
Computer Software Development-0707	14	11	2	4	6	10	10
Information Technology, General-0701	1	1					
Other Information Technology-0799	6	3	3				
World Wide Web Administration-0709				2			
Media and Communications-06 Total		2	1		1	3	1
Digital Media-0614		2	1		1	3	1
Public and Protective Services-21 Total	11	6	2	4	1		2
Administration of Justice-2105	11	6	2	4	1		2
	2011	2012	2013	2014	2015	2016	2017
Other Credit Award, < 6 semester units Total	2						
Architecture and Related Technologies-02 Total	2						
Architecture and Architectural Technology-0201	2						

Source: California Community Colleges Chancellor's Office Data Mart.

Discipline FTES History

The table below details the change in FTES generation by discipline between 2010 and 2017. The net gain or loss is color coded to serve as a point of discussion for future projections.

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
School of Arts & Humanities	Arts, Hum, & World Languages	AML	6								-6
		ART	144	137	121	131	132	146	148	151	7
		DAN	18	13			6	8	8	7	-11
		FRE					6	18	23	19	19
		HUM	80	71	74	82	72	75	72	77	-4
		JPN	32	32	27	24	25	24	22	21	-12
		MIS	65	61	65	75	79	72	60	50	-15
		MUS	107	75	82	112	106	106	101	121	15
		PHI	107	99	97	104	102	97	102	91	-16
		PHO	6	5	3	4				4	-2
		SPA	140	120	138	142	156	155	137	157	17
	THE	80	66	70	68	62	67	61	68	-12	
	Communications	COM	153	123	144	160	168	177	195	224	72
		ENG	878	691	778	880	946	1016	1036	967	89
		ESL	53	48	45	41	44	57	53	65	12
		JOU	9	9	18	10	10	2		4	-5
		LIB	2	2	2	3	2	2	3	2	0
REA	90	76	67	76	85	81	66	38	-52		
School of Arts & Humanities Total			1970	1627	1731	1913	2000	2104	2089	2066	96

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
School of Business & Management	Bus, Engineering, & Info Tech	ACC	107.1	95.49	87.67	94.16	92.84	88.8	86.17	95.96	-11.15
		BUS	175	169	161	168	177	167	167	177	2
		MAG	33	36	41	30	30	24	20	18	-15
		MKT	24	13	12	10	6	6	5	4	-20
		RLE	61	50	49	49	51	49	48	52	-8
		WKX				3	4	3	7	7	7
School of Business & Management			400	363	350	355	361	338	334	354	-46

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
School of Science, Technology, Engineering & Mathematics	Bus, Engineering, & Info Tech	ARE	33.96	37.29	22.5	20.66	9.4	11.27	6.2	5.38	-28.58
		CAT	27	12			4	9	13	14	-13
		CIS	281	189	188	205	208	198	201	229	-52
		CON	55	43	42	45	43	35	38	43	-12
		CSC	11	11		5	5	4	4	1	-10
		ELE	35	36	30	33	22	39	84	79	44
		ENE	155	169	137	148	126	125	101	108	-47
		GAM		46	81	111	120	135	109	121	121
		MAN	29	29	24	18	24	34	36	37	7
	SCT		2	3		0	0		0	0	
	Math & Sciences	BIO	366	276	282	318	331	363	399	429	63
		CHE	132	129	96	144	169	188	239	255	123
		GEG	99	83	91	87	103	115	120	132	32
		HES	231	221	200	182	162	150	141	123	-108
		KIN	231	228	223	221	208	213	214	192	-39
		MAT	1366	1177	1125	1178	1219	1297	1361	1300	-66
		MIC	53	33	30	23	28	27	40	43	-10
		PHS	16	20	19	16	14	13	17	12	-4
PHY		31	28	32	31	36	36	50	63	32	
School of Science, Technology, Engineering & Mathematics			3153	2769	2625	2786	2831	2994	3173	3187	34

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
School of Social & Behavioral Sciences	Social & Behavioral Sciences	ADJ	36	29			13	25	26	37	0
		ANT	162	174	180	181	165	154	162	154	-8
		EAR	92	90	86	100	99	101	119	127	34
		ECO	74	84	75	77	75	74	74	68	-6
		GUI	52	49	45	58	57	69	70	89	37
		HIS	209	178	176	174	184	200	235	248	40
		ILA	5	3	1	1	1	1	1	3	-3
		POL	164	157	140	141	146	153	175	177	14
		PSY	267	231	204	230	233	233	264	291	25
		SOC	169	173	153	177	172	172	176	166	-3
School of Social & Behavioral Sciences Total			1231	1168	1059	1138	1145	1181	1302	1360	130

	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
Grand Total	6754	5927	5765	6192	6338	6617	6898	6967	213
Percentage Change		-12.2%	-2.7%	7.4%	2.4%	4.4%	4.2%	1.0%	3.1%

As we consider how to grow into a comprehensive college, below are categories of programs that emerged from extensive discussions with faculty, students, and community leaders.

- Engineering/Photonics
- Apprenticeship programs in traditional trades and expanding into academic and professional non-traditional areas.
- Health Industries and Technology (1. Respiratory Tech 2. Medical Stenography (Ultrasound) Tech 3. Medical Assistant (Note: good for Nursing and Physician’s Assistant Pathways—gives more points for entry) 4. Physical Therapy Assistant 5. Occupational Therapy Assistant 6. Radiological Tech 7. Surgical Tech.)
- Agriculture Industries, Technology (Ag science, Horticulture, Veterinary tech and Animal Science, Equine Studies)
- Sustainable Technologies (Green Technologies, solar tech, thin film tech, environmental science certificate, Waste Management (sustainable energy technologies focusing on local issue: animal waste to energy)
- Natural Sciences (Geology, Biotechnology)
- Education (Education, K-8 STEAM Academy, music education (w/ CSU SB upper division classes on campus for BA), Teacher Prep Ed ADT
- Languages (Arabic, Chinese, Italian, Farsi, Korean)
- Computer Sci (Infomatics; Information Science; Big/Quantum Data (in association with the Corona Naval Surface Warfare Center)
- Performing Arts (Woodwinds and Strings Program -- Ensembles with Corona Symphony. Integrate with K-8 STEAM Academy and JFK, Theatre (build back and add Set Design, Construction, Makeup, etc., Dance), and explore possible programmatic synergies with the Young Americans in Corona.
- Visual Arts (Digital Arts: Industrial Design -- crossover with CIS and Engineering, Graphic Design, Applied Digital Media, Photography, Journalism (crossover with COMM), Animation, Film production/editing, web development, animation (crossover with CIS)
- Athletic programs in KIN (Softball, aquatics; both strong tie-ins with community by offering community swim programs, life guard certification, WSA Instructor certification, geriatrics).
- Criminal Justice (Regional Justice and Equity Center with Criminalistics w/crime lab, crime scene yard, law school pathway (RCC model), tie-in with Next Phase and 3Ps (also agency partnerships), legal aid, court reporter)

- Psych/Soc/Social Work: Mental Health and Psych Tech, Infant Mental Health certificate (crossover with Ed and Early Childhood Education Center), Certificate program for students with disabilities from local HSs (crossover with NC and Community Ed – focus on job training and skills employability; Alcohol and Drug Counseling certificate (and ADT) in association with Next Phase and prison re-entry program)
- Business entrepreneurship (Tech transfer in association with Photonics, Leadership, Market Farming in association with Ag, Industrial design and engineering in association with the creation of a Maker Space)
- Add Associate Degrees for Transfer: Law and Public Policy, Ag Plant Science, Public Health, Animal Science, Ag Business, Global Studies, Hospitality, Elementary Ed, Film, TV, Digital Media, Social Justice

Based on these recommendations and regional workforce data and the emerging initiatives of the college, the following table lists annual FTES projections for current and new programs by TOP code. Note that the programs shaded in green are potential new programs.

PROJECTED GROWTH BY TOP CODE	HISTORICAL						NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS						
	2013	2014	2015	2016	2017	CHG	2018 ¹	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
TOP CODE	6190	6381	6635	6944	7229		7472	7838	8319	8575	8849	9133	9427	9731	10046	10373	10711	11061	11425
*Agriculture and Natural Resources-01 Total	0	0	0	0	0		0	0	60	54	56	59	61	64	67	70	73	77	80
*Agriculture Technology and Sciences, General-0101 Total	0	0	0	0	0	6%	0	0	30	22	23	24	25	26	27	28	29	30	31
*Animal Science-0102 Total	0	0	0	0	0	5%	0	0	30	32	33	35	36	38	40	42	44	47	49
Architecture and Related Technologies-02 Total	21	9	11	6	5		6	6	6	6	6	7	7	7	7	7	8	8	8
Architecture and Architectural Technology-0201	18	3	9	2	4	3%	4	4	4	4	4	4	4	5	5	5	5	5	5
Other Architecture and Environmental Design-0299	3	6	2	4	2	3%	2	2	2	2	2	2	2	2	2	3	3	3	3
Biological Sciences-04 Total	335	352	383	432	465		487	510	535	560	587	615	644	675	707	741	776	814	853
Anatomy and Physiology-0410	123	139	162	167	173	5%	182	191	201	211	221	232	244	256	269	282	296	311	327
Biology, General-0401	171	168	169	204	224	5%	235	247	259	272	286	300	315	331	348	365	383	402	422
Botany, General-0402	7	6	11	5	9	2%	10	10	10	10	11	11	11	11	11	11	12	12	12
Microbiology-0403	23	28	27	39	42	4%	44	45	47	49	51	53	55	57	60	62	64	67	70
Natural History-0408	11	12	10	13	11	2%	11	11	11	12	12	12	13	13	13	13	13	14	14
Zoology, General-0407	0	0	5	6	6	2%	6	6	6	7	7	7	7	7	7	7	7	8	8
Business and Management-05 Total	380	391	366	364	387		396	406	415	425	435	445	455	466	477	489	500	512	524
Accounting-0502	103	101	94	93	103	3%	106	109	113	116	120	123	127	131	135	139	143	147	151
Business Administration-0505	67	69	61	69	79	2%	81	82	84	86	87	89	91	93	94	96	98	100	102
Business and Commerce, General-0501	55	53	54	55	59	3%	60	62	64	66	68	70	72	74	76	79	81	84	86
Business Management-0506	58	63	53	43	37	2%	38	38	39	40	41	42	42	43	44	45	46	47	48
Logistics and Materials Transportation-0510	34	36	33	33	34	3%	35	36	37	38	39	40	42	43	44	45	47	48	50
Marketing and Distribution-0509	8	6	7	5	5	2%	5	5	5	5	5	5	5	5	5	6	6	6	6
Office Technology/Office Computer Applications-0514	0	5	10	13	14	1%	15	15	15	15	15	15	15	16	16	16	16	16	16
Real Estate-0511	54	57	54	53	57	1%	58	58	59	59	60	61	61	62	62	63	64	64	65
Education-08 Total	398	357	350	336	300		306	312	319	325	331	338	345	352	359	366	373	381	388
Educational Aide (Teacher Assistant)-0802	1	1	1	1	3	2%	3	3	3	3	3	3	3	3	3	3	4	4	4
Health Education-0837	179	159	148	139	122	2%	125	127	130	132	135	138	141	143	146	149	152	155	158
Physical Education-0835	218	197	202	195	175	2%	178	182	186	189	193	197	201	205	209	213	218	222	226
Engineering and Industrial Technologies-09 Total	240	212	234	257	441		453	492	507	523	540	557	575	594	613	633	654	676	698
Civil and Construction Management Technology-0957	29	27	22	24	31	3%	32	33	34	35	36	37	38	39	40	42	43	44	45
Construction Crafts Technology-0952	15	16	13	14	196	2%	200	204	208	212	216	221	225	230	234	239	244	249	253
Drafting Technology-0953	93	84	80	66	62	3%	64	66	68	70	72	74	77	79	81	84	86	89	92
Electronics and Electric Technology-0934	32	21	40	83	68	4%	71	74	77	80	83	86	90	93	97	101	105	109	113
Engineering Technology, General-0924	53	40	45	34	45	5%	47	49	52	54	57	60	63	66	69	73	77	80	84
Instrumentation Technology-0943	0	0	0	0	1	6%	1	2	2	2	2	2	2	2	2	2	3	3	3
Manufacturing and Industrial Technology-0956	18	24	35	35	37	3%	38	39	40	42	43	44	46	47	48	50	51	53	54
*Laser and Optical Technology-093480	0	0	0	0	0	7%	0	25	27	29	31	33	35	38	40	43	46	49	53
*Environmental Sciences and Technologies-03 Total	0	0	0	0	0		0	15	16	17	18	19	20	21	23	24	25	27	28
*Environmental Sciences and Technologies, Other-0399 Total	0	0	0	0	0	6%	0	15	16	17	18	19	20	21	23	24	25	27	28

PROJECTED GROWTH BY TOP CODE (CNTD)	HISTORICAL					CHG	NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS						
	2013	2014	2015	2016	2017		2018 ¹	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Family and Consumer Sciences-13 Total	98	97	102	119	127		132	138	143	149	155	161	168	174	181	189	196	204	212
Child Development/Early Care and Education-1305	98	97	102	119	127	4%	132	138	143	149	155	161	168	174	181	189	196	204	212
Fine and Applied Arts-10 Total	375	385	400	380	404		421	439	488	509	531	554	578	603	629	656	685	715	746
Applied Photography-1012	4	0	0	0	4	3%	4	4	4	4	4	5	5	5	5	5	5	5	6
Art-1002	130	132	145	150	152	3%	157	161	166	171	176	182	187	193	199	205	211	217	224
Commercial Music-1005	59	78	71	57	50	5%	52	55	58	60	64	67	70	74	77	81	85	89	94
Dance-1008		6	8	8	7	5%	7	8	8	9	9	10	10	11	11	12	12	13	13
Dramatic Arts-1007	69	63	71	62	70	5%	73	77	81	85	89	94	98	103	109	114	120	126	132
Music-1004	113	106	106	102	121	5%	128	134	141	148	155	163	171	179	188	198	208	218	229
*Applied Design-1009	0	0	0	0	0	5%	0	0	15	16	17	17	18	19	20	21	22	23	24
*Commercial Art-1013	0	0	0	0	0	5%	0	0	15	16	17	17	18	19	20	21	22	23	24
Foreign Language-11 Total	142	179	177	159	178		202	266	274	282	290	298	307	316	325	334	344	354	365
French-1102	0	6	18	24	19	3%	20	20	21	22	22	23	24	24	25	26	27	27	28
Japanese-1108	22	25	24	22	21	3%	21	22	23	23	24	25	26	26	27	28	29	30	31
Spanish-1105	120	154	153	137	157	2%	161	164	167	170	174	177	181	184	188	192	196	200	204
Latin-1109 Total	0	0	0	0	0	5%	0	20	21	22	23	24	26	27	28	30	31	33	34
Korean-111730	0	0	0	0	0	5%	0	20	21	22	23	24	26	27	28	30	31	33	34
Arabic-1112 Total	0	0	0	0	0	5%	0	20	21	22	23	24	26	27	28	30	31	33	34
Health-12 Total	7	7	10	14	13		14	15	106	111	116	122	128	135	141	149	156	164	172
*Athletic Training and Sports Medicine-1228	0	0	0	0	0	5%	0	0	15	16	17	17	18	19	20	21	22	23	24
*Diagnostic Medical Sonography-1227	0	0	0	0	0	5%	0	0	15	16	17	17	18	19	20	21	22	23	24
Kinesiology-1270	7	7	10	14	13	5%	14	15	16	16	17	18	19	20	21	22	23	24	25
*Medical Laboratory Technology-1205	0	0	0	0	0	5%	0	0	15	16	17	17	18	19	20	21	22	23	24
*Physical Therapy Assistant-1222 Total	0	0	0	0	0	5%	0	0	15	16	17	17	18	19	20	21	22	23	24
*Respiratory Care/Therapy-1210	0	0	0	0	0	5%	0	0	15	16	17	17	18	19	20	21	22	23	24
*Surgical Technician-1217	0	0	0	0	0	5%	0	0	15	16	17	17	18	19	20	21	22	23	24
Humanities (Letters)-15 Total	1,299	1,368	1,442	1,471	1,404		1,445	1,493	1,536	1,581	1,627	1,674	1,723	1,773	1,824	1,877	1,932	1,988	2,046
Classics-1504	0	0	0	0	0	1%	0	6	6	6	6	6	6	6	6	6	7	7	7
Comparative Literature-1503	11	13	10	14	15	1%	15	15	16	16	16	16	16	16	17	17	17	17	17
Creative Writing-1507			5	2	3	2%	3	3	3	3	3	4	4	4	4	4	4	4	4
English-1501	942	1,011	1,076	1,086	994	3%	1,024	1,055	1,086	1,119	1,152	1,187	1,222	1,259	1,297	1,336	1,376	1,417	1,460
Other Humanities-1599	6	10	17	12	22	3%	23	23	24	25	26	26	27	28	29	30	31	32	33
Philosophy-1509	107	105	97	103	92	3%	95	98	101	104	107	110	113	117	120	124	128	132	135
Religious Studies-1510	73	61	58	59	53	1%	54	54	55	55	56	56	57	58	58	59	59	60	60
Speech Communication-1506	159	168	178	195	225	3%	231	238	246	253	260	268	276	285	293	302	311	320	330

PROJECTED GROWTH BY TOP CODE (CNTD)	HISTORICAL					CHG	NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS						
	2013	2014	2015	2016	2017		2018 ¹	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Information Technology-07 Total	201	212	205	210	238		248	286	298	310	322	335	348	362	377	392	408	424	441
Computer Information Systems-0702	114	115	104	107	119	4%	124	129	134	140	145	151	157	163	170	177	184	191	199
Computer Science (Transfer)-0706	5	5	4	4	1	4%	1	15	16	16	17	18	18	19	20	21	21	22	23
Computer Software Development-0707	82	92	96	99	118	4%	122	127	132	138	143	149	155	161	168	174	181	188	196
Information Technology, General-0701	0	0	0	1	0	4%	0	15	16	16	17	18	18	19	20	21	21	22	23
Interdisciplinary Studies-49 Total	121	134	154	179	204		211	218	225	234	242	251	261	271	281	293	305	317	331
General Studies-4930	102	105	130	127	156	2%	159	163	166	169	173	176	180	183	187	191	194	198	202
General Work Experience-4932	19	29	24	51	47	8%	51	55	60	64	69	75	81	87	94	102	110	119	128
Library Science-16 Total	3	2	2	4	3		3	3	3	3	3	3	3	3	3	3	3	3	3
Library Science, General-1601	3	2	2	4	3	1%	3	3	3	3	3	3	3	3	3	3	3	3	3
Mathematics-17 Total	1,189	1,229	1,306	1,369	1,319		1,359	1,399	1,441	1,485	1,529	1,575	1,622	1,671	1,721	1,773	1,826	1,881	1,937
Mathematics, General-1701	1,189	1,229	1,306	1,369	1,319	3%	1,359	1,399	1,441	1,485	1,529	1,575	1,622	1,671	1,721	1,773	1,826	1,881	1,937
Media and Communications-06 Total	132	138	139	115	127		131	135	154	159	163	168	173	178	184	189	195	201	207
Digital Media-061400 (Gaming)	123	128	136	115	124	3%	127	131	135	139	143	148	152	157	161	166	171	176	182
Journalism-0602	9	10	2	0	4	2%	4	4	4	4	4	4	4	4	4	4	5	5	5
*Animation-061440	0	0	0	0	0	3%	0	0	15	15	16	16	17	17	18	18	19	20	20
Physical Sciences-19 Total	188	216	234	301	325		336	348	361	374	387	401	415	430	446	462	478	495	513
Chemistry, General-1905	142	166	185	234	251	4%	261	271	282	293	305	317	330	343	357	371	386	401	417
Physical Sciences, General-1901	16	14	13	17	12	2%	12	13	13	13	13	14	14	14	14	15	15	15	16
Physics, General-1902	30	35	35	50	62	2%	64	65	66	67	69	70	72	73	74	76	77	79	81
*Geology-1914 Total	0	0	0	0	0	5%	0	0	20	21	22	23	24	26	27	28	30	31	33
Psychology-20 Total	228	233	234	263	296		305	314	323	333	343	353	364	375	386	397	409	422	434
Psychology, General-2001	228	233	234	263	296	3%	305	314	323	333	343	353	364	375	386	397	409	422	434
Public and Protective Services-21 Total	0	13	24	26	42		44	46	67	70	72	75	78	81	84	87	90	93	97
Administration of Justice-2105	0	13	24	26	42	4%	44	46	47	49	51	53	55	58	60	62	65	67	70
*Alcohol and Controlled Substances-210440	0	0	0	0	0	3%	0	0	20	21	21	22	23	23	24	25	25	26	27
Social Sciences-22 Total	833	846	862	941	948		972	997	1,042	1,069	1,096	1,124	1,152	1,182	1,212	1,243	1,274	1,307	1,341
Anthropology-2202	179	164	154	163	157	2%	161	164	167	170	174	177	181	184	188	192	196	200	204
Economics-2204	77	75	73	74	68	3%	70	72	75	77	79	81	84	86	89	92	94	97	100
Geography-2206	86	102	113	118	130	2%	132	135	138	140	143	146	149	152	155	158	161	165	168
History-2205	175	184	199	234	250	3%	257	265	273	281	289	298	307	316	326	335	345	356	366
Political Science-2207	140	151	154	177	178	3%	184	189	195	201	207	213	220	226	233	240	247	254	262
Sociology-2208 Total	175	171	169	175	165	2%	168	172	175	179	182	186	190	193	197	201	205	209	214
*Social Justice Studies-2201 Total	0	0	0	0	0	3%	0	0	20	21	21	22	23	23	24	25	25	26	27

California Community Colleges Chancellor's Office Full Time Equivalent Student (FTES) Summary Report

The following table summarizes the potential Career Technical Education (CTE) programs by FTES growth at the College.

POTENTIAL PROGRAMS	CHNG	NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS						
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
		0	40	264	283	301	320	344	366	390	422	49	476	512
*Agriculture Tech and Sci, General-0101	9%	0	0	20	22	23	24	25	26	27	28	29	30	31
*Animal Science-0102	9%	0	0	30	33	36	39	42	46	50	55	60	65	71
*Laser and Optical Technology-093480	10%	0	25	28	30	33	37	40	44	49	54	59	65	71
*Environmental Sci and Tech, Other-0399	7%	0	15	16	17	18	20	21	23	24	26	28	30	32
*Applied Design-1009	7%	0	0	15	16	17	18	20	21	23	24	26	28	30
*Commercial Art-1013	7%	0	0	15	16	17	18	20	21	23	24	26	28	30
*Athletic Training and Sports Medicine-1228	6%	0	0	15	16	17	18	19	20	21	23	24	25	27
*Diagnostic Medical Sonography-1227	6%	0	0	15	16	17	18	19	20	21	23	24	25	27
*Medical Assisting-1208	6%	0	0	15	16	17	18	19	20	21	23	24	25	27
*Medical Laboratory Technology-1205	6%	0	0	15	16	17	18	19	20	21	23	24	25	27
*Physical Therapy Assistant-1222	6%	0	0	15	16	17	18	19	20	21	23	24	25	27
*Respiratory Care/Therapy-1210	6%	0	0	15	16	17	18	19	20	21	23	24	25	27
*Surgical Technician-1217	6%	0	0	15	16	17	18	19	20	21	23	24	25	27
*Animation-061440	4%	0	0	15	16	16	17	18	18	19	20	21	21	22
*Alcohol and Controlled Substances-210440	6%	0	0	20	21	22	24	25	27	28	30	32	34	36

The following table summarizes the potential Non-Career Technical Education (CTE) programs by FTES growth at the College.

POTENTIAL PROGRAMS	CHNG	NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS						
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
		0	0	40	42	44	46	48	51	53	56	59	62	66
*Geology-1914	6%	0	0	20	21	22	24	25	27	28	30	32	34	36
*Social Justice Studies-2201	4%	0	0	20	21	22	22	23	24	25	26	27	28	30

Building NC Capacity: Employees

As discussed earlier in this chapter, Norco College will need to hire many more employees to reach comprehensive college status. Comprehensive colleges like Riverside City College and Santa Ana College have employee to resident ratios at 0.16 and 0.19 employees per 100 residents in their service area. In contrast, Norco College’s service footprint in their service area is so small that they only offer an employee to resident ratio of 0.11 employees per 100 residents. With an estimated 70,000 residents moving into Norco’s service area by 2030, this need will only increase. If we are to be a comprehensive college for the 376,047 residents who will be living in our service area by 2030, we need to move from having 348 fulltime equivalent employees to 602 fulltime equivalent employees. To achieve this goals, we will need to hire about 21 FTEE each year.

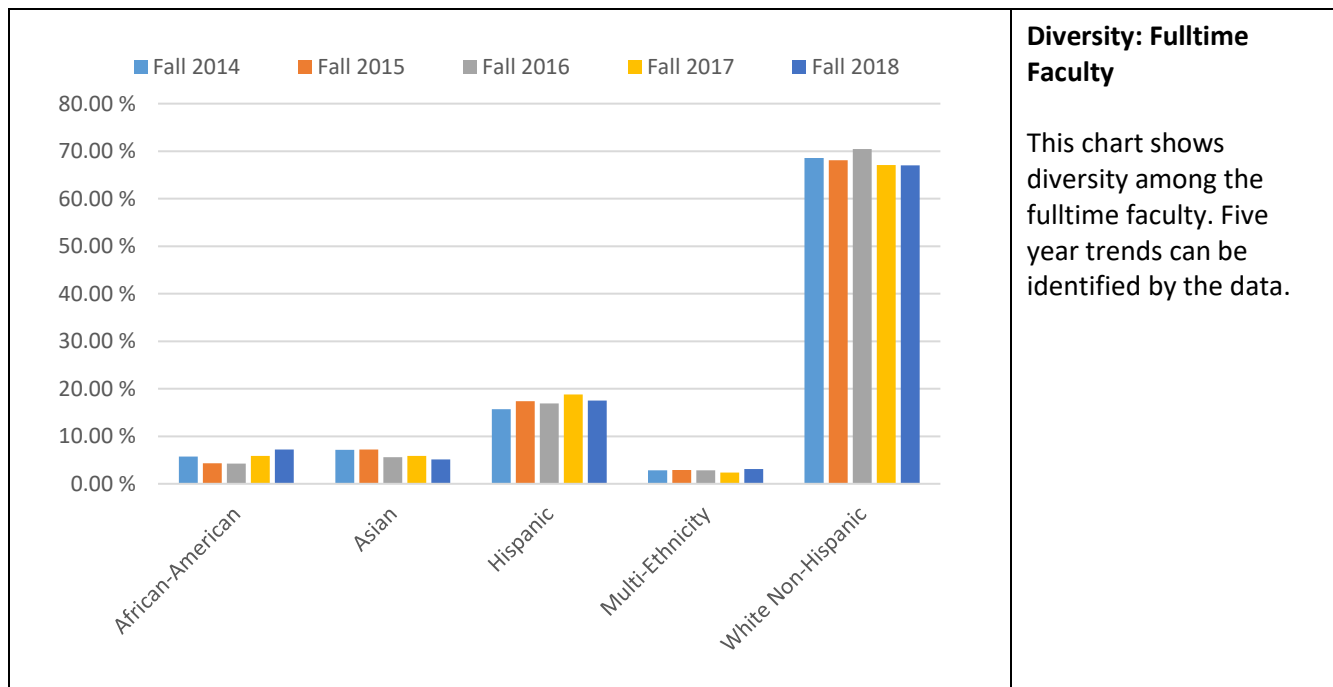
As indicated by the charts below, faculty and administrators are comprised of a majority White/Non-Hispanic members ranging from the mid-fifty to mid-sixty percent. Classified staff, however, are largely Hispanic and represent a balance in comparison to the students they serve. This indicates an imbalance in White/Non-Hispanic faculty and managers in comparison to the student body which is composed of Hispanic students in roughly the same percentage ranges, mid- to high-fifties.

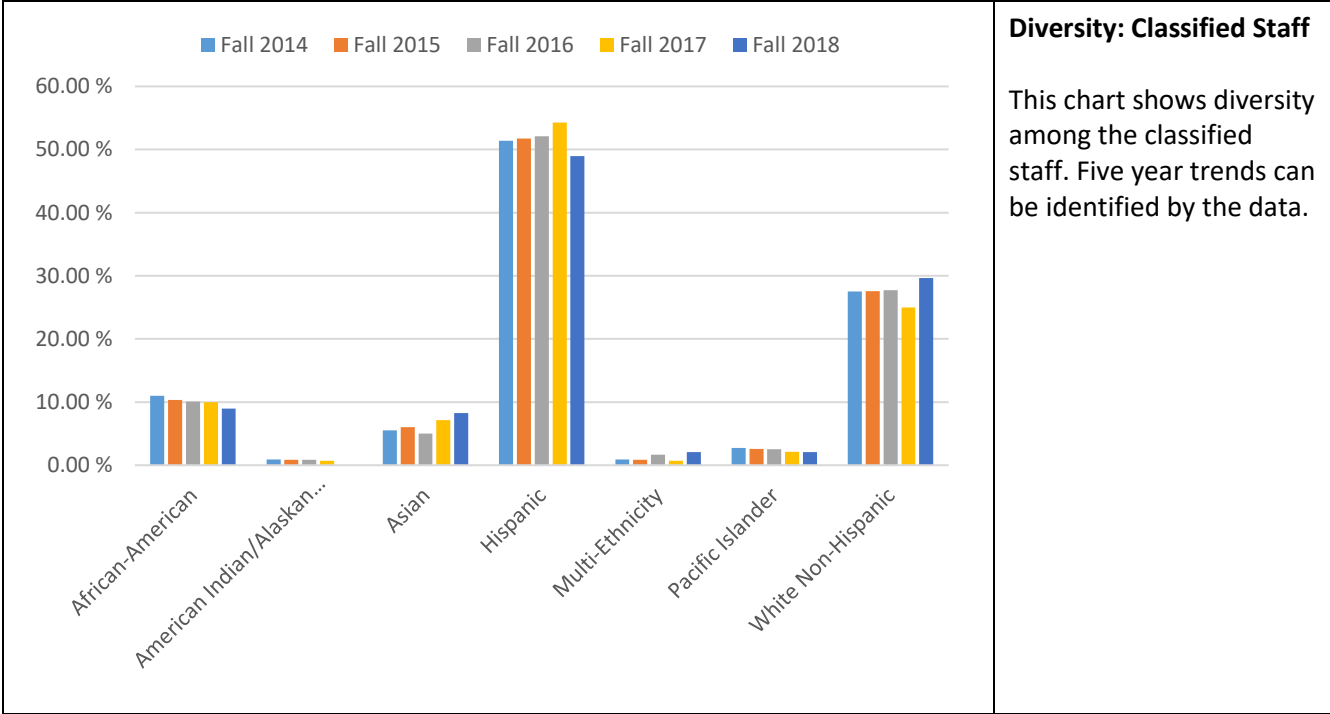
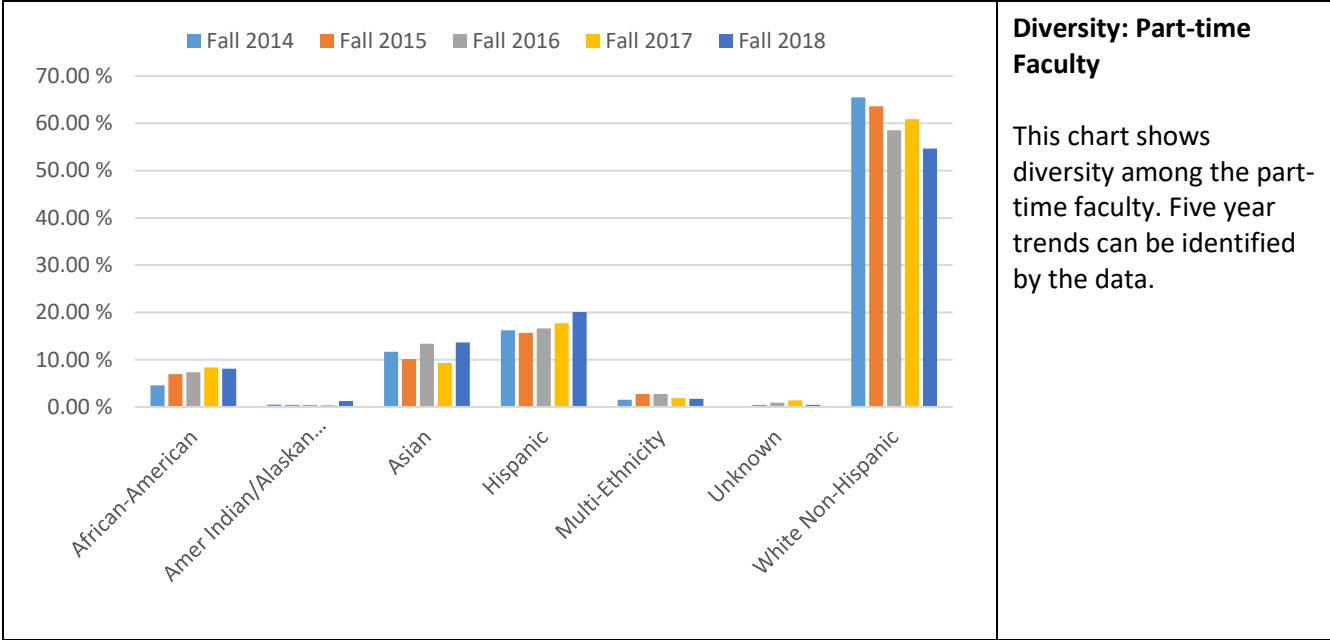
As Norco College adds to its workforce, one of our goals is to reach balanced diversity. Norco College is committed to recruiting and hiring a diverse workforce that not only closely reflects our student demographics, but also possesses equity-minded skills. A workforce who understands and is sensitive to diverse socioeconomic,

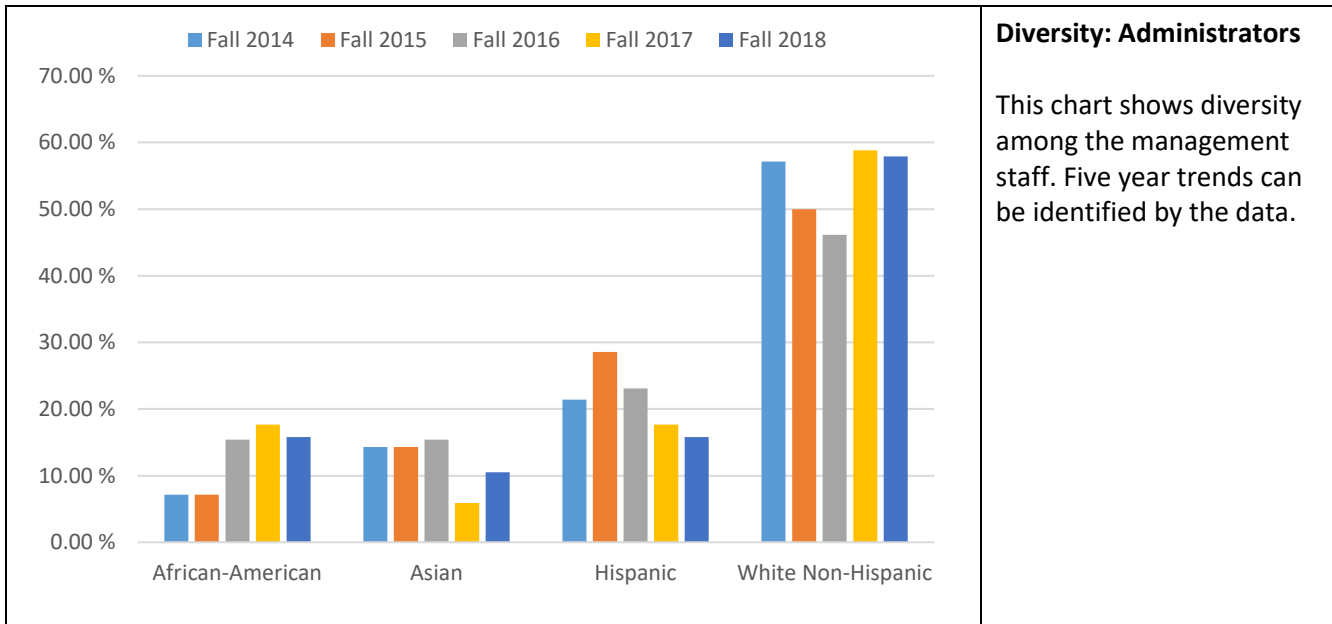
cultural, and ethnic backgrounds of historically underserved community college students increases their likelihood of academic success. Norco College is a great place to work because of the people. The students, classified, faculty and managers strive to bring a family atmosphere to the college. We work hard, communicate openly, dream big, and enjoy being with each other. All of this is done with the intention of transforming our students’ lives, transforming our region, and transforming the college itself. Norco College is not a place, it is a community.

To achieve a diverse and equitable workforce, the college has taken significant steps to change its hiring practices. In the past year, changes to faculty hiring processes were implemented to ensure that each search yielded diverse pools of candidates. Job announcements now emphasize our desire to hire candidates who are committed to educating our racially and economically diverse student population. Instructions to candidates clearly emphasize our intent to hire faculty experienced in using equity-minded pedagogical techniques in addition to maintaining academic rigor. Multiple measures rubrics were also developed to help determine how candidates demonstrate potential for achieving equitable outcomes. Professional development on equity-mindedness is also being provided for faculty who serve on search committees. These changes have yielded more diverse pools of candidates and have resulted in increased diversity among full time and part time faculty positions.

Norco College also intends to reach balanced diversity among staff and managers. Because everyone plays a role in closing equity gaps, we are committed to recruiting and hiring staff and managers who are committed to enhancing opportunities for all students, particularly our students from minority groups. To achieve this goal, Norco College intends to assess its hiring practices for staff and management positions and make changes as needed to yield more diverse pools of candidates.







Building NC Capacity: Facilities

As discussed earlier in this chapter, Norco College will need to expand the physical presence and size of the college dramatically if it is to reach comprehensive college status. Comprehensive colleges like Riverside City College and Santa Ana College have assignable square footage (ASF) to resident ratios at 1.07 ASF per resident and 1.09 ASF per resident respectively. Norco College has a much smaller footprint, offering residents in our service area 0.55 ASF per resident. To become a comprehensive college by 2030, it is estimated that Norco College will need to move from a campus with 168,870 ASF to one with 402,370 ASF. This will establish a capacity of 1.07 ASF per resident for the 376,047 residents predicted to be living in our service area by 2030. This will require Norco College to develop about 20,000 ASF per year through 2030 to meet this target.

Facilities and structures that have been formally or informally discussed over recent years include the following:

- Building for School of STEM and Possible Photonics Center
- Building for School of Business and Management
- Building for School of Arts and Humanities
- Building for School of Social and Behavioral Sciences
- South Corona/Temescal Valley Campus with High School
- Early Childhood Education Center
- Regional Veterans Resource Center
- Amphitheater Venue with Advanced Foodservices
- Kinesiology and Human Performance Building
- Multimedia Arts Center & Theater
- Professional Development Center
- One-Stop Student Services Center
- Student Union and Conference Center
- Inmate Education Building/Corpsman’s Quarters
- Regional Performing Arts Center/Norconian Hotel
- 2nd and 3rd Access Roads

- Athletic Fields & Pool
- Gymnasium and Related Facilities
- Regional Library/Learning Resource Center
- Housing for Veterans, Foster Care, International Students, Employees
- Mixed Use Facilities
- Industrial Arts Center
- Edible Landscaping, Community Gardening, Farmers Market
- Sustainable design
- Architectural Look and Feel That Reflects College Culture

In order to efficiently and effectively develop the Norco College physical facilities to build capacity to meet current and future regional demand, alternative construction delivery methods such as Design Build and Lease-Leaseback deliveries must be considered along with the more traditional construction delivery methods to maximize available funding for projects while bringing quality to the forefront of future capital improvement projects at Norco College. While State-funded projects are not eligible for Lease-Leaseback delivery methods as of today, the success many districts across the State have realized with alternative delivery methods should guide the district toward the utilization of best practices where savings and quality have been maximized.

Building NC Capacity: Operations

Norco College intends to move towards an adoption of enterprise services that support the administrative and business functions of the College in a more efficient and effective manner. Doubling College efforts to increase student outcomes, persistence and retention will require a high level of focused work, however this work must be done efficiently and in a manner that limits the need for additional personnel due to the financial constraints the College is under. The transition towards efficient and modern operations will include utilizing and reinventing how the college currently engages in analytics, business intelligence, reporting, financial oversight and operations, human resources, student information systems, advancement, marketing, and travel and event management.

The integration of business intelligence (BI) and electronic-based work flow is now considered the most advanced capability available to support information-based decision-making, specifically in such areas as budgeting and finance, customer (student) relation management, student recruitment and enrollment, and academic progresses. At the root of BI is a way to identify and measure, quantitatively or qualitatively, the elements that enable institutions to be more effective. It is also, ostensibly, to maintain cost controls while maximizing student and institutional outcomes.

The College must aggressively incorporate available technologies to drive efficiencies, redeploying employees to critical functions, and reimage processes in order to dramatically increase the performance of the College while meeting the needs of our current and future students. While this effort is an opportunity to meet student needs, it also intends to maximize the College's financial and human resources in order to maximize intended student outcomes and institutional performance. As the College moves towards a higher level of operational efficiency, it will be required to redesign processes and organizational structures in order to achieve this higher level of efficiency. Anticipating the integration of technology and analytics, decision-making and organizational structures must be reimagined in order to maximize institutional impact, while ensuring that the College's critically important social, emotional, and creative capabilities are strengthened and harnessed in order to maximize outcomes and student success.

Building NC Capacity: Branding and Marketing

From a brand marketing perspective, the College's story has been unfolding faster than the institution can frame it, outstripping the College's capacity for intentional, strategic brand development. Internally, there is very little consistency in the quality, personality, and substance of the College's various messaging. As a result of such inconsistent storytelling in the marketplace, prospects don't yet understand, much less crave, the signature quality they can expect from a Norco College education. The time is ripe for the college to develop a breakout brand capable of driving exponential growth. This work should include both a permanent brand messaging platform to anchor the College's long-term positioning as a future-focused catalyst for transformative possibilities within the region, and an inaugural creative campaign concept that will capture target audiences' attention and claim a distinct, enticing identity for Norco College in the marketplace.

Norco College will invest in paid advertising to launch the new brand-driven campaign to begin driving progress against its goals for brand awareness and enrollment growth. Digital marketing provides the highest return on investment for marketing dollars spent. Further, Norco College should expand beyond brand-level advertising to target more narrowly defined audience interests, particularly those interests that align with programs and curricular areas that represent priority areas for brand or enrollment growth for the College.

Building NC Capacity: Income

As discussed earlier in this chapter, Norco College will need to expand capacity of the college dramatically if it is to reach comprehensive college status. This includes expansion of general fund income for the college. Comprehensive colleges like Riverside City College and Santa Ana College have general fund budgets relative to their service area residents that are around \$200 per resident. Riverside City College spends about \$206 per resident in GF expenditures while Santa Ana College spends and even \$200 per resident. In contrast, Norco College only spend \$133 per resident. This means Norco College is not able to offer the same level of service per resident. As we approach 2030, the Norco College service area is projected to add about 70,000 residents, establishing a service area population of 376,047 residents. To become a comprehensive college, Norco will need to spend \$206 per resident, meaning the college will need to grow the general fund budget from today's \$40.7M to \$77.5M in 2030. In a previous spread sheet we have suggested how this growth will take place from year to year, but generally speaking we will need to add an average of approximately \$3.1M to our general fund allocation each year from the 2018-19 through 2029-30 academic years.

The College is currently in a transitional phase, as the District Budget Allocation Model is analyzed in response to the new State Student Centered Funding Formula implemented in the 2018-19 fiscal year. The Board of Trustees approved a \$185,980,904 FY 18-19 general fund budget to be allocated to the three colleges and the district operations. Norco College's expenditure budget for the 2018-19 fiscal year is \$42 million inclusive of all State apportionment, Federal revenue, and other locally earned revenue. The College's restricted revenue relating to grants and State categorical funding totals approximately \$29 million to the College's budget in the 18-19 fiscal year.

The current 2018-19 District Budget Allocation Model apportions \$2,613 per credit FTES to Norco College, while the credit FTES funding rate at MVC and RCC is \$3,119 and \$3,170 respectively. RCC is targeted to produce 54% of all FTES in the District (16,422) in 2018-19, with Norco College and MVC sharing the same FTES target percentage, 23% (7,051). RCCD has identified three specific service areas for the colleges to serve, as outlined in the District's environmental scan conducted and approved by the District's Strategic Planning Council (DSPC) during the Spring/Summer of 2018. Norco College serves 306,846 residents, which represents approximately 30% of the District's residents.

The District’s 2018-19 total State-funded credit FTES revenue for the 18-19 FY is budgeted at \$92.5 million, and when broken down by college, Norco College receives less than 20% of the FTES revenue (\$18,427,471), with Moreno Valley College receiving 23.8% of total FTES apportionment revenue (\$21,995,476), and RCC being apportioned 56.3% of total District FTES revenue (\$52,077,226).

RCCD BAM FY 18/19	District Wide	MVC	NORCO	RIVERSIDE
Total funding Rate per Target Credit FTES(adjusted for entity)	3,030.33	3,119.17	2,613.15	3,170.90
Total Credit FTES Target	30524.79	7051.23	7051.23	16422.34
Total funds for Per Credit FTES calculation	92,500,173	21,995,476	18,427,471	52,077,226
	%	23.78%	19.92%	56.30%

While the Norco College service area accounts for 30% of the total residents in the District’s entire service area, in the 2018-19 District budget, the College received 19.92% of the total District FTES revenue received from the State of California to serve the residents of the Norco College service area.

The College is striving to become a “comprehensive college”, which aims to meet the demand of the Norco College service area in providing more robust and complete higher education offerings and services in order to maximize student outcomes, improve student success, and increase student transfer rates. In order to do so, full district and community support in increasing financial resources dedicated to the College will be critical.

The capacity development needs discussed above are substantial. The gaps will not be able to be closed exclusively with more funding from the district, allocation revisions, BAM adjustments, etc. The College will need to develop alternative resource solutions including grants, appropriations, and solutions such as public-private partnerships (P3) and revenue sharing agreements. To this end, the College needs to proactively explore and maximize federal and state funding sources, raise private funding and investment supported by the RCCD Foundation in alignment with College and District strategic plans, encourage voters to support a General Obligation Bond (G-O bond) for capital improvements, strengthen collaborations with businesses and legislators, re-engineer our business practices for greater efficiency, and undertake robust development opportunities such as direct donations, planned giving, endowments, etc. Internally supported by the RCCD Foundation, RCCD Grants Office, and RCCD Governmental Affairs office, Norco College will maximize its potential to secure external resources as an independently accredited college to support its strategic initiatives and achieve the outcomes referenced in this Educational Master Plan. Over all we will need to maintain and grow external investment to exceed 25% of our annual operating budget by leveraging these strategies. These are all common and successful practices in higher education, but may be new to the RCCD tradition.

Challenges

Developing Norco College into a comprehensive college by 2030 is fraught with challenges. Developing new programs, expanding our workforce, developing our facilities, modernizing our operations and expanding our resources at the levels of growth discuss in this chapter present real challenges. We simply will not be able to achieve this without a commitment from our Chancellor and the RCCD Board. These challenges will require trusting relationships and smart planning.

SWOT

<p>Strengths:</p> <ul style="list-style-type: none"> • Much NC land has not been developed • Faculty are eager to develop new programs in multiple disciplines • NC has a strong track record of recruiting high caliber employees • NC is a “Great College to Work for” • Facilities planning is already underway • Creative resource development is an existing strength at NC • Significant curriculum already established 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • NC does not have ready access to the significant resources needed to become a comprehensive college • We do not have existing space to offer new programs • Technology integration remains difficult but is necessary to modernize many operations • Many employees struggle with operational changes, especially AI and automation 	<p>SWOT Summary: College Transformation</p> <p>This chart displays a SWOT analysis summarizing the strengths, weaknesses, opportunities and threats relative to college transformation. Strengths are internal attributes and resources that support a successful outcome. Weaknesses are internal attributes and resources that could work against a successful outcome. Opportunities are external factors that the NC can capitalize on or use to our advantage. Threats are external factors that could jeopardize NC’s success.²¹</p>
<p>Opportunities:</p> <ul style="list-style-type: none"> • The Navy is interested in collaborating on program development • Emerging technologies offer promise for automation • Many partnerships are interested in our facilities development • There are many outside funding sources 	<p>Threats:</p> <ul style="list-style-type: none"> • We are competing with many colleges and universities for the same dollars • The state bond has many college submissions • We are in an area with no-tax and no-growth sentiments • State bureaucracies are slow 	

The work we need to do around capacity development is very important. It is foundational work that needs to be done if we hope to carry out our “Student Transformation” and “Service Area Transformation” goals. This is also a very important equity consideration. Our service area has grown to expect a comprehensive college. They pay the same taxes that other pay throughout the District and expect to receive commensurate educational services. As we grown, we need to make sure all residents living in the RCCD District are treated equally, receiving the same service to resident ratios.

²¹ Definitions pulled from <https://searchcio.techtarget.com/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threats-analysis>.

2030 Goals for Strategic Direction #2

There are 13 goals in the College educational master plan. Goals 8-13 are attached to Strategic Direction #3.

Strategic Direction 1: Student Transformation		
Goal #	Topic	Goal Statement
1	Access	Expand college access by doubling current headcount and FTES.
2	Guided Pathways	Improve 4-year completion rates by flipping the “20/80 to 80/20.”
3	Equity	Close all student equity gaps.
4	Professional Development	Implement PD around GP and equity framework; foster a culture of ongoing improvement.

Strategic Direction 2: Regional Transformation		
Goal #	Topic	Goal Statement
5	Regional Organization	Help establish a distinct regional identity and organization.
6	Workforce and Economic Development	Reduce working poverty and the skills gap
7	Community Development	Host initiatives that impact regional development.

Strategic Direction 3: College Transformation		
Goal #	Topic	Goal Statement
8	Programs	Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
9	Effectiveness, Planning, and Governance	Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
10	Workforce	Expand workforce to support comprehensive college and develop/sustain excellent workplace culture
11	Facilities	Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
12	Operations	Implement professional, intuitive, and technology-enhanced systems
13	Resources	Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

Vision for Strategic Direction #2: College Transformation

Norco College will be a comprehensive college, with capacity to serve our entire service area by 2030.

Chapter 5: 5-Year Strategic Plan (2019-2024)

This section summarizes the narrative from Strategic Directions 1, 2 and 3, organizing the content into goals through 2030 and objectives through 2024.

Strategic Direction 1: Student Transformation

2030 Goal 1: (Access) Expand college access by doubling current headcount and FTES.

2024 Objective 1: Go from approximately 7,300 to approximately 9,900 funded FTES

2024 Objective 2: Develop intuitive and efficient onboarding processes

2024 Objective 3: Expand enrollment with strategic groups (Dual Enrollment, HS Capture Rates, CRC, Vets, Online, International, etc.)

2030 Goal 2: (Success) Implement Guided Pathways framework

2024 Objective 4: Improve the 4-year completion rate from 20% to 40%²²

2024 Objective 5: Decrease AA degree unit accumulation from 88 to 79 total units on average

2024 Objective 6: Improve overall 4-year transfer rates from 11.2% to 25.9%²³

2024 Objective 7: Increase the number of first-time fulltime enrolled students from 508 to 818²⁴

2024 Objective 8: Increase % of students who receive financial aid from 73% to 81%²⁵

2024 Objective 9: Increase % of students who complete transfer level math and English in first year from 13.8% to 34.3%²⁶

2030 Goal 3: (Equity) Close all student equity gaps²⁷.

2024 Objective 10: Narrow the disproportionate success gap for African American students by increasing _____ from ## to ##²⁸

2024 Objective 11: Narrow the disproportionate success gap for Latin-X students by increasing _____ from ## to ##²⁹

2024 Objective 12: Narrow the disproportionate success gap for men of color by increasing _____ from ## to ##³⁰

²² In 2017-18, about 20% of NC students were able to complete a certificate, AA or transfer readiness within a 4-year time frame. Our goal is to lift this to 40% by 2024. By 2030, we plan to be at 80%.

²³ In 2017-18, 11.2% of NC students were able to transfer within a 4-year time frame. Our goal is to increase this to 25.9% by 2024. This is in line with the RCCD strategic plan targets.

²⁴ This aligns with the RCCD strategic plan targets.

²⁵ In 2017-18, 73% of NC eligible students received financial aid. By 2024, NC will increase this to 81%. This is in line with the RCCD strategic plan.

²⁶ In 2017-18, 13.8% of NC first year students completed transfer level math and English. By 2024, NC will increase this to 34.3%. This is in line with the RCCD strategic plan.

²⁷ Meets Vision for Success Goal 5: Cut achievement gaps by 40% by 21/22 and fully close achievement gaps by 26/27.

²⁸ NC is concluding the state required Equity Plan for 2019. The final data from the study will be incorporated into this EMP objective upon completion of the Equity Plan

²⁹ NC is concluding the state required Equity Plan for 2019. The final data from the study will be incorporated into this EMP objective upon completion of the Equity Plan

³⁰ NC is concluding the state required Equity Plan for 2019. The final data from the study will be incorporated into this EMP objective upon completion of the Equity Plan

2024 Objective 13: Narrow the disproportionate success gap for Foster Care students by increasing _____ from ## to ##³¹

2024 Objective 14: Narrow the disproportionate success gap for LGBTQ+ students by increasing _____ from ## to ##³²

2024 Objective 15: Annually monitor for disproportionately impacted groups and address as needed

2030 Goal 4: (Professional Development) Implement PD around GP and equity framework; foster a culture of ongoing improvement.

2024 Objective 16: Launch professional development program/infrastructure

2024 Objective 17: Develop certification programs for core constituent groups around equity/GP framework

Strategic Direction 2: Regional Transformation

2030 Goal 5: (Regional Organization) Help establish a distinct regional identity and organization.

2024 Objective 18: Develop regional outreach and recruitment systems

2024 Objective 19: Help develop regional identity, collaboration, and organization

2030 Goal 6: (Workforce and Economic Development) Reduce working poverty and the skills gap

2024 Objective 20: Expand access to registered apprenticeships, work experience classes, and work-based learning opportunities.

2024 Objective 21: Establish the Center for Workforce Innovation

2024 Objective 22: Participate in organization of regional logistics development

2024 Objective 23: Stimulate economic and academic development through photonics education and partnerships³³

2030 Goal 7: (Community Development) Host initiatives that impact regional development

2024 Objective 24: Help raise college going rate in region to #### (SD, LA and Orange county levels) and expand high school partnerships³⁴

2024 Objective 25: Improve regional veterans services and support

2024 Objective 26: Work toward reducing recidivism through inmate education

2024 Objective 27: Stimulate regional arts development

Strategic Direction 3: College Transformation

2030 Goal 8: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

2024 Objective 28: Develop comprehensive breadth of academic programs

2024 Objective 29: Develop CTE programs and industry credential related to regional needs

³¹ NC is concluding the state required Equity Plan for 2019. The final data from the study will be incorporated into this EMP objective upon completion of the Equity Plan

³² NC is concluding the state required Equity Plan for 2019. The final data from the study will be incorporated into this EMP objective upon completion of the Equity Plan

³³ Pending feasibility study and RCCD Board approval

³⁴ This coincides with the RCCD strategic plan goal of increasing HS capture rates.

-
- 2024 Objective 30: Develop and implement plan for non-credit and non-credit enhanced programming
-
- 2024 Objective 31: Develop and implement plan for expanded athletics offerings
-
- 2024 Objective 32: Add capacity to existing disciplines that have been consistently growing since 2010
-
- 2024 Objective 33: Add capacity to student services
-
- 2024 Objective 34: Add capacity to academic support services
-

2030 Goal 9: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

-
- 2024 Objective 35: Make program, student, and effectiveness (including assessment) data available, usable, and clear so that it will make critical data visible in real time.
-
- 2024 Objective 36: Develop integrated planning processes that includes all college plans, accreditation self-study, and alignment with district and statewide plans so that decision making and resource allocation is made on the basis of the college mission and plans.
-
- 2024 Objective 37: Revise governance process, formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
-
- 2024 Objective 38: Develop, evaluate, and monitor our governance and decision-making processes so that decision making and resource allocation is made on the basis of the college mission and plans and involve all constituent groups as appropriate.
-
- 2024 Objective 39: Continue to monitor and adjust the college’s organizational chart for effective implementation of the EMP
-

2030 Goal 10: (Workplace) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

-
- 2024 Objective 40: Achieve 50% of 2030 target; Go from approximately 348 to approximately 475 fulltime equivalent employees
-
- 2024 Objective 41: Achieve and maintain “Great College to Work For” status across all categories
-
- 2024 Objective 42: Develop more diverse, culturally competent and equity minded workforce across all employee groups
-
- 2024 Objective 43: Develop culture that recognizes/thanks employees on regular basis and celebrates colleges successes
-
- 2024 Objective 44: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Right-size release time
-

2030 Goal 11: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

-
- 2024 Objective 45: Achieve 50% of 2030 target; Go from approximately 169,000 to approximately 285,620 assignable square footage.
-
- 2024 Objective 46: Develop and maintain Facilities Master Plan
-
- 2024 Objective 47: Build out funded projects (amphitheater, CSS 217, etc.)
-

2024 Objective 48:	Finish VRC Phase 1
2024 Objective 49:	Finish Early Childhood Education Center
2024 Objective 50:	Open building of #1 priority ³⁵
2024 Objective 51:	Open building of #2 priority ³⁶
2024 Objective 52:	Secure federal or state appropriation(s) for building #3 and start planning process
2024 Objective 53:	Secure state bond funding for building #4 and start planning process
2024 Objective 54:	Build 2 nd access road ³⁷
2024 Objective 55:	Finish 1 st P3/mixed use project
2024 Objective 56:	Start planning on 2 nd P3/mixed use project
2024 Objective 57:	Develop and start implementing sustainable campus
2024 Objective 58:	Secure/ID funding for JFK expansion and start planning
2024 Objective 59:	Open middle college program for fine and performing arts (e.g., OCSA) ³⁸
2024 Objective 60:	Install immediate/temporary facilities needs by summer 2020
2024 Objective 61:	Enhance transportation infrastructure
2024 Objective 62:	Develop and implement plans for off-campus facilities

2030 Goal 12:	(Operations) Implement professional, intuitive, and technology-enhanced systems
2024 Objective 63:	Develop intuitive and technology-enhanced systems for the entire student life cycle (“from recruitment to alumni”)
2024 Objective 64:	Develop comprehensive communications systems/tools
2024 Objective 65:	Improve employee operational systems

2030 Goal 13:	(Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.
2024 Objective 66:	Achieve 50% of our 2030 comprehensive college goal for general fund; Go from approximately \$40.7M to approximately \$59.1M in general fund annual dollars.
2024 Objective 67:	Implement more professional budgeting systems
2024 Objective 68:	Coordinate with RCCD to establish a BAM that allocates funding more equitably by resident population
2024 Objective 69:	Support General Obligation bond campaign and implementation
2024 Objective 70:	Launch private giving campaign and raise \$5M
2024 Objective 71:	Raise \$30M through grant writing
2024 Objective 72:	Launch a Norco College auxiliary for revenue generating projects and programs

³⁵ This objective is contingent on the passage of a G.O. bond. See Facilities Master plan for building priorities.

³⁶ This objective is contingent on the passage of a G.O. bond. See Facilities Master plan for building priorities.

³⁷ Pending G.O. bond approval.

³⁸ Pending RCCD Board and other approvals

Chapter 6: Planning Integration

One of the foundations of institutional effectiveness is integrated planning which involves aligning the college’s goals, objectives, and activities with the plans at the state, district, and local levels. The chart below shows the integration of Norco College’s 13 Educational Master Plan goals with all of the other plans that are in effect at the time of the writing of this plan.

		Technology Plan	District Strategic Plan	Professional Development Plan	Guided Pathways Plan	Facilities Master Plan	Marketing Plan	Equity Plan	Vision For Success- Goal 1	Vision For Success- Goal 2	Vision For Success- Goal 3	Vision For Success- Goal 4	Vision For Success- Goal 5
1	Access: Expand college access by doubling current headcount and FTES.	1	1		1		1	1					
2	Success: Guided Pathways framework		2	2	2		2	2	2	2	2		2
3	Equity: Close all student equity gaps.		3	3	3			3					3
4	Professional Development: Implement PD around GP and equity framework; foster a culture of ongoing improvement.			4	4			4					4
5	Regional Organization: Help establish a distinct regional identity and organization.						5						
6	Workforce and Economic Development: Reduce working poverty and the skills gap		6	6			6					6	
7	Regional Development: Host mature initiatives that impact regional development.		7				7	7					
8	Programs: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.		8				8		8	8	8	8	8
9	Effectiveness, Planning, and Governance: Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.		9	9	9								
10	Workplace: Expand workforce to support comprehensive college and develop/sustain excellent workplace culture			10									

11	Facilities: Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.					11	11						
12	Operations: Implement professional, intuitive, and technology-enhanced systems	12	12		12		12						
13	Resources: Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.		13			11							

State Integration

At present, the state plans which require reporting and compliance from Norco College are the Vision for Success and the Equity Plan. One of the requirements for being a recipient of the new funding formula is that all CCCs align their local goals with the state’s mission as embodied in the Vision for Success Goals. As shown on the chart above, eight out of 13 of the EMP goals align with the Vision for Success Goals. The Equity Plan goals and activities align with three EMP goals and the Integrated Plan aligns with five EMP Goals. This represents strong local alignment with state initiatives and plans.

RCCD Integration

Board Policy and Administrative Procedures

Board Policy 3250 – Institutional Planning provides some broad guidelines on how the district implements a “comprehensive, systematic and integrated system of planning”. BP 3250 also stipulates that planning should include all plans required by law (e.g. Facilities Master Plan, Student Equity Plan, etc.)

RCCD Strategic Plan

The RCCD Strategic Plan has the strongest level of alignment with the Norco’s EMP Goals. This would be expected since the district, as defined in the plan, is the collection of the three colleges and thereby should be closely affiliated in purpose and function. The District Plan consists of six goals with 24 objectives and these goals and objectives showed alignment to ten out of the 13 EMP Goals

ACCJC Integration

The ACCJC provides broad guidance on integrated planning through the standards as outlined on their [website](#). In particular, Standard I.B.9 identifies that planning “integrates program review, planning, and resource allocation into a comprehensive process”. Throughout the standards whenever planning is addressed, the ultimate outcome is to be accomplishment of the mission which should focus on student achievement and learning.

Norco College Planning Document Integration

[At the local level, it is equally, if not more important to ensure that planning documents are integrated and aligned with the Educational Master Plan. Currently, there are five college plans with related goals and activities that are aligned with the 13 EMP Goals. The Facilities Master Plan is the physical manifestation of Educational Master Plan. Not surprisingly, the alignment of the Facilities Master Plan is with two of the EMP Goals focusing on Facilities and Resources. Guided Pathways is becoming the success planning framework in California Community Colleges. Of the 13 EMP Goals, Guided Pathways activities and objectives align with six of the EMP

Goals. With a significant focus on regional transformation, the EMP Goals align well with the Marketing Plan. As shown by the mapping, the Marketing Plan aligns to eight of the EMP Goals. As part of a Leading from the Middle project, a team from Norco challenged themselves with creating a Professional Development Plan. The focus of this plan is equity, student learning, and data-guided professional development. Given this internal (employee) and external (student success/equity) focus the Professional Development Plan aligns with six EMP goals in areas such as Completion, Equity, and Workforce. The last plan, the Technology Plan, was integrated with two EMP goals.

Chapter 7: Assessment, Tracking and Reporting

This plan will be assessed through a compilation of key performance indicators (KPIs) that will attempt to tell the story of student, regional, and college transformation. The student transformation KPIs will portray the student journey in and through Norco College. Regional transformation KPIs will track students as they enter the workforce and enter four-year institutions. Also regional KPIs will track the college-going rate for the local service area. Finally, college transformation KPIs will track the processes and climate internally that will chart the college's progress toward becoming a more effective and great college to work for. Through these three categories of KPIs, three stories of transformation will be conveyed as indicators of how the educational master plan is impacting these vital areas.

Strategic Direction 1: Student Transformation

	Topic	Goal Statement	KPI
Goal 1	Access	Expand college access by doubling current headcount and FTES.	<ul style="list-style-type: none"> Annual Headcount (DataMart) Annual FTES (DataMart)
Goal 2	Guided Pathways	Improve 4-year completion rates by flipping the "20/80 to 80/20."	<ul style="list-style-type: none"> Completion Rate (Not SSM - volume only) CCSE Data
Goal 3	Equity	Close all student equity gaps.	<ul style="list-style-type: none"> SSM Converting to rates in May 2019 Disaggregated success data CCSE Data
Goal 4	Professional Development	Implement PD around GP and equity framework; foster a culture of ongoing improvement.	<ul style="list-style-type: none"> Measure growth of program

Strategic Direction 2: Regional Transformation

	Topic	Goal Statement	KPI
Goal 5	Regional Organization	Help establish a distinct regional identity and organization.	<ul style="list-style-type: none"> Measure growth regional organization
Goal 6	Workforce and Economic Development	Reduce working poverty and the skills gap	<ul style="list-style-type: none"> Employed in area of study (SSM) Registered Apprenticeship # Measure growth of regional initiatives
Goal 7	Community Development	Host mature initiatives that impact regional development.	<ul style="list-style-type: none"> Measure growth of regional initiatives

Strategic Direction 3: College Transformation

	Topic	Goal Statement	KPI
Goal 8	Programs	Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.	<ul style="list-style-type: none"> Measure FTES growth, success, and equity gap of all programs

Goal 9	Effectiveness, Planning, and Governance	Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.	<ul style="list-style-type: none"> • GCTWF Survey Data
Goal 10	Workforce	Expand workforce to support comprehensive college and develop/sustain excellent workplace culture	<ul style="list-style-type: none"> • GCTWF Survey & Employee Data (DataMart)
Goal 11	Facilities	Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.	<ul style="list-style-type: none"> • Measure implementation of Facilities Master Plan
Goal 12	Operations	Implement professional, intuitive, and technology-enhanced systems	<ul style="list-style-type: none"> • GCTWF Survey Data • “Secret Shopper” Survey Data
Goal 13	Resources	Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.	<ul style="list-style-type: none"> • Measure increases in all resource areas

Chapter 8: Deliberation Process

The planning process for the 2030 Educational Master Plan started in the fall semester of 2017. Throughout the 2017-18 academic year, most of the work around the plan was conducted by the Institutional Strategic Planning Council (ISPC). During the fall 2018 semester, a series of workshops/retreats were held to bring all constituent groups into the conversation and collect ideas for the plan. At the end of the Fall 2018 semester and throughout the Winter 2019 intersession, notes and suggestions collected over the prior year were synthesized into a first draft of the Educational Master Plan. Throughout the spring semester of 2019, official constituent groups reviewed and commented on drafts. Ultimately, 15 planning groups met to review and vote for the final draft (## groups voted to support the plan; ## groups voted to oppose the plan).

Date	Activity
Sept 14, 2017	Society for College and University Planning Conference (Reece & Aycock)
2017-18	Assorted ISPC Meeting
2017-18	Assorted Campus Meetings around Mission, Vision, and Values
Aug 1, 2018	Staff Professional Development
Aug 24, 2018	Fall FLEX Meeting
Sept 19, 2018	ISPC Meeting
Sept 28, 2018	Leadership Retreat #1
Oct 3, 2018	ISPC Meeting
Oct. 17, 2018	ISPC Meeting
Oct 19, 2018	Letter to college community – Regular Update?
Nov 2, 2018	Big Us Plan Retreat #2
Nov 6, 2018	Big Us Plan Retreat #3
Nov 5, 2018	Big Us Plan Retreat #4 (AM)
Nov 5, 2018	Big Us Plan Retreat #5 (PM)
Nov 7, 2018	ISPC Meeting
Nov 30, 2018	ISPC Retreat
Dec 6, 2018	Big Us Plan Retreat #6
Dec 3-24, 2018	Develop decision-making calendar with input from consultants, Norco 9, and Chancellor
Jan 2, 2019	Distribute decision-making calendar to Nor-All and encourage group meetings
Jan 2-31, 2019	Write 1 st Draft
Jan 25, 2019	ASNC Retreat
Jan 25, 2019	Staff Development Day
Feb 4, 2019	Send 1 st Draft to Chancellor and NC community
Feb 1- Mar 8, 2019	Collect comments on 1 st Draft from Chancellor, college groups and online reviewers
Feb 6, 2019	Executive Cabinet First Read
Feb 6, 2019	Norco 9 First Read
Feb 8, 2019	Spring FLEX
Feb 12, 2019	Business and Facilities Planning Council First Read
Feb 13, 2019	Management Meeting First Read
Feb 20, 2019	ISPC First Read
Feb 21, 2019	ASNC First Read
Feb 22, 2019	Academic Planning Council First Read
Feb 27, 2019	Student Services Planning Council First Read

Mar 4, 2019	Academic Senate Meeting First Read
Mar 7, 2019	Hold community forum to review and comment on 1 st Draft
Mar 8, 2019	Hold community forum to review and comment on 1 st Draft
Mar 8-13, 2019	Consolidate comments and write 2 nd Draft
Mar 14, 2019	Send 2 nd Draft to Chancellor and NC community
Mar 27, 2019	SSPC: Second Read
April 3, 2019	ASNC: Second Read
Apr 3, 2019	ISPC: Second Read
Apr 3, 2019	Norco 9: Second Read
Apr 5, 2019	Academic Planning Council Second Read
Apr 8, 2019	President's Advisory Board: First Read
Apr 9, 2019	BFPC: Second Read
Apr 10, 2019	Management Meeting: Second Read
Apr 15, 2019	Academic Senate: Second Read
Apr 17, 2019	Executive Cabinet: Second Read
Apr 17-21, 2019	Write Final Draft
Apr 22, 2019	Send Final Draft to Chancellor and NC community
Apr 24, 2019	SSPC: Vote on Final Draft
May 1, 2019	ISPC: Review Final Draft
May 1, 2019	Norco 9: Review Final Draft
May 6, 2019	Academic Senate: Vote on Final Draft
May 8, 2019	Management Team: Vote on Final Draft
May 8, 2019	Chancellor: Consider approval of Final Draft
May 9, 2019	ASNC: Vote on Final
May 10, 2019	Academic Planning Council: Vote Final Draft
May 13, 2019	President's Advisory Board Final Draft
May 14, 2019	BFPC: Vote on Final
May 15, 2019	Executive Cabinet: Vote on Final Draft
May 15, 2019	ISPC: Vote on Final Draft
May 16, 2019	COTW: Vote on Final Draft
May 17, 2019	DSPC: Comment on Final Draft
May 20, 2019	Chancellor's Cabinet: Comment on Final Draft/Board Committee Agenda Deadline
Jun 4, 2019	RCCD Board Committee Meeting: Comment on Final Draft
Jun 11, 2019	RCCD Board Meeting: Vote on Final Draft
Jun 12, 2019	Start official implementation of Big Us Plan at Norco College

Chapter 9: College History

Norco College, one of three colleges in the Riverside Community College District, became the 112th California Community College on January 29, 2010, when it was granted initial accreditation. Its history dates to the 1970s, when college classes were first regularly taught in the Norco-Corona area under the auspices of RCCD.

The land on which the College now stands was once home to semi-nomadic bands of Tongva Indians, some of whom built villages along the nearby Santa Ana River and may have gathered roots and nuts where the campus stands today. They must have come to the area for the resources that mattered most to desert people a thousand years ago: water, game, and edible plants. These were the people who greeted (and resisted) the Spanish, and whose land became part of the nearly 18,000-acre Rancho La Sierra (Sepulveda) in 1846, where their descendants probably worked for generations. For the next 50 years, through a succession of owners, this was open range, pasture land for the Rancho cattle and sheep.

In 1908, most of the Rancho was bought for a half million dollars by James W. Long, who formed the Orange Heights Water Company and began to subdivide it into small fruit and vegetable farms. In 1921, the 15-squaremile area that includes the site of the present-day college was acquired by Rex Clark, who named it “Norco,” after his North Corona Land Company.

Like the Native Americans and Rancho owners before him, Clark was a dreamer. In 1923, according to Norco city historian Bill Wilkman, he placed an ad in the *Los Angeles Times* with the headline, “Norco, the Vale of Dreams Comes True.” In Jeffersonian fashion, he envisioned a place where urbanites could find refuge from civilization as small farmers. He laid out the streets of the city, ensuring that travel on horseback would be as easy for citizens as travel by car—a feature of “Horsetown U.S.A.” preserved even today. But three years later, he was distracted from realizing some of his dreams when he discovered a hot mineral spring about a mile from where the college now stands. So he began to dream a new dream, and built a 700-acre “resort supreme” that included a 250,000-squarefoot hotel, 60-acre lake, golf course, air field, and Olympic-sized pool. The resort opened in 1929, shortly before the stock market crash, and was for a brief period a playground for film stars and famous athletes, before the economic downturn forced its closure in 1933. A day after the Pearl Harbor attack, it was bought by the U. S. Navy for use as a hospital.

Fifty years after the resort supreme closed, another visionary saw a new use for land that had once been the Tongva’s. In 1983, Wilfred Airey led the Riverside Community College District Board of Trustees on a tour of the U.S. Navy property, part of which was still being used as a Fleet Analysis Center. They were looking for a potential site for a satellite campus to serve the growing populations of Corona, Norco, Eastvale, and western Riverside. On June 4, 1985, more than 141 acres were acquired for a dollar from the General Services Administration to build Norco College.

The College was expected to open in 1989, but funding and construction delays pushed the date to 1991. On March 13 of that year, two classrooms in the Student Services and Little Theatre buildings were ready for students, and 15 or so short-term classes in economics, philosophy, public speaking, and a handful of other traditional academic disciplines were held on campus that spring semester. Approximately 100 other classes that began in January were taught in Norco area high schools and a church, as they had been for years. The formal opening of the full campus (with two more classrooms, Science and Technology and Humanities) took place in fall 1991— coinciding with the 75th anniversary of Riverside City College.

The early years of Riverside Community College-Norco Campus were exciting ones. Funding constraints in the early 1990s impeded growth, but two new buildings were completed in 1995, the aptly named Wilfred J. Airey Library and an Applied Technology Building. The dozen or so full-time faculty from that early period considered

themselves pioneers at an institution they felt they could help shape. There were so few of them that they could fit into a single semi-circular booth when they went to lunch together at a Hamner Avenue restaurant, as they sometimes did. Students shared in the excitement of being at a new campus that was always part construction zone. No one seemed to mind much the occasional attacks by swarms of flies (dubbed the Norco air force) from the nearby dairy farms. Those farms have since mostly given way to subdivisions, some of whose residents attend the College today.

Old dreams give way to new ones. Some of these newer dreams are captured in the strategic plans and facilities master plans that envision Norco College growth five, ten, and twenty years from now, and if realized, will result in a campus unrecognizable to those who only saw it in 1991. But most of these new dreams are dreamed every day by students who enroll at the College—by the young woman entering the field of STEM, the young man who sees himself helping to create computer games, or the returning student who always wanted to learn Spanish or study art. Norco remains a vale of realizable dreams.

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R__X_ M__X_ N__X_

TOPs Code: 0599.00

Workplace Essentials, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None.

SHORT DESCRIPTION of PROGRAM

The Workplace Essentials Certificates aims to provide students with the skills and knowledge to be successful in the workplace. Students will learn how to maximize efficiency, engage in strategic problem solving, and clearly communicate with internal and external stakeholders. These skills will allow both students with extensive experience in the workplace and those entering the workforce to improve their effectiveness and advance in their career. This certificate also serves as a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Relate the role of critical thinking to meeting business challenges and solving problems.
2. Hypothesize solutions to typical and atypical problems and test these hypotheses.
3. Demonstrate business-writing skills in the form of emails, memos, and proposals.
4. Apply the time management quadrant to a business case study attempting to balance personal and organizational goals.

Required Courses

		<u>Hours</u>
PDS-808	Critical Thinking, Problem Solving and Decision Making	12
PDS-809	Business Writing in the Technological World	12
PDS-810	Time Management	12
PDS-812	Workplace Communication Strategies	12

Elective Courses

Hours

None

Total Hours:

48

Riverside Community College District

Moreno Valley College / Norco College / Riverside City College

Noncredit Certificate Program
Career Development and College Preparation (CDCP) Certificate:

Workplace Essentials
Certificate of Completion (Noncredit)

Criteria A. Appropriateness to Mission

The Mission Statement of Riverside Community College District:

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The goal of this program is to provide a diverse population of adult learners with the opportunity to advance their career by learning the skills that are essential to success in the workplace. Regardless of where a student is in his or her career, students will benefit from intentional, strategic approaches to improving efficiency and effectiveness in the workplace. The skills students will learn span across all occupational groups and industries, making this certificate a valuable contribution to the workforce development of all sectors in this region. This certificate can serve as a gateway into other noncredit and credit programs.

The development of this CDCP certificate is consistent with the Riverside Community College District’s Mission Statement and master plan, as it provides a pathway to the workplace, additional noncredit certificates, or credit certificates or degrees.

Criteria B. Need

The need for workplace essentials spans all occupations but is especially appropriate for new managers and those who are seeking management or supervision positions and/or clerical personnel who need the skills prescribed in the certificate. The Economic Development Agency data indicates there will be 11,510 new openings for managers between 2014-2024 for a 17.2% change. This does not include the already 66,840 estimated management positions as of 2014 that are filled. According to the Economic Development Agency’s employment projections, there will be an increase of 22,520 Office and Administrative Support jobs by 2024. These individuals would also benefit from the information in the certificate. This certificate also has broader implications for the workforce as the skills prescribed in the content cross over occupations and employment positions and are valuable to almost anyone who is employed in the marketplace today.

The certificate program expects to have 50-80 students completing this certificate annually beginning in the Winter of 2020.

		<u># of students</u>
PDS-808	Critical Thinking, Problem Solving and Decision Making	100
PDS-809	Business Writing in the Technological World	100
PDS-810	Time Management	100
PDS-812	Workplace Communication Strategies	100

Place of Program in Curriculum/Similar Programs

The content is covered minimally in management and supervision courses in the Riverside Community College District, but not to the extent that these courses will expand and target the information.

Similar Programs at Other Colleges in the Service Area

There are no similar programs in the immediate area of Riverside Community College District.

Criteria C. Curriculum Standards

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

5. Relate the role of critical thinking to meeting business challenges and solving problems.
6. Hypothesize solutions to typical and atypical problems and test these hypotheses.
7. Demonstrate business writing skills in the form of emails, memos, and proposals.
8. Apply the time management quadrant to a business case study attempting to balance personal and organizational goals.

Required Courses

		<u>Hours</u>
PDS-808	Critical Thinking, Problem Solving and Decision Making	12
PDS-809	Business Writing in the Technological World	12
PDS-810	Time Management	12
PDS-812	Workplace Communication Strategies	12

Total Hours: 48

Criteria D. Adequate Resources

No additional resources will be needed as the colleges currently have the appropriate faculty, staff, software, and library resources to offer this program. Additionally, this program will not result in additional costs, as all programs and materials have already been purchased.

Criteria E. Compliance

The design of the certificate program is in full compliance with Title 5 and is not in conflict with any state or federal laws, statues, or regulations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R_x__ M_x_ N_x__

TOPs Code: _0509.70__

Social Media for Business, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

The Social Media for Business Certificate provides students with an understanding of how to effectively leverage social media as part of a business marketing strategy. Students will analyze the ways in which business and nonprofits use social media marketing to engage customers and develop a successful business presence on social media using Facebook, Twitter, LinkedIn, YouTube, Instagram and Pinterest. This certificate is designed to both support students seeking to expand on their existing knowledge of social media marketing as well as those new to the field.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Explain how to develop effective social media marketing strategies for various types of industries and businesses.
2. Describe the major social media marketing portals that can be used to promote a company, brand, product, service or person.
3. Evaluate and apply social networking tools to a business scenario or career enhancement.
4. Assess the impact of social networking and its ROI (Return on Investment).

Required Courses

		<u>Hours</u>
ENP-801	Facebook for Business	10
ENP-802	Pinterest and Instagram for Business	10
ENP-803	YouTube for Business	10
ENP-804	Twitter for Business	10
ENP-805	LinkedIn for Business	10

Elective Courses

None

Hours

Total Hours:

50

Riverside Community College District
Moreno Valley College / Norco College / Riverside City College

Noncredit Certificate Program
Career Development and College Preparation (CDCP) Certificate:

Social Media for Business
Certificate of Completion

Criteria A. Appropriateness to Mission

The Mission Statement of Riverside Community College District:

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The goal of this program is to enable students to develop social media marketing techniques and skills, which will result in advancement opportunities in the workplace. Students will have the ability to use social media marketing to promote themselves and their businesses. In addition, students will learn to use platform metrics to determine the success of social media marketing campaigns for their products and services.

This certificate will provide an opportunity for a diverse population of adult learners to advance their current careers while getting expose to other college offerings. This certificate can serve as a gateway into other noncredit and credit programs.

The development of this CDCP certificate is consistent with the Riverside Community College District's Mission Statement and master plan, as it provides a pathway to the workplace, additional noncredit certificates, or credit certificates or degrees.

Criteria B. Need

In 2017, there were nearly 25,100 jobs in the social media marketing occupational group in the Inland Empire/Desert Region. Across the region, employment related to this group is expected to increase 9% through 2022. Employers will need to more than 15,100 workers over the next five years to fill new jobs and to backfill positions that workers are leaving - including retirements.

Employment for the social media marketing occupational group is expected to increase by 9% between 2017 and 2022 in the Inland Empire/Desert Region. More than 15,100 job openings will be available over the five-year timeframe.

Enrollment and Completer Projections

Enrollment projections for course in the Social Media Marketing certificate of completion are as follows:

ENP-801	Facebook for Business	120
ENP-802	Pinterest and Instagram for Business	120
ENP-803	YouTube for Business	120
ENP-804	Twitter for Business	120
ENP-805	LinkedIn for Business	120

The certificate program expects to have 50-80 students completing this certificate annually beginning in the Winter of 2020.

Place of Program in Curriculum/Similar Programs

The Riverside Community College District has a marketing credit certificate and degree and offers one social media marketing for credit course as part of their Entrepreneur certificate and degree.

Similar Programs at Other Colleges in the Service Area

College of the Desert has a social media marketing certificate in their Community Education and is fee based. No other certificates were found in area colleges.

Criteria C. Curriculum Standards

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Explain how to develop effective social media marketing strategies for various types of industries and businesses.
2. Describe the major social media marketing portals that can be used to promote a company, brand, product, service or person.
3. Evaluate and apply social networking tools to a business scenario or career enhancement.
4. Assess the impact of social networking and its ROI (Return on Investment).

The certificate of completion requires the completion of five (5) noncredit classes, 10 hours each for a total of 50 hours.

Required Courses

ENP-801	Facebook for Business	10 hours
ENP-802	Pinterest and Instagram for Business	10 hours
ENP-803	YouTube for Business	10 hours
ENP-804	Twitter for Business	10 hours
ENP-805	LinkedIn for Business	10 hours

Criteria D. Adequate Resources

The facilities and equipment are adequate to support this program. Resources are adequate to support this program.

Criteria E. Compliance

The design of the social media marketing certificate of completion is in full compliance with Title 5 and is not in conflict with any state or federal laws, statutes, or regulations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R_x__ M_x__ N_x__

TOPs Code: 0509.40

Sales Techniques, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

The Sales Techniques Certificate provides students with an understanding of how to effectively leverage various communication techniques and mediums to identify leads, work directly with decision makers, and close deals. The important sales techniques that students acquire will allow them to build lasting, long-term and mutually beneficial relationships with clients. These foundational sales techniques will enable student to get a job in sales or marketing, or advance in their current career. This certificate also serves as a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Develop and deliver a series of sales scripts to fit a given sales situation and effectively deliver the scripts.
2. Describe and demonstrate techniques for closing sales.
3. Describe and demonstrate how to ask for the sale when a potential customer is resistant.
4. Develop and deliver scripts for call center or 'inside sales'.

Required Courses

		<u>Hours</u>
PDS- 814	Closing Techniques that Win the Sale	8
PDS- 815	Winning Sales Scripts	8

Elective Courses

Hours

None

Total Hours:

16

**Riverside Community College District
Moreno Valley College / Norco College / Riverside City College**

Noncredit Certificate Program
Career Development and College Preparation (CDCP) Certificate:

Sales Techniques
Certificate of Completion (Noncredit)

Criteria A. Appropriateness to Mission

The Mission Statement of Riverside Community College District:

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The goal of this program is to provide a diverse population of adult learners with the opportunity to build their understanding of sales techniques, which will prepare them for a career in sales and marketing, entrepreneurship, nonprofits, and other important sectors positioned for growth. Students that complete this certificate will be able to acquire jobs in relevant fields, and those already in the field will be better positioned for success and advancement. This certificate will advance the district's mission by providing a meaningful and relevant educational opportunity for students and position them for success in the workplace. This certificate will serve as a gateway into other noncredit and credit programs.

The development of this CDCP certificate is consistent with the Riverside Community College District's Mission Statement and master plan, as it provides a pathway to the workplace, additional noncredit certificates, or credit certificates or degrees.

Criteria B. Need

Data from the Economic Development Agency predicts that sales and related occupations will increase 10.8% from 2014-2024. That increase nets an increase of 15,870 jobs in the Inland Empire. The increase, along with positions vacated by retirements will create a need for qualified sales individuals who have the skills to write a winning sales script and have the knowledge to close a sale. As positions open in sales and related occupations so will the need for individuals who have skills in sales.

Enrollment projections for course in the Social Media Marketing certificate of completion are as follows:

PDS– 814	Closing Techniques that Win the Sale	80
PDS– 815	Winning Sales Scripts	80

The certificate program expects to have 50-60 students completing this certificate annually beginning in the Winter of 2020.

Place of Program in Curriculum/Similar Programs

The Riverside Community College District has a marketing for credit certificate and degree and offers one sales techniques for credit course as part of a certificate.

Similar Programs at Other Colleges in the Service Area

Most community colleges in the Inland Empire/Desert Region have marketing programs which include a sales course.

Criteria C. Curriculum Standards

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

5. Develop and deliver a series of sales scripts to fit a given sales situation and effectively deliver the scripts.
6. Describe and demonstrate techniques for closing sales.
7. Describe and demonstrate how to ask for the sale when a potential customer is resistant.
8. Develop and deliver scripts for call center or 'inside sales'.

Required Courses

		<u>Hours</u>
PDS– 814	Closing Techniques that Win the Sale	8
PDS– 815	Winning Sales Scripts	8

Total Hours: 16

Criteria D. Adequate Resources

No additional resources will be needed as the colleges currently have the appropriate faculty, staff, software, and library resources to offer this program. Additionally, this program will not result in additional costs, as all programs and materials have already been purchased.

Criteria E. Compliance

The design of the certificate program is in full compliance with Title 5 and is not in conflict with any state or federal laws, statues, or regulations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R__ M__ N__ x__

TOPs Code: __0946.00__

Apprenticeship: Manufacturing Technician 1 Certificate

PROGRAM PREREQUISITE:

None.

SHORT DESCRIPTION of PROGRAM

This program is step one towards becoming a fully qualified journey level Manufacturing Technician who has the ability to manufacture high precision parts out of a wide variety of materials using all types of conventional machine tools.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Students will apply industry standard safety practices and specific safety requirements for different machining operations
2. Student will be able to produce precision parts out of a variety of conventional machine tools.
3. Knowledge of and ability to demonstrate general manufacturing technical practices and procedures, that are applicable to all sectors of manufacturing.

Required Courses

APP 450

Apprenticeship Work Experience

Units

8

Elective Courses

Choose 6-8 units from the following:

ENE 30	Computer Aided Drafting (CAD)	3
ENE 62	Math for Automated Systems	3
ENE 42	SolidWorks I	3
ENE 51	Blueprint Reading	2
MAN 35	Computer Aided Manufacturing	5
MAN 55	Occupational Safety and Health Administration (OSHA)	1
MAN 56	CNC Machine Set-up and Operation	4
MAN 57	CNC Program Writing	3

Total Units:

14 - 16

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R___ M___ N___x___

TOPs Code: __0946.00_____

Apprenticeship: Manufacturing Technician 2 Certificate and Associates Degree

PROGRAM PREREQUISITE:

None.

SHORT DESCRIPTION of PROGRAM

This program develops the fully qualified journey level Manufacturing Technician who has the ability to manufacture high precision parts out of a wide variety of materials using all types of conventional machine tools.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Students will apply industry standard safety practices and specific safety requirements for different machining operations
2. Student will be able to produce high precision parts out of a variety of conventional machine tools.
3. The employee's knowledge of more advanced manufacturing technical practices and procedures, that are applicable to all sectors of manufacturing.
4. The employee's knowledge of CNC specific technical work practices, such as blueprint reading, applied math concepts, tools and measurement concepts.

Required Courses

APP 450 **Apprenticeship Work Experience**

Units
16

Elective Courses

Choose 14-15 units from the following:

ENE 30	Computer Aided Drafting (CAD)	3
ENE 62	Math for Automated Systems	3
ENE 42	SolidWorks I	3
ENE 51	Blueprint Reading	2
MAN 35	Computer Aided Manufacturing	5
MAN 36	General Machine Shop and Theory of Machining	4
MAN 55	Occupational Safety and Health Administration (OSHA)	1
MAN 56	CNC Machine Set-up and Operation	4
MAN 57	CNC Program Writing	3

Total Units:

30-31

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R___ M___ N___X___

TOPs Code: 0956.00

Industrial Automation, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

Businesses and other organizations depend on complex electronic equipment for a variety of functions. Industrial controls automatically monitor and direct production processes on the factory floor. Transmitters and antennae provide communication links for many organizations. Industry needs well-trained technicians with the knowledge of how to design, repair, and implement new equipment. The Industrial Automation program teaches how to use Electronic, Microprocessors, Microcontrollers, Programmable Logic Control and Fluid Power systems to create and program new machinery used in industry. This certificate of completion prepares students for employment as an automated systems technician, maintenance mechanic, or general maintenance workers.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Demonstrated the installation maintenance and troubleshooting of Programmable Logic Control systems (PLC's) and PLC modules.
2. Set-up and operate fluid powered valves, cylinders, controls filters, and actuators.
3. Solve formulas by using unknowns and apply this knowledge to solve problems encountered in technological areas and various fields of engineering.

Required Courses

		<u>Hours</u>
ELE-810	Survey of Electronics	90
ELE-827	Technical Communications	54
ELE-874	Industrial Wiring and Controls	108
ELE-864	Programmable Logic Controllers	90
ENE-851	Blueprint Reading	54
ELE-855	Occupational Safety and Health Administration (OSHA) Standards for General Industry	18
MAN-860	Hydraulic and Pneumatic Systems	108
ENE-862	Math for Automation	54

Elective Courses

None

Hours

Total Hours:

576

**Riverside Community College District
Moreno Valley College / Norco College / Riverside City College**

Noncredit Certificate Program
Career Development and College Preparation (CDCP) Certificate:

Industrial Automation
Certificate of Completion (Noncredit)

Criteria A. Appropriateness to Mission

The Mission Statement of Riverside Community College District:

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The goal of this program is to provide a diverse population of adult learners with the opportunity to learn the skills necessary to secure employment as an automated systems technician, maintenance mechanic, or general maintenance workers. By offering students the ability to take non-credit courses, this certificate expands access to formerly underserved populations. This certificate can also serve as a gateway into other noncredit and credit programs and help students develop workplace skills and training that will qualify them for more workplace opportunities.

The development of this CDCP certificate is consistent with the Riverside Community College District's Mission Statement and master plan, as it provides a pathway to the workplace, additional noncredit certificates, or credit certificates or degrees.

Criteria B. Need

Data for the Economic Development Agency indicates that there will be a need for those skills in industrial automation in a variety of areas. Employment in the area of Installation, Maintenance and Repair Occupations indicates that there is a need for an additional 10,200 employees that need some or all of these skills. That increase of 18.9% from 2014-2024 is an indicator that individuals trained in this area are needed to work in the variety of warehouses that surround the District.

Currently Norco College has an Industrial Automation certificates in their credit certificates. The addition of a mirrored industrial automation certificate will increase access and eliminate barriers for those students who do not wish to gain college credit but need the skills that the certificate will provide for them. This certificate will be a mirrored certificate of our current credit certificate. Other colleges in the area with similar credit certificates include San Bernardino Valley College and Chaffey College.

The colleges expect to offer all the courses in the certificate one time a year, and each class will be offered to 35 students. This will total 560 seats available to students and 35 completers each academic year.

Criteria C. Curriculum Standards

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

4. Demonstrated the installation maintenance and troubleshooting of Programmable Logic Control systems (PLC's) and PLC modules.
5. Set-up and operate fluid powered valves, cylinders, controls filters, and actuators.
6. Solve formulas by using unknowns and apply this knowledge to solve problems encountered in technological areas and various fields of engineering.

Required Courses

		<u>Hours</u>
ELE-810	Survey of Electronics	90
ELE-827	Technical Communications	54
ELE-874	Industrial Wiring and Controls	108
ELE-864	Programmable Logic Controllers	90
ENE-851	Blueprint Reading	54
ELE-855	Occupational Safety and Health Administration (OSHA) Standards for General Industry	18
MAN-860	Hydraulic and Pneumatic Systems	108
ENE-862	Math for Automation	54

Total Hours: 576

Criteria D. Adequate Resources

No additional resources will be needed as the colleges currently have the appropriate faculty, staff, software, and library resources to offer this program. Additionally, this program will not result in additional costs, as all programs and materials have already been purchased.

Criteria E. Compliance

The design of the certificate program is in full compliance with Title 5 and is not in conflict with any state or federal laws, statues, or regulations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R__x__ M__x__ N__x__

TOPs Code: 0599.00

Enterprise Communication, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

The Enterprise Communication Certificate enables students to develop strategic communication techniques and skills necessary to succeed in the workplace. Students will demonstrate oral and written workplace communication skills, including learning constructive business writing concepts. This certificate is also a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Describe and apply different strategic communication techniques to a workplace scenario.
2. Identify your professional EI strengths and limitations. Develop a plan using behavioral techniques to increase your EI competencies.
3. Apply business writing concepts to writing letters and emails using complete sentences with sentence variety, clarity with pronouns, proper punctuation, paragraphing and clear organization of ideas.

Required Courses

		<u>Hours</u>
PDS– 812	Workplace Communication Strategies	12
PDS– 809	Business Writing in a Technological World	12

Elective Courses

	Choose 2:	<u>Hours</u>
PDS– 805	Difficult Conversations	12
PDS– 806	The Art of Negotiating and Collaborating	12
PDS– 813	Best Practices in Customer Service	12
PDS– 807	Personality Styles and Difficult Relationships	12

Total Hours:

48

**Riverside Community College District
Moreno Valley College / Norco College / Riverside City College**

Noncredit Certificate Program
Career Development and College Preparation (CDCP) Certificate:

Enterprise Communications
Certificate of Completion (Noncredit)

Criteria A. Appropriateness to Mission

The Mission Statement of Riverside Community College District:

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The goal of this program is to provide a diverse population of adult learners with the opportunity to build their understanding of Enterprise Communications, which is essential for most jobs in the marketplace today. The ability to communicate clearly and concisely is a skill that employers consistently ask that our students acquire. The ability to demonstrate both oral and written workplace communication skills is important both for those entering the workplace, and those with extensive experience. This certificate can serve as a gateway into other noncredit and credit programs.

The development of this CDCP certificate is consistent with the Riverside Community College District's Mission Statement and master plan, as it provides a pathway to the workplace, additional noncredit certificates, or credit certificates or degrees.

Criteria B. Need

Labor market data for enterprise communications is extensive. One could say that all occupations have a need to communicate better in the workplace. These skills are not limited to one occupational group or industry. In order to provide labor market data you would need to look at a variety of occupations such as, but not limited to:

Occupation	Percentage change 2014-2024
Management Occupations	17.2% (11,510 jobs)
Business and Financial Operations Occupations	16.5% (7,540 jobs)
Community and Social Service Occupations	16.7% (3,170 jobs)
Legal Occupations	7.6% (470 jobs)
Education, Training, and Library Occupations	12% (11,600 jobs)
Healthcare Practitioners and Technical Occupations	18.7% (12,800 jobs)
Healthcare Support Occupations	23.8 % (7,740 jobs)
Protective Service Occupations	12.8 % (4,360 jobs)
Food Preparation and Serving Related Occupations	27.5 % (35,610 jobs)
Personal Care and Service Occupations	26.7% (23,000 jobs)
Sales and Related Occupations	10.8% (25,879 jobs)
Office and Administrative Support Occupations	11.3 % (22,520 jobs)

The list of jobs is not inclusive of all of the potential employees who may need enterprise communication training as it is a projection of the openings by 2024. To adequately assess the need, you would have to look at individuals currently employed in these industries as they may also be potential students for the classes provided in the certificate.

Currently, there is no certificate at RCCD that is specifically geared toward building a student's understanding of Enterprise Communication. This certificate is constructed to fill that gap and allow adult learners to build the specific knowledge necessary to meet their goals in the workplace. This certificate will allow students further exploration and development of this vital skill. Credit courses in communications are provided by the District, but not those that are specifically geared towards those going into industry. There is not another similar noncredit program offered at a nearby college.

The colleges expect to offer all of the courses in this certificate three times a year, and each class will be offered to 30 students with a total of 1,080 seats available to students, with 270 completers each academic year.

Criteria C. Curriculum Standards

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

4. Describe and apply different strategic communication techniques to a workplace scenario.
5. Identify your professional EI strengths and limitations. Develop a plan using behavioral techniques to increase your EI competencies.
6. Apply business writing concepts to writing letters and emails using complete sentences with sentence variety, clarity with pronouns, proper punctuation, paragraphing and clear organization of ideas.

Required Courses

		<u>Hours</u>
PDS– 812	Workplace Communication Strategies	12
PDS– 809	Business Writing in a Technological World	12

Elective Courses

		<u>Hours</u>
	Choose 2:	
PDS– 805	Difficult Conversations	12
PDS– 806	The Art of Negotiating and Collaborating	12
PDS– 813	Best Practices in Customer Service	12
PDS– 807	Personality Styles and Difficult Relationships	12

Total Hours: 48

Criteria D. Adequate Resources

No additional resources will be needed as the colleges currently have the appropriate faculty, staff, software, and library resources to offer this program. Additionally, this program will not result in additional costs, as all programs and materials have already been purchased.

Criteria E. Compliance

The design of the certificate program is in full compliance with Title 5 and is not in conflict with any state or federal laws, statues, or regulations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R_X__ M_X__ N_X__

TOPs Code: 0599.00

Emerging Leaders, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None.

SHORT DESCRIPTION of PROGRAM

The Emerging Leaders Certificate enables students to develop the management, supervisory, and leadership skills necessary to get a job or advance on their current career path. Through the guided exploration of best practices in essential workplace skills, students will be prepared to successfully navigate complex professional environments. Both current and future leaders will benefit from the comprehensive overview of the skills necessary to be dynamic and effective leaders. This certificate also serves as a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Explain and apply communication techniques for constructive criticism to a workplace scenario
2. Explain the four stages of team development and apply to a case study
3. Identify a problematic employee issue and identify if it is a coaching issue or disciplinary action case
4. Explain and apply to a case study involving ways to motivate employees

Required Courses

		<u>Hours</u>
PDS-801	Leadership Skills	12
PDS-802	Supervisory Skills	12
PDS-803	Increasing Productivity	12
PDS-804	Motivating Yourself and Others	12

Elective Courses

Hours

None

Total Hours:

48

Riverside Community College District

Moreno Valley College / Norco College / Riverside City College

Noncredit Certificate Program
Career Development and College Preparation (CDCP) Certificate:

Emerging Leaders
Certificate of Completion (Noncredit)

Criteria A. Appropriateness to Mission

The Mission Statement of Riverside Community College District:

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The goal of this program is to provide a diverse population of adult learners with the opportunity to build their understanding of leadership, which is essential for many jobs in management, including those in for-profit businesses, nonprofit agencies, and entrepreneurs. Well-developed leadership skills are essential to workplace success for individuals at any point in their career and the leadership and management skills detailed in this certificate are applicable to employees in all industry sectors. This certificate can serve as a gateway into other noncredit and credit programs.

The development of this CDCP certificate is consistent with the Riverside Community College District’s Mission Statement and master plan, as it provides a pathway to the workplace, additional noncredit certificates, or credit certificates or degrees.

Criteria B. Need

Knowledge of leadership is needed across all industries as every industry and occupational field has those who provide leadership to their organizations. In order to meet this area of emphasis, there is a need to provide leadership training for those who are emerging leaders and those who aspire to be leaders in the future.

According to the Employment Development Department, State of California between 2014-2024 the area of management will see an increase of 11,510 job openings between 2014 and 2024. In addition, the estimated employment for managers is 78,350. Management projections include the following types of management positions

Top Executives
Chief Executives
General and Operations Managers
Legislators
Advertising, Marketing, Promotions, Public Relations, and Sales Managers
Advertising and Promotions Managers

Marketing Managers
Sales Managers
Public Relations and Fundraising Managers
Operations Specialties Managers
Financial Managers
Industrial Production Managers
Purchasing Managers
Transportation, Storage, and Distribution Managers
Human Resources Managers
Training and Development Managers
Other Management Occupations
Farmers, Ranchers, and Other Agricultural Managers
Construction Managers
Education Administrators, Preschool and Childcare Center/Program
Education Administrators, Elementary and Secondary School
Education Administrators, Postsecondary
Education Administrators, All Other
Architectural and Engineering Managers
Food Service Managers
Gaming Managers
Lodging Managers
Medical and Health Services Managers
Natural Sciences Managers
Property, Real Estate, and Community Association Managers
Social and Community Service Managers
Managers, All Other

It is imperative that current and future managers receive relevant and up-to-date training in order to lead successful organizations. Faculty believe that non-credit courses and certificates such as these will lower the barriers to enrollment and thus expand access. The courses will fill a gap at Riverside Community College District that is not being filled at present. The college expects to offer all of the course in this certificates four times a year, and each class will be offered to 30 students with a total of 1,440 seats available to students, with 360 completers each academic year.

Currently, there is no certificate at RCCD that is specifically geared toward building a student's understanding of Leadership. This certificate is constructed to fill that gap and allow adult learners to build the specific knowledge necessary to meet their goals in the workplace. This certificate will allow students further exploration and development of this vital skill. As previously mentioned, credit courses touch on leadership, however, this certificate will expand access to those interested in noncredit.

The following courses will be offered four times a year to 30 students each time. It is projected that 90 students will complete the certificate, which will begin in Spring of 2020. The following enrollment is projected for these courses and certificate:

		<u>Students</u>
PDS-801	Leadership Skills	90
PDS-802	Supervisory Skills	90
PDS-803	Increasing Productivity	90
PDS-804	Motivating Yourself and Others	90

Criteria C. Curriculum Standards

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

5. Explain and apply communication techniques for constructive criticism to a workplace scenario
6. Explain the four stages of team development and apply to a case study
7. Identify a problematic employee issue and identify if it is a coaching issue or disciplinary action case
8. Explain and apply to a case study three ways to motivate employees

Required Courses

		<u>Hours</u>
PDS-801	Leadership Skills	12
PDS-802	Supervisory Skills	12
PDS-803	Increasing Productivity	12
PDS-804	Motivating Yourself and Others	12

Total Hours: 48 hours

Criteria D. Adequate Resources

No additional resources will be needed as the colleges currently have the appropriate faculty, staff, software, and library resources to offer this program. Additionally, this program will not result in additional costs, as all programs and materials have already been purchased.

Criteria E. Compliance

The design of the certificate program is in full compliance with Title 5 and is not in conflict with any state or federal laws, statues, or regulations.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROGRAM OUTLINE of RECORD**

College: R_X__ M_X__ N_X__

TOPs Code: _0509.40__

Customer Relations, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None.

SHORT DESCRIPTION of PROGRAM

The Customer Relations Certificate provides students with important communication skills and an understanding of how these skills should be utilized when working in customer service. Additionally, students will learn about different personality styles and how to effectively adapt to working with people with different styles. As a result of their classroom experience, students will be able to provide effective customer service and demonstrate collaborative problem solving.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Analyze and apply four essential customer service best practices in a role play.
2. Construct and deliver constructive criticism of a customer service experience session.
3. Demonstrate the collaborative problem-solving model to a case study.

Required Courses

		<u>Hours</u>
PDS-813	Best Practices in Customer Service	8
PDS-806	The Art of Negotiating and Collaborating	8
PDS 807	Personality Styles and Difficult Relations	8

Elective Courses

Hours

None

Total Hours:

24

**Riverside Community College District
Moreno Valley College / Norco College / Riverside City College**

Noncredit Certificate Program
Career Development and College Preparation (CDCP) Certificate:

**Customer Relations
Certificate of Completion (Noncredit)**

Criteria A. Appropriateness to Mission

The Mission Statement of Riverside Community College District:

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The goal of this program is to provide a diverse population of adult learners with the opportunity to build their understanding of Customer Relations, which is essential for many jobs in the sales and marketing field, as well as those who own their own business or are involved with the public. Strong customer service skills are an important part of any employee's skillset that works with external or internal stakeholders. This certificate will thus benefit students with a diverse range of career goals and existing skill sets. This certificate can serve as a gateway into other noncredit and credit programs.

The development of this CDCP certificate is consistent with the Riverside Community College District's Mission Statement and master plan, as it provides a pathway to the workplace, additional noncredit certificates, or credit certificates or degrees.

Criteria B. Need

Knowledge of customer relations is needed across the board in all areas of business, but especially for those involved in dealing with the public on a day to day basis. Jobs such as sales, retail, government, education and those in private industry all need customer service skills to be successful in the workplace.

According to the Employment Development Department, State of California between 2014-2024 there will be the following openings in Riverside County.

9,520 Customer Service Representatives job openings
19,870 Retail Salespersons job openings
18,490 Waiters and Waitress job openings
18,560 Cashier job openings

Faculty believe that non-credit courses and certificates such as these will lower the barriers to enrollment and expand access. The courses will fill an existing gap at Riverside Community College District. The college expects to offer all of the course in this certificates three times a year, and each class will be offered to 30 students with a total of 810 seats available to students, with 270 completers each academic year.

Currently, there is no certificate at RCCD that is specifically geared toward building a student's understanding of Customer Relations. This certificate is constructed to fill that gap and allow adult

learners to build the specific knowledge necessary to meet their goals in the workplace. This certificate will allow students further exploration and development of this vital skill. As previously mentioned, credit courses touch on customer relations, however, this certificate will expand access to those interested in noncredit.

The following courses will be offered three times a year to 30 students each time. It is projected that 90 students will complete the certificate each semester, which will begin in Spring of 2020. The following enrollment is projected for these courses and certificate:

		<u>Students</u>
PDS-813	Best Practices in Customer Service	90
PDS-806	The Art of Negotiating and Collaborating	90
PDS-807	Personality Styles and Difficult Relations	90

Criteria C. Curriculum Standards

This CDCP Certificate was designed for students to fulfill the program and objectives upon successful completion of the program requirements

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Analyze and apply four essential customer service best practices in a role play.
2. Construct and deliver constructive criticism of a customer service experience session.
3. Provide strategic customer service recommendations to a business-related case study.

Required Courses

		<u>Hours</u>
PDS-813	Best Practices in Customer Service	8
PDS-806	The Art of Negotiating and Collaborating	8
PDS-807	Personality Styles and Difficult Relations	8

Total Hours: 24

The CORs associated with this certificate meet all the noncredit course requirements of Title 5, Section 55002

Criteria D. Adequate Resources

No additional resources will be needed as the colleges currently have the appropriate faculty, staff, software, and library resources to offer this program. Additionally, this program will not result in additional costs, as all programs and materials have already been purchased.

Criteria E. Compliance

The design of the certificate program is in full compliance with Title 5 and is not in conflict with any state or federal laws, statues, or regulations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R___ M___ N_x___

TOPs Code: 0956.00

Computerized Numerical Control Operator, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

This certificate is designed to provide entry-level skills to operate a Computer Numerical Control (CNC) lathe or milling type machine tool. Upon completion, students can may secure employment as an entry level CNC operator. This certificate also serves as a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Demonstrate sufficient proficiency to apply for and obtain entry-level employment in the field of computer numerical control technology.
2. Perform machine start-up and make machine adjustments and minor programming changes.
3. Perform inspections, make tool changes and knowledge of machine shut down.

Required Courses

		<u>Hours</u>
MAN-857	CNC Program Writing	108
MAN-856	CNC Machine Set-up and Operation	108

Elective Courses

Hours

None

Total Hours:

216

**Riverside Community College District
Moreno Valley College / Norco College / Riverside City College**

Noncredit Certificate Program
Career Development and College Preparation (CDCP) Certificate:

**Computerized Numerical Control
Certificate of Completion (Noncredit)**

Criteria A. Appropriateness to Mission

The Mission Statement of Riverside Community College District:

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The goal of this program is to provide CNC training to a diverse population of adult learners and drive awareness of manufacturing and CNC skills in the community. By offering students the opportunity to earn a non-credit certificate in CNC, the college increases access to educational opportunities and opens job prospects to community members. This certificate will also serve as a gateway into other noncredit and credit programs.

As a result of this certificate, students will gain the technical skills necessary to operate a CNC machine in a manufacturing or industrial setting, leading to job opportunities in the region.

Criteria B. Need

Computerized numerical control (CNC) is one of the many technical programs and applications that is used in the manufacturing field. Data on Onet indicates that there will be a 11.2% increase in the jobs related to CNC from the present until 2026, some due to retirements. Students who graduate with these skills can be expected to start at \$16 an hour and top out at \$46 dollars an hour for a yearly income of \$91,850. Faculty report that students who take the credit CNC courses are hired out as soon as they complete the two courses in this certificate. According to the Center for Excellence there will be 269 openings in the next year, with 52 replacement jobs.

Enrollment projections for courses are as follows:

MAN-857	CNC Program Writing	35-45 per session
MAN-856	CNC Machine Set-up and Operation	35-45 per session

The certificate program expects to have 35-45 students complete this certificate annually beginning in Winter 2020.

Norco College (RCCD) has a for credit program that incorporates the two courses but is twice as long in time. This certificate of completion will be mirrored with the current course offerings to increase student enrollment and increase access for students who are looking for a quicker way to gain CNC knowledge and skills but are not interested in a two-year certificate or degree.

Within the Riverside Community College District there are no other programs or certificates, other than those credit courses offered at Norco College. Other colleges with similar credit programs include Chaffey College and San Bernardino Valley College. At this time neither has a non-credit option available to students.

Criteria C. Curriculum Standards

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Demonstrate sufficient proficiency to apply for and obtain an entry level employment in the field of computerized numerical control

Program Requirements

The certificate requires the completion of two non-credit classes, 108 hours each for a total of 216 hours.

Required Courses

MAN-857	CNC Program Writing	108 hours
MAN-856	CNC Machine Set-up and Operation	108 hours

Criteria D. Adequate Resources

Facilities and Equipment Plan

The current facilities at Norco College are adequate to support the program.

Program Costs

Resources are adequate to support this program.

Criteria E. Compliance

The design of the certificate is in full compliance with Title 5 and is not in conflict with any state or federal laws, statues, or regulations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R_x__ M_x__ N_x__

TOPs Code: 0502.00

Accounting Basics for Small Business, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

The Accounting Basics for Small Business Certificate provides students with an understanding of basic accounting, including QuickBooks procedures. The skills and knowledge covered in this program will enable students to get a job in the field or advance in their current career. This certificate also serves as a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Understand the basic components of the primary financial statements - balance sheet, income statement, and cash flow statement.
2. Understand the interaction between different statements and individual accounting entries.
3. Apply these basic accounting concepts to a small business.
4. Use the knowledge from this class as a foundation for working with an accounting software package.

Required Courses

		<u>Hours</u>
ACC – 801	Setting Up QuickBooks for Small Business	16
ACC – 802	Monthly Procedures Using QuickBooks	16
ACC – 803	Year End Procedures with QuickBooks	16

Elective Courses

Hours

None

Total Hours:

48

**Riverside Community College District
Moreno Valley College / Norco College / Riverside City College**

Noncredit Certificate Program
Career Development and College Preparation (CDCP) Certificate:

Accounting Basics for Small Business
Certificate of Completion (Noncredit)

Criteria A. Appropriateness to Mission

The Mission Statement of Riverside Community College District:

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The goal of this program is to provide a diverse population of adult learners with the opportunity to build their understanding of QuickBooks, which is essential for many jobs in the accounting field and those whose duties include bookkeeping, such as entrepreneurs. Accounting is an important component of any successful business, and this certificate will both help students secure employment or advance in their current career, as well as support the economic development of the region. This certificate will also serve as a gateway into other noncredit and credit programs.

The development of this CDCP certificate is consistent with the Riverside Community College District's Mission Statement and master plan, as it provides a pathway to the workplace, additional noncredit certificates, or credit certificates or degrees.

Criteria B. Need

QuickBooks is one of the important programs for bookkeepers, and knowledge of the program is essential for those seeking to gain employment in the field or advance their career. According to the Center for Excellence, there will be 4,842, openings in the next year, with an increase of 4.9% from 2017-2022. Students who graduate with these skills can be expected to start at \$12 an hour and op out at \$18.90 dollars an hour for a yearly income of \$39,312. Credit courses in QuickBooks consistently fill and given that the noncredit program will have lower barriers to enrollment and thus expand access, faculty believe these courses will fill a proven gap.

The colleges expect to offer all the courses in the certificate four times a year, and each class will be offered to 35 students. This will total 1,260 seats available to students and 420 completers each academic year.

Currently, there is no certificate at RCCD that is specifically geared toward building a student's understanding of QuickBooks. This certificate is constructed to fill that gap and allow adult learners to build the specific knowledge necessary to meet their goals in the workplace. This certificate will allow students further exploration and development of this vital skill. The one noncredit course that teaches QuickBooks focuses on entrepreneurship and this course is one of the most popular noncredit courses. A credit course does cover QuickBooks; however, this certificate will expand access to those interested in noncredit.

The following courses will be offered beginning in Winter of 2020. The following enrollment per semester is projected for these courses and certificate:

ACC – 801	Setting Up QuickBooks for Small Business	105 students
ACC – 802	Monthly Procedures Using QuickBooks	105 students
ACC – 803	Year End Procedures with QuickBooks	105 students

Criteria C. Curriculum Standards

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Understand the basic components of the primary financial statements balance sheet, income statement, and cash flow statement.
2. Understand the interaction between different statements and individual accounting entries.
3. Apply these basic accounting concepts to a small business.
4. Use the knowledge from this class as a foundation for working with an accounting software package.

Required Courses

		<u>Hours</u>
ACC – 801	Setting Up QuickBooks for Small Business	16
ACC – 802	Monthly Procedures Using QuickBooks	16
ACC – 803	Year End Procedures with QuickBooks	16

Criteria D. Adequate Resources

No additional resources will be needed as the colleges currently have the appropriate faculty, staff, software, and library resources to offer this program. Additionally, this program will not result in additional costs, as all programs and materials have already been purchased.

Criteria E. Compliance

The design of the certificate program is in full compliance with Title 5 and is not in conflict with any state or federal laws, statues, or regulations.